

**INVESTIGATING THE IMPLEMENTATION OF ASSESSMENT POLICY AT  
TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)  
COLLEGES IN THE FREE STATE**

**PASEKA ERNEST NDLELENI**

Dissertation submitted in fulfilment of the requirements for the Degree

**MASTER OF EDUCATION**

In the

**Faculty of Humanities**

at the

Central University of Technology, Free State

**SUPERVISOR: Dr Paseka P MOLLO**

**CO-SUPERVISOR: Mr Khojane G MOKHOTHU**

**BLOEMFONTEIN**

**2023**

## **DECLARATION OF INDEPENDENT WORK**

I, PASEKA ERNEST NDLELENI, do hereby declare that this dissertation titled "Investigating the Implementation of Assessment Policy at Technical Vocational Education and Training (TVET) Colleges in the Free State," submitted to the Central University of Technology, Free State, for the Master of Education, is my own independent work, complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules, and regulations of the Central University of Technology, Free State, and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

---

**Paseka Ernest Ndleleni**

**Date: 26 September 2023**

## **DEDICATION**

This study is dedicated to my son, Kganya Ndleleni, who became ill during the early stages of this study and was in and out of the hospital. Your fighting spirit, my boy, kept me going, and I was determined to complete this study, even though it was difficult.

## ACKNOWLEDGEMENTS

I would like to express my appreciation to the following people for their guidance, support, and understanding throughout this journey:

- First and foremost, I would like to express my heartfelt gratitude to my supervisor, Dr. Mollo, and my co-supervisor, Mr. Mokhothu, for your encouragement and professional guidance, which has resulted in a positive attitude toward the study. I never felt like giving up on my studies because you guys were always there to support me.
- I am also grateful to the TVET colleges in the Free State for allowing me to research their campuses, especially the participants who volunteered their time and made a significant contribution, which I greatly appreciate.
- Tumane Lesetla deserves special recognition for his inspiration and contributions throughout the study, which enabled the data to be available for my first conference paper.
- My heartfelt thanks go to my siblings, Gift, Potman (Papi), and my sister-in-law, Thozama Mayezana, for their unwavering support in helping me stay focused.
- My heartfelt gratitude goes to my mother, Mathoto; grandmother, Mafelleng; and uncle, Mosuwe, who have all passed away, but their spirits live on, and their contributions to my academic life will never be forgotten.
- My love goes to my father, Macaleni Ndleleni, aunt, Malikotsi Ndleleni, maternal uncle, Matebesi Radebe, and parents in-laws, Phumzile and Nokuzola Mayezana, for reminding me of what truly matters in life and for your support during difficult times.
- Finally, I want to thank my beautiful wife, Vuyolwethu (Makgotso), Veronica Ndleleni, and my children for their unwavering support and patience during my absence from their lives and their understanding of the value of education. I know it was difficult, but you never stood in my way, and for that, I thank you.



## ABSTRACT

It appears necessary to implement the assessment policy, which is an important component of the South African vocational education and training (VET) system, in to improve teaching and learning in our Technical and Vocational Education and Training (TVET) system. The implementation of the assessment policy in our TVET sector must be evaluated regularly.

The main aim of the study was to investigate the implementation of assessment policies at TVET colleges in the Free State. To collect data, the researcher used a mixed-methods approach, employing both qualitative and quantitative methodologies. The study used a literature review and qualitative and quantitative methods such as semi-structured interviews, questionnaires, and purposive sampling to investigate. The study's sample included twenty-two (22) senior lecturers and eleven (11) heads of departments (HODs) from three (3) TVET colleges in the Free State. The quantitative responses were analysed statistically by the employed professional statistical analyst, who created the frequency table. For the qualitative data, the researcher recorded, transcribed, and analysed semi-structured interviews.

According to the findings of the study, the majority of senior lecturers and HODs agreed that the implementation of the assessment in the TVET college was necessary. Furthermore, they agreed that they would receive internal continuous assessment (ICASS) training at the start of each year. The study discovered that colleges made a reasonable effort to implement the assessment policy. According to the findings of the study, the majority of HODs believe that all stakeholders must adhere to the assessment policy to the best of their abilities and that the moderation tasks must be completed following the policy to ensure that the tasks are fair, credible, and authentic. Furthermore, they all agreed that the assessment policy serves as a guideline for best assessment practices.

**Keywords:** Implementation of assessment policy, TVET, vocational education, technical education, training, and occupational education, senior lecturers, heads of departments, National Certificate (Vocational), power and influence theories, assessment

## TABLE OF CONTENT

|                                                    |     |
|----------------------------------------------------|-----|
| DECLARATION OF INDEPENDENT WORK .....              | i   |
| DEDICATION .....                                   | ii  |
| ACKNOWLEDGEMENTS .....                             | iii |
| ABSTRACT .....                                     | iv  |
| TABLE OF CONTENT .....                             | v   |
| LIST OF FIGURES .....                              | x   |
| LIST OF TABLES.....                                | xi  |
| LIST OF ACRONYMS .....                             | xii |
| CHAPTER 1: OVERVIEW AND ORIENTATION OF STUDY ..... | 1   |
| 1.1 Introduction .....                             | 1   |
| 1.2 Background of the study.....                   | 1   |
| 1.3 Significance of the study.....                 | 4   |
| 1.4 Statement of the Problem.....                  | 4   |
| 1.5 Aim and Objectives.....                        | 5   |
| 1.6 Research questions .....                       | 5   |
| 1.7 Literature Review.....                         | 6   |
| 1.8 Research Methodology.....                      | 8   |
| 1.8.1 Research Design .....                        | 8   |

|                                                             |               |
|-------------------------------------------------------------|---------------|
| 1.8.2                                                       | Participant's |
| Sample.....                                                 | 9             |
| 1.8.3 Data Collection.....                                  | 9             |
| 1.8.3.1 Empirical Document Analysis.....                    | 9             |
| 1.8.3.2 Questionnaire.....                                  | 10            |
| 1.8.3.3 Interviews.....                                     | 11            |
| 1.8.4 Data Analysis .....                                   | 11            |
| 1.9 Limitations of the Study .....                          | 11            |
| 1.10 Definition of Terms .....                              | 11            |
| 1.10.1 Technical and Vocational Education.....              | 11            |
| 1.10.2 Assessment.....                                      | 12            |
| 1.10.3 Assessment Policy.....                               | 12            |
| 1.10.4 Policy Implementation .....                          | 12            |
| 1.11 Ethical Considerations .....                           | 12            |
| 1.12 Overview of the Chapters.....                          | 13            |
| CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK..... | 14            |
| 2.1 Introduction .....                                      | 14            |
| 2.2 Concepts of Vocational Education and Training .....     | 14            |
| 2.2.1 Technical education as a concept .....                | 14            |
| 2.2.2 Vocational education as concept.....                  | 16            |
| 2.2.3 Training and Occupational education as a concept..... | 18            |

|                                                                                                  |    |
|--------------------------------------------------------------------------------------------------|----|
| 2.2.4 Assessment as a concept.....                                                               | 20 |
| 2.3 International perspective of Technical Vocational Education and Training curriculum<br>..... | 27 |
| 2.3.1 Germany .....                                                                              | 28 |
| 2.3.2 Malaysia .....                                                                             | 30 |
| 2.3.3 Nigeria .....                                                                              | 31 |
| 2.3.4 South Africa.....                                                                          | 34 |
| 2.4 Theoretical Framework.....                                                                   | 36 |
| 2.4.1 Power and influence theories .....                                                         | 36 |
| 2.4.2 Contingency theories (Situational theories) .....                                          | 37 |
| 2.4.3 Curriculum theory .....                                                                    | 38 |
| 2.4.4 Evaluation theory .....                                                                    | 40 |
| 2.5 Conclusion .....                                                                             | 41 |
| CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN .....                                                 | 43 |
| 3.1 Introduction .....                                                                           | 43 |
| 3.2 Methodology and Research Design.....                                                         | 43 |
| 3.2.1 Research Methodology.....                                                                  | 43 |
| 3.2.2 Research Design .....                                                                      | 46 |
| 3.3 Population and Sampling .....                                                                | 47 |
| 3.3.1 Population .....                                                                           | 47 |

|                                                                                 |     |
|---------------------------------------------------------------------------------|-----|
| 3.3.2 Sampling .....                                                            | 47  |
| 3.4 Data Collection Instruments .....                                           | 50  |
| 3.4.1 Interviews .....                                                          | 51  |
| 3.4.2 Questionnaire.....                                                        | 52  |
| 3.5 Data Analysis and Interpretation .....                                      | 54  |
| 3.5.1 Interviews .....                                                          | 55  |
| 3.5.2 Questionnaires.....                                                       | 56  |
| 3.6 Ethical Consideration.....                                                  | 57  |
| 3.7 Conclusion .....                                                            | 58  |
| CHAPTER 4: DATA PRESENTATION, INTERPRETATION, AND DISCUSSIONS OF RESULTS.....   | 60  |
| 4.1 Introduction .....                                                          | 60  |
| 4.2 Presentation of data from the questionnaire.....                            | 60  |
| 4.2.1 Section A: Senior Lecturer biographical data and professional development | 61  |
| 4.2.2 Section B: Assessment, Assessment Policy, and Implementation.....         | 71  |
| 4.3 Presentation of data from interviews.....                                   | 97  |
| 4.3.1 Summary of responses from interviews.....                                 | 109 |
| 4.4 Conclusion .....                                                            | 110 |
| CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS .....                       | 111 |
| 5.1 Introduction .....                                                          | 111 |

|                                                                    |     |
|--------------------------------------------------------------------|-----|
| 5.2 Summary of the findings.....                                   | 113 |
| 5.2.1 Responses of the senior lecturers in the questionnaire ..... | 113 |
| 5.2.2 Interview responses from the Heads of Departments .....      | 115 |
| 5.3 Conclusions .....                                              | 118 |
| 5.3.1 Conclusion 1 .....                                           | 118 |
| 5.3.2 Conclusion 2 .....                                           | 118 |
| 5.4 Recommendations of the study.....                              | 119 |
| 5.4.1 Concerns raised by Heads of Departments.....                 | 119 |
| 5.4.2 Recommendations by the researcher .....                      | 119 |
| REFERENCES .....                                                   | 121 |
| APPENDICES.....                                                    | 147 |
| APPENDIX A: Questionnaire for Senior Lecturers .....               | 147 |
| APPENDIX B: Interview questions for the Heads of Departments ..... | 155 |
| APPENDIX C: Request to conduct research .....                      | 156 |
| APPENDIX D: Approvals to conduct research.....                     | 157 |
| APPENDIX E: Ethics certificate.....                                | 160 |
| APPENDIX F: Editor's confirmation letter .....                     | 161 |

## LIST OF FIGURES

|            |                                                              |    |
|------------|--------------------------------------------------------------|----|
| Figure 2.1 | Policy implementation model process                          | 27 |
| Figure 2.2 | Assessment and reporting process: The importance of evidence | 32 |
| Figure 2.3 | Kirkpatrick's model                                          | 41 |
| Figure 3.1 | Stages of planning a questionnaire                           | 53 |
| Figure 3.2 | Qualitative data analysis                                    | 58 |
| Figure 4.1 | Senior lecturer biographical detail 1                        | 62 |
| Figure 4.2 | Senior lecturer biographical detail 2                        | 64 |

## LIST OF TABLES

|             |                                                                               |     |
|-------------|-------------------------------------------------------------------------------|-----|
| Table 3.1   | Number of HODs, senior lecturers, and colleges                                | 50  |
| Table 3.2   | Number of ACMs, senior lecturers, and a college                               | 53  |
| Table 4.1   | Senior lecturer biographical detail                                           | 61  |
| Table 4.2   | Senior lecturer biographical detail                                           | 63  |
| Table 4.3   | Senior lecturer professional development detail                               | 65  |
| Table 4.4   | Items that are more towards strongly agreed (4)                               | 71  |
| Table 4.5   | Items that are more towards strongly agreed (4)                               | 74  |
| Table 4.6   | Items that are more strongly disagree (1)                                     | 77  |
| Table 4.7   | Items that are more towards strongly agree (4)                                | 77  |
| Table 4.8   | Items that are more towards disagree (2) and strongly agree (4)               | 79  |
| Table 4.9   | Items that are more towards disagree (2)                                      | 80  |
| Table 4.10  | Items that are more towards strongly agree (4)                                | 81  |
| Table 4.11: | Items that are more towards strongly agree (4)                                | 83  |
| Table 4.12  | Items that are more towards strongly disagree (1)                             | 85  |
| Table 4.13  | Items that are more towards disagree (2) and agree (3)                        | 86  |
| Table 4.14  | Responses of HODs to their involvement in the assessment process              | 99  |
| Table 4.15  | Responses of HODs to their roles and responsibilities                         | 99  |
| Table 4.16  | Responses from HODs on the significance of implementing the assessment policy | 101 |
| Table 4.17  | Responses of HODs to factors impeding policy implementation                   | 102 |
| Table 4.18  | Responses from HODs on ensuring the involvement of all parties                | 104 |
| Table 4.19  | HOD responses on their overall feelings about the policy implementation       | 105 |
| Table 4.20  | Responses of HODs to the monitoring tool                                      | 107 |
| Table 4.21  | Responses from HODs to training and workshops                                 | 109 |



## LIST OF ACRONYMS

|        |                                                                |
|--------|----------------------------------------------------------------|
| ACM    | Assistant Campus Manager                                       |
| CDC    | Centre for Disease Control and Prevention                      |
| DHET   | Department of Higher Education and Training                    |
| DOE    | Department of Education                                        |
| EU     | European Union                                                 |
| FET    | Further Education and Training                                 |
| FME    | Federal Ministry of Education                                  |
| FRN    | Federal Republic of Nigeria                                    |
| GEAR   | Growth, Employment, and Redistribution                         |
| HOD    | Head of Department                                             |
| ICASS  | Internal Continuous Assessment                                 |
| ISAT   | Integrated Summative Assessment                                |
| MDG    | Millennium Development Goals                                   |
| NABTEB | National Business and Technical Examination Board              |
| NBTE   | National Board for Technical Education                         |
| NC(V)  | National Certificate (Vocational)                              |
| NQF    | National Qualifications Framework                              |
| NUC    | National University Commission                                 |
| QA     | Quality Assurance                                              |
| RDP    | Reconstruction and Development Programme                       |
| RSA    | Republic of South Africa                                       |
| SAG    | Subject Assessment Guideline                                   |
| TVET   | Technical Vocational Education and Training                    |
| UNESCO | United Nations Education, Scientific and Cultural Organisation |
| VET    | Vocational Education and Training                              |

## **CHAPTER 1: OVERVIEW AND ORIENTATION OF STUDY**

### **1.1 Introduction**

Assessment is an important part of teaching and learning because it determines whether the objectives are met or not. Assessment is used to make decisions about progression and to identify educational needs. This may imply that assessment should be guided by policies that are implementable. The research is summarised in this chapter. The research questions, problem statement, literature review, theoretical framework, research methodology, and study design are all included in the overview.

### **1.2 Background of the study**

South Africa began overhauling the apartheid-era education and training system in 1995. According to the Department of Education (DOE) National Plan for Further Education and Training (FET) in South Africa (2008:9), the vocational and technical component of the system at the time consisted of 152 technical colleges spread across various education departments. Those technical colleges received various types of funding based on their race, geographic location, and population. It's a painful truth to still describe how things were handled in South Africa during apartheid, but we can't understand the South African technical education system unless we keep referring to the past. It appears that a plan was in place back in 1995 to transform the racially divided technical colleges into a cohesive system that would address vocational education and training (VET) needs.

The transformation of the system was critical, and it requires ongoing review and monitoring. This study aims to contribute to the system's ongoing contributions and interventions to improve teaching and learning in the TVET sector. A well-functioning post-school vocational education system is a key lever for school leavers to break out of poverty and inequality and sustain a consistent development trajectory (Terblanche, 2017; Badenhorst & Radile, 2018). Based on the statements made by Terblanche (2017) and Badenhorst and Radile (2018), the researcher believes that a vocational education system is a strategic system that plays the most important role in the country's economy. It seems imperative that the college curriculum, which is at the heart of South African VET,

be restructured to enhance responsiveness to industry needs and requirements and to improve TVET standards (Terblanche, 2017).

The former technical colleges, which provided technical and vocational education, were established according to the historical legacy of apartheid education (RSA, White Paper, DoE, 1995). The TVET college sector in South Africa was established in 2002 in terms of the FET Act 98 of 1998 (White Paper 4: DoE, 1998a). The imperatives in the college curriculum demonstrate that the South African government views education and training as an important component in the process of human resource development to break the country's vicious cycle of poverty. According to the Republic of South Africa (RSA) White Paper for Post-School Education and Training (2013:12), South African Technical and Vocational Education and Training (TVET) Colleges are a national competency central to the conveyance of post-school education and training and are an area of strategic significance in the Department of Higher Education and Training (DHET).

Furthermore, according to DHET (2013:12), part of the process of ensuring that colleges become quality educational institutions will involve setting a benchmark for optimal functionality to determine the interventions needed in each institution. The TVET structure comprises 50 multi-campus colleges with over 260 delivery sites for education and training in South Africa. These colleges are legislated by the Continuing Education and Training (CET) Act 16 of 2006, as amended, as a national competency and obligation of DHET, as highlighted in the White Paper for Post-School Education and Training, November 2013. The Further Education and Training Amendment Act 3 of 2012 transferred legislative college authority to national competency. There is always a need to change policies because we live in a dynamic world where things change quickly, and this rapid change necessitates policy reviews, management, and amendments as needed.

TVET colleges are responsible for the provisioning of general, engineering, and business studies programmes on National Qualifications Framework (NQF) levels 2 to 4. The purpose of the legislation, Continuing Education and Training Act 16 of 2006, as amended, is to:

- Stimulate National Certificate (Vocational) [(NC(V)] programmes, as well as National Technical Education programmes in Engineering, Business, and Utility Studies;
- Respond to the country's labour market and community needs;
- Add value to the country's skills development strategy;
- Afford opportunities, create knowledge, and develop high-level skills for academia and the technical quality demands of the country;
- Create access to work opportunities and higher education; and
- Establish a coordinated TVET system offering programme-based vocational and occupational training (Continuing Education and Training Act 16 of 2006, as amended).

TVET college programmes are facilitated by teaching and learning, and one of the most important components of teaching and learning is assessment. To maintain the assessment's integrity, a policy that guides and ensures uniformity and compliance must be in place. Assessment policy serves as a guiding mechanism for determining how various assessment tasks should be administered and carried out (Ndleleni, Mollo & Mokhothu, 2023). The National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational) (2007) governs the implementation of the policy for the National Certificate (Vocational): Qualifications at Levels 2 to 4 on the NQF. The ICASS guidelines are revised each year and distributed to colleges at the start of the college year by DHET. The ICASS Guidelines should be read in conjunction with the relevant National Certificate (Vocational) Subject Guidelines and Assessment Guidelines and the National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational), 2007. According to Ndleleni et al. (2023:533), simply having an assessment policy in place does not imply that it is fully implemented.

### **1.3 Significance of the study**

The significance of the study was to add to the body of literature already available and to advocate for the implementation of assessment policies in TVET colleges. Various

stakeholders, both locally and internationally, particularly the higher education sector and industries that work with higher education, stand to benefit from this study because it seeks to expose and fill gaps in assessment and policy issues at TVET colleges.

#### **1.4 Statement of the Problem**

The scope of this research was limited to TVET colleges in the Free State. The reasons behind this study emerged from the researcher's experience as a TVET College lecturer, where there were sometimes uncertainties about the implementation of the assessment policy and revised assessment guidelines. Some lecturers believed that the uncertainty of change, complex terminology, complicated design features, and increased workload were the factors causing them to struggle with the implementation of the assessment policy at TVET colleges when they were formally engaged. Over the years, the researcher has noticed an increase in the number of pending results, the majority of which are the result of irregularities in the internal continuous assessment (ICASS) at TVET colleges. The researcher's experience as a lecturer has led him to believe that an investigation needs to be conducted and remedial action enforced to expedite the implementation of the assessment policy in our TVET colleges.

The question was, "How experienced and confident are TVET College lecturers in managing and controlling the assessment tasks outlined in the Internal Continuous Assessment (ICASS) of National Vocational (Certificates) programmes?"

Every assessment component (i.e., internal assessment or examination) is crucial because the results contribute to the achievement of a qualification. In 2017, the researcher was asked to work as an ad hoc examination officer in the Examination Section at the college where he was employed. As a result of this exposure, it has become the researcher's interest to investigate whether assessment policies are followed or simply ignored. Furthermore, the researcher wanted to know if there is a standard approach to the management, administration, and implementation of ICASS components on all subjects offered at Levels 2–4 of the NC(V) qualifications. According to Maila

(2003:8), policies are effective if the expected outcomes are achieved in practice. In conclusion, the study was useful since it sought to present findings and recommendations that will contribute to the improvement and management of the implementation of assessment policies in TVET colleges.

## **1.5 Aim and Objectives**

### **Aim**

The aim of this study was to investigate the implementation of the assessment policy at TVET colleges in the Free State.

### **Objectives**

The objectives that informed this study were:

- To identify and justify the need to implement the assessment policy at TVET colleges.
- To determine how various components of an assessment are administered by TVET colleges.
- To identify and circumvent the threats to the implementation of the assessment policy at TVET colleges.
- To identify and test best practices to complement the implementation of the assessment policy at TVET colleges.

## **1.6 Research questions**

The purpose of this study was to answer the question, *'What are the challenges and implications of implementing Assessment Policy in the curriculum of TVET Colleges?'* by thoroughly examining the following sub-questions:

- What is the purpose of the internal continuous assessment in the TVET College's curriculum?
- How do the TVET colleges administer the internal common assessments and assessment tasks throughout the year?

- What are the impacts of accuracy or inaccuracy in determining the candidate's assessment marks?

## 1.7 Literature Review

An extensive review of the literature on the topic has been conducted to ensure that previous work in this field is considered. Books, journal articles, media reports, policy documents, dissertations, and thesis are all included in the literature review.

According to Rochera and Llanos (2007:805), some characteristics of classroom assessment are identified and described as they relate to the teachers' pedagogical intervention for the monitoring and improvement of students' self-regulation processes.

Continuous assessment is an effective tool for improving teaching and learning, which are at the heart of the acquisition of knowledge and skills. Assessment becomes a fundamental instrument for regulating teacher intervention over the course of the process and, in turn, becomes a useful element for students to be able to self-regulate their own learning process (Allal, 1991; Black & Wiliam, 1998; 2003; Broadfoot & Black, 2004). Shepard (2000:5) contends that, to assess not only students' conceptual knowledge but also their skills in real-world contexts, assessment must be integrated into the learning process that students engage in while teaching and learning activities are carried out.

According to Kim (2004:3), evidence of the Chinese education fever can be traced back to the 7th century or even earlier, when a formal civil examination system known as Keju was implemented and its administration processes were clearly defined. Kim's statement above clearly demonstrates the significance of good administrative processes and their effects on promoting education as one of the most important social aspects. According to the NCV Assessment Guidelines for TVET Colleges (DHET-ICASS, 2019), ICASS and the Integrated Summative Assessment Task (ISAT) have minimum requirements for fundamental and vocational subjects. ICASS for fundamental subjects must be weighted at 25%, while vocational subjects must be weighted at 50% (DHET-ICASS, 2019). For fundamental subjects, external examination requires 75% of the written examination paper, while vocational subjects require 50%. As ICASS and ISAT are administered in

colleges throughout the year, lecturers play an important role in task processing (DHET-ICASS, 2019). As a result, the researcher's research focuses on the assessment policy's implementation throughout the year when ICASS and ISAT are administered and monitored. The marks obtained from the tasks are a build-up to the final ICASS mark generated and captured by the lecturers, which is why the researcher emphasises the importance of their role in this regard. Students can be assessed for a variety of reasons, including selection, control, and motivation. Assessment maintains high class attendance and meets public expectations for standards and accountability, but the two most important reasons are for formative feedback and summative grading (Biggs & Tang, 2017).

The study was guided by the following theories:

- Power and influence theories
- Contingency theories (Situational theories)
- Curriculum theory
- Evaluation theory

Even though power and influence theories represent a substantial body of work, the various forms of effect, feelings, moods, and emotions have yet to be given the importance they deserve in understandings of educational leadership and the process of influencing others in educational institutions (Cuban, 1988; James, Crawford & Oplatka, 2018). According to McAdam, Miller and McSorley (2019:196), contingency theory is particularly useful when an established overarching theoretical framework is lacking, with an emphasis on contextually grounded approaches based on contingency fit rather than a single best way to manage an organisation. Curriculum theory is essential for comprehending the complexities of curriculum changes; it provides practical proposals and explanations, and it is a subset of curriculum studies (Pinar, 2012; Maharajh, Nkosi & Mkhize, 2016; Green, 2018). Evaluation theory is based on Kirkpatrick's four-level model: assessment starts at level one and then progresses through two, three, and four stages, which are reaction, learning, behaviour, and result (Bates, 2004). Data from each prior level serves as a basis for the review of the data from the next level. While each



successive level represents a more reliable measure, it also requires a more thorough and time-consuming analysis at the same time.

## **1.8 Research Methodology**

A research methodology is a mode that describes how a research project is organised, who the participants are, what happens to the participants, and the methods that will be used to collect data in the research project (Maree, 2016). Then, Maree (2016: 35) states that a research method is the process that a researcher uses to collect information in order to answer their research questions. Furthermore, Moloi (2010:7) shares the same perspective and define research design as "a flexible set of guidelines that connect theoretical paradigms to strategies of inquiry and methods for collecting empirical material." In other words, research design is the systematic procedure and method of a research study, which includes data collection and other aspects of the study.

### **1.8.1 Research Design**

The study collected data using a mixed method that included both qualitative and quantitative research methods. The study used qualitative data collection in the form of semi-structured interviews and questionnaires to collect quantitative data, as well as a literature review to investigate.

Mixed-methods research is an approach that combines both quantitative and qualitative methods into a single study to provide a broader and more complete vision of a problem. It is employed when both comparative analysis and the development of aspects of the study need to be undertaken comprehensively (Creswell, 2005; Almalki, 2016). A mixed method allows the researcher to look at the problem from various perspectives.

### **1.8.2 Participant Sample**

Burns (2000), as cited by Mokhothu (2015:6), is of the opinion that the sample chosen must serve the real purpose and objectives of the research to gain an understanding of the phenomenon chosen. It is critical that a balanced, smaller selection of subjects from which the researcher will gather information adequately represents the larger population.

Population is defined as the aggregate or totality of all objects, subjects, or members that meet a set of criteria or specifications (Polit & Hungler, 1999). The Free State has four (4) TVET colleges, and the research population in this study was three (3) TVET Colleges.

In purposive sampling, the researcher identifies respondents who have expertise and an interest in the field under study (Makgato, 2003). The purposive sampling method was used for this study, in which the researcher actively chose the most productive subjects for the collection of high-quality information. The study included thirty-three (33) participants, eleven (11) of whom were HODs, and twenty-two (22) senior lecturers. All the participants were selected purposefully from three (3) TVET colleges in the Free State.

### **1.8.3 Data Collection**

According to Yin (2011:129), data serves as the foundation for any research study. Yin goes on to say that the relevant data comes from four different fields, namely interviews, observing, collecting, and analysing.

#### **1.8.3.1 Empirical document analysis**

The literature study identified, evaluated, and synthesised relevant theoretical perspectives and previous research findings in the researcher's field of study. This study examined what other researchers had done in areas related to assessment policy that were not necessarily identical to the researcher's investigation (Leedy & Ormrod, 2001). Mokhothu (2015:7) is of the view that the literature study describes theoretical perspectives and previous research findings related to the research problem at hand. This study looked at what other researchers had done in terms of implementing the assessment policy at any institution, not just TVET colleges. An empirical document analysis, according to the researcher, is one mechanism that deals with aspects of policy implementation and contextual factors that may impede the process of implementation.

To list a few, the following documents were read, examined, and interpreted to give voice and meaning to what the researcher was attempting to accomplish:

- Article: Towards Quality Technical Vocational Education and Training (TVET) Programmes in Nigeria: Challenges and Improvement Strategies.
- Article: Poor Performance at TVET Colleges: Conceptualising a Distributed Instructional Leadership Approach as a Solution.
- Book: *Vocational Education: Purposes, Traditions and Prospects*. London: Springer.
- Book: *Understanding Public Policy: Theories and issues*. 2<sup>nd</sup> ed.
- Department of Education. 2007. *National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational)*.
- Department of Higher Education and Training. 2023. *TVET Curriculum Instruction: Internal Continuous Assessment Guidelines (ICASS) for the National Certificate (Vocational) Qualifications*.

#### 1.8.3.2 Questionnaire

Young (2016:1) states that a survey aims to make inferences about a population by examining a sample from that population, which contrasts with a census, which aims to make observations drawn from an entire population. Questionnaires can be used in a variety of settings to gather information about people's attitudes and behaviours. In this study, questionnaires (see Annexure A) were distributed to three colleges and completed by twenty-two (22) senior lecturers.

#### 1.8.3.3 Interviews

The interview is, in a sense, a vocal type of questionnaire (Leedy & Ormrod, 2001). In an interview, the respondents give the information verbally in a face-to-face interaction instead of writing a response. Bowen (2009:28) says that document analysis is often used in combination with other qualitative research methods as a means of triangulation—"the combination of methodologies in the study of the same phenomenon." The researcher interviewed eleven (11) department heads from various colleges. The HODs were invited to participate in the interviews, and the logistics were pre-planned and agreed upon.

#### **1.8.4 Data Analysis**

The examination and interpretation of data is what data analysis entails. Methods of qualitative and quantitative data analysis were used in the study. The words used by the researcher to describe what he sees and hears in the field can never be truly "objective"; they can only be the researcher's interpretation of what he sees and hears. Similarly, the transcription of audio recordings can be done in a variety of ways, yielding a variety of texts (Miles, Huberman & Saldana, 2018). As a result, the researcher has gone over the data with the statistical analyst, focusing specifically on quantitative data, and assigned some meaning to it to reach a relevant conclusion.

#### **1.9 Limitations of the Study**

The study's original goal in terms of data collection was to collect data from assistant campus managers (ACM), heads of departments (HOD), and senior lecturers to examine the implementation of assessment policy at TVET colleges. During the data collection process, the researchers discovered that only one of the colleges involved in the study has ACMs. As a result, the plan had to be altered.

#### **1.10 Definition of Terms**

This section defines the concepts underlying the terminology used in this study. Concept definitions ranged from technical and vocational education to assessment at TVET, assessment policy, and policy implementation.

##### **1.10.1 Technical and Vocational Education**

Lawal (2013:85) defines technical and vocational education as the training in skills required for gainful employment as well as the acquisition of a basic educational foundation in both sciences, applied sciences, and humanity, all with the goal of developing individuals with the right attitude toward work and the competency required to compete favourably in a global society. Ndleleni et al. (2023:534) define it as an outcome-oriented education system that is a continuous process of adapting workers' training toward acquiring the necessary skills.

### **1.10.2 Assessment**

DOE (2007:vi) defines assessment as the gathering of information to form an opinion about what a student knows, understands, and can do. This includes a variety of assessment methods used by the provider, the results of which count toward qualification achievement, and thus includes ICASS and examinations. The assessment can either be formative or summative. Assessment influences decisions about grades, placement, progression, instructional needs, curriculum, and, in some cases, funding.

### **1.10.3 Assessment Policy**

Assessment policy must be omnipresent in the educational circle's daily lives. Colebatch (2009:ix) contends that a policy is an idea that flows through all of the ways we organise our lives and is used by a diverse range of participants in public life. However, while policy appears to imply a clear direction, it appears to be characterised by conflict, resistance, uncertainty, and ambiguity (Colebatch, 2009). In the same way, assessment policies share characteristics with any other legitimate policy.

### **1.10.4 Policy Implementation**

Policy implementation is what happens between the establishment of the organisation's apparent intention to do something or stop doing something and the ultimate impact in the world of action (O'Toole Jr., 2000). Any policy effort to improve the assessment process must address the challenges of policy implementation.

## **1.11 Ethical Considerations**

Ethics is an idealistic term originating from the Greek word *ethos*, meaning character or custom, which denotes a social code that expresses moral integrity and unswerving value (Partington, 2003). The researcher will be truthful and respectful, ensuring voluntary participation and protecting all participants from unnecessary physical and psychological harm. Leedy and Ormrod (2001:13) argue that the researcher should ensure that there is no undue harm to the participants. Ethical considerations could include obtaining letters of consent and permission to be interviewed, as well as undertaking to destroy audio

tapes (Drolet & Hudon, 2015). All ethical aspects of administrative procedures were followed in this study.

## **1.12 Overview of the Chapters**

**Chapter 1:** The first chapter is the foundation of the study and briefly discusses the background of the study. Furthermore, chapter one discussed the aim and objectives, research problem, research methodology, significance, and limitations of the study. Chapter two followed chapter one, and then chapters three to five.

**Chapter 2:** A literature review. This chapter discusses the history of technical and vocational education as well as assessment policies and how they are implemented.

**Chapter 3:** Methodology and research design. The third chapter describes in detail the research design and methodology used in this study.

**Chapter 4:** Data presentation and interpretation. The fourth chapter goes into detail about the findings, analysis, and interpretation of the data.

**Chapter 5:** Conclusion and recommendations. This chapter concludes the study and provides recommendations to help and support TVET colleges in addressing shortcomings in the implementation of the assessment policy.

## **CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.1 Introduction**

This chapter discusses theoretical perspectives that have investigated policy implementation in general and specifically the assessment policy at TVET colleges. In reviewing the literature, this chapter examines its aims and objectives and then links them to the aims and objectives of implementing the assessment policy in TVET colleges. The chapter also provides an international context for the establishment of TVET colleges as well as the policies that govern these institutions.

### **2.2 Concepts of Vocational Education and Training**

The success of any education and training system should be measured by what people learn from it and how effectively they learn it (Jessup, 1991). Furthermore, Dalimunthe and Muda (2017:404) argue that one way to improve employee performance through employee development is to conduct education and training. Any institution requires development, which can only be accomplished through education and training. To investigate the conceptualisation and development of the core elements of the proposed framework, it is necessary to first review the definitions and concepts related to assessment policy in the TVET sector. This section of the chapter reviews various concepts related to TVET College policies, specifically the assessment policy.

#### ***2.2.1 Technical education as a concept***

Odo, Okafor, Odo, Ejikeugwu and Ugwuoke (2017:1878) define technical education as an education that prepares people for specific trades, crafts, or technical or professional positions in engineering, accountancy, nursing, medicine, architecture, pharmacy, law, etc. The author's definition does not limit itself to trades or crafts. Furthermore, Odo et al. (2017:1879) claim that technical education prepares students for careers that are based on manual or practical activities, are traditionally non-academic, and are completely related to a specific occupation or vocation. According to the above-mentioned definition of technical education, the researcher believes that technical education can be defined

as education in theoretical principles and specific practical skills, considering the various disciplines that fall under technical education.

Terblanche (2017:19) distinguishes between theory and practise by associating theoretical technical education with a "superior" working class and practical industrial education with an "inferior" working class. Teachers in secondary schools continue to use traditional methods of teaching and learning, which limit students' critical and creative thinking skills (Heong, Othman, Yunos, Kiong, Hassan & Mohamad, 2011; Wiseman, 2012; Terblanche, 2017). Heong et al. (2011:122) discovered that technical education students perceived their mastery and application of higher-order thinking skills at a low level.

Technical education deals with the training of technical personnel for the purposes of initiating, facilitating, and implementing the technological development of a nation and also creating a basic awareness of technological literacy among our youth (Uwaifo, 2010; Terblanche, 2017). From a slightly different angle, Spring (2000:1) indicates that "in the current world economy, technical educational deprivation has dire consequences for human welfare." The educated population remains the foundation for achieving the majority of the other Millennium Development Goals (MDG), and a well-functioning education system is critical for a variety of reasons (Bloom, Canning & Chan, 2006; Modisaotsile, 2012).

Uwaifo (2010:40) goes on to say that technical education is the training of technically oriented personnel who will be the initiators, facilitators, and implementers of a nation's technological development by adequately educating its citizens on the importance of being technologically literate, resulting in self-reliability and sustainability. Reading the preceding statements, one can conclude that technical education and education, in general, have always been associated with a higher quality of life for humans.

In the school system today, the training received by learners in technical education is quite different from what they will encounter after graduation (Drage, 2010; Odu, 2011). Odu (2011:169) goes on to say there is a shortage of qualified technical teachers, and those on the job were not properly taught practical skills in their school days, which is why



the problem is a vicious cycle. According to Musgrave (1964:107), the industrialists who gave evidence by letter to the Samuelson Commission saw technical instruction as no more than a useful adjunct to the system of apprenticing learners for at least three or five years.

They saw technical education as important in modern times, particularly in industries where machinery played a minor role, and this type of education has the economic role of providing the qualified manpower required by changing the individual and enabling him to use complex technology (Musgrave, 1964; Idialu, 2007). In addition to the preceding statements, technical education can result in the acquisition of practical skills that allow a person to be employable, self-sufficient, and contribute to the country's economy. The demand for technical education is linked to a region's or country's labour and economic needs, and businesses would struggle to function without labour (Bloom et al., 2006; Fawaz-Yissi & Vallejos-Cartes, 2020).

The vital role of technical education in the production of skilled and competent manpower for economic, industrial, and social development cannot be achieved if efficient and effective teaching and examination are not maintained (Bottoms & McNall, 2005; Idialu, 2007; Stephens, 2015). Stephens (2015:119) argues that technical education teachers are confident in their ability to share technical knowledge and skills, but they lack extensive awareness of authentic assessment strategies.

### **2.2.2 Vocational education as concept**

The study started by reviewing several definitions of VET, classifying them into four types: epistemological, teleological, hierarchical, and pragmatic, and the three career competencies, namely, career reflection, career formation, and networking, as vocational behaviours, as recommended by Moodie (2002) and Gundy, Meijers and Kuijpers (2011). Furthermore, Moodie (2002:249) explains that the development of a distinct way of knowing is the most fundamental foundation of VETs identity.

The difficulties in defining VET come from various sources: the initial problem is to distinguish between general and vocational education; the second and related problem

derives from the fact that VET is a multidimensional concept that can be organised in different ways (Benavot, 1983; Idialu, 2007; Nilsson, 2010). Moodie (2002) further adds that because the content of VET and its relation to other parts of the education system and to working life differs between countries and changes over time, it is not possible to give one satisfactory definition (Brockmann, Clarke, Mehaut & Winch, 2008).

Based on the above definitions, the researcher believes that vocational education is an aspect of education concerned with the preparation of skilled labour. Furthermore, Benavot (1983:63) claims that two educational trends influenced the institutionalisation of secondary vocational education: first, the general expansion and differentiation of secondary schooling; and second, the formalisation and incorporation of particularistic vocational courses and apprenticeship programmes into public schools. According to Nilsson (2010:253), school-based VET is where all or most of the training takes place in a vocational school.

There is some agreement that (at least) three "ideal models" emerged and that these models still characterise today's national systems: a market-led system in which a labour market characterised by significant mobility provides much of the vocational training; a school model in which most VET occurs in schools; and a "dual" model with a strong presence of an apprenticeship system (Lyons, Randhawa & Paulson, 1991; Thelen, 2004; Greinert, 2005; Nilsson, 2010). In the English VET system, which usually denotes functional employability for what may be relatively low-skilled employment, it encapsulates the multi-dimensional development of the individual as a citizen as well as an employee (Weiermair, 1984; Brockmann et al., 2008:230). Terblanche (2017:21) defines VET as "preparing for a specific occupation or employment" and may also include an element of general education, such as the development of basic skills.

Globally, VET is a long-standing policy technology for dealing with the challenge of traversing the education-work border, and it links intimately both to social and economic policy (Winch, 2000; Moodie, 2002; Billet, 2011; McGrath, 2011). According to Billet (2011:2), the field of vocational education ranges from the highest-status programmes in universities (e.g., medicine) to the lowest-status programmes in schools, colleges, and

workplaces. Furthermore, Billet (2011:2) contends that vocational education is frequently viewed simply as a sector of post-school or tertiary education, largely reserved for those who have had poor schooling outcomes and are unable to gain access to higher forms of education.

Nonetheless, the researcher does not wish to argue that vocational education is still regarded in the manner described by Billet (2011:2). These unsubstantiated sentiments consistently underrate and undervalue the potential of the vocational education sector. Winch (2000:71) argues that the liberal emphasis on education for autonomy needs to be seen as inclusive of the ability to earn a living through meaningful work. Vocational education appears to be a complex and diverse concept because it incorporates elements of civic and academic education.

The role of vocational curricula and careers education in schools as a form of "anticipatory socialization" prior to labour market entry, which seeks to promote young people's adjustment to the general demands of employers for a disciplined workforce or to the limited range of opportunities available to them, qualifies that a distinction between vocational education for paid employment and higher education for the professions has become more common (Bates, 1984; Moodie, 2002).

In South Africa, the DHET defines VET as the "middle level" provision of knowledge and skills to help people enter the economy through a general broad orientation in vocational areas as well as general learning in essential areas such as language and mathematics (DHET, 2012a:1).

### ***2.2.3 Training and Occupational education as a concept***

In contrast to "education," which aims to develop the whole person, Dearden (1984), as quoted in Terblanche (2017:19), defines "training" as the instillation of a set of usually rigid routines. The two terms are sometimes used interchangeably to distinguish skill formation associated with the status of different occupations, with "training" applied to manual occupations and "education" applied to professional occupations (Nelson, 1988; Terblanche, 2017). There is much greater speed of change in the following areas:

technical, financial, constant contact by cell phones, more and more people working from home, mobility across gender, racial, and national boundaries, and rapidly escalating globalisation of markets, time zones, and outsourcing (Weigel, Mulder & Collins, 2007; Lynton & Pareek, 2011). In that speed-up, training, retraining, and training for greater diversity have become increasingly massive, urgent, and costly (Nelson, 1988; Lynton & Pareek, 2011; Terblanche, 2017).

The benefits of training, as stated by Joel and Jebaseelan (n.d.: 80), are:

*“Training increases productivity, improves the quality of work. It improves skills, knowledge, understanding and attitude. Training enhances the use of tools and machines and reduces waste and accidents. It increases turnover and reduce lateness, absenteeism and other overhead costs. It eliminates obsolescence in skills, technologies, methods, and products.”*

According to Armstrong (2001:4), training is the systematic development of the knowledge, skills, and attitudes required by an individual to adequately perform a given task or job. The benefits of "training," as stated by Joel and Jebaseelan (n.d.: 80), are supplemented by Armstrong's definition of "training."

Occupational education is defined by the DHET (2012b:1) as educational programmes that focus on preparation for specific occupations as well as ongoing professional development and training in the workplace. The level of general education required for successful training rises with the level of skills being taught (Terblanche, 2017; Buthelezi, 2018). The Department of Education and Training documentation (DHET, 2012b:1) sometimes refers to skills programmes or development in a narrow sense, limited to occupational qualifications and workplace-based training, and sometimes in a broader sense, to education at all levels that is primarily focused on preparation for the world of work.

Dougherty (1988:401) explains that the expansion of occupational education provides a good test case for building a new explanation of educational expansion. The currently dominant theories do not have to be extended artificially to the case of occupational

education. However, Dougherty (1988:406) claims that functionalists' supporters viewed occupational education as preparing people for rapidly expanding "semi-professional" and "technical" jobs, thus meeting both society's manpower needs and working-class and minority students' desire to enter college and escape low-wage jobs.

#### **2.2.4 Assessment as a concept**

The researcher considers assessment to be one of the most important components of the educational system. Yusof and Rahim (2022:140) contend that assessment is a procedure used in special education to gather data on a student to make informed decisions. Badu (2013:75) holds the view that assessment not only provides a description or information on students' achievement or mastery of the learned materials but also feedback to the educational programme itself. Simply put, assessment occurs for a variety of reasons that should be clearly defined. Furthermore, Badu (2013:75) suggests that learning assessment is carried out as part of the decision-making process when it comes to the students' mastery of the materials after they have participated in the teaching and learning process. Assessment usually serves more than one purpose and involves many interested parties. Assessment provides information that can help students improve their learning and lecturers teach more effectively.

Assessment should provide indications of learner achievement in the most effective and efficient manner and ensure that learners integrate and apply knowledge and skills (DOE, 2002). Based on the preceding statement, the researcher holds the view that the assessment policy is required to guide the planning and administration of the assessment.

Formative and summative assessments are two of the most common types of assessments used in the educational system. Formative assessment is defined by Ibrahim, Yusof and Abdul Rahim (2021:92) as an assessment of a student's progress throughout a course in which feedback from learning activities is used to improve student attainment. In this sense, the researcher believes that assessing students' learning and progress is critical to effective teaching and learning. Given the central role that assessment plays in the quality of teaching and learning, and given the stress and reservations of many of our educators, it should be clear that there is a need for leadership

and management of assessment in the school context (DOE, 2008:12). Ibrahim et al. (2021:92) suggest that it was revolutionary in the sense that formative assessment reinvented the purpose of assessment beyond simply being interchangeably regarded as an examination. Similarly, Biggs (1998:104) has held the view that the effectiveness of formative assessment is dependent on whether students perceive the gap between where they are now and where they should be and, if so, what they are willing to do to close it.

Summative assessments are usually applied at the end of a period of instruction to measure the outcome of student learning; therefore, there is a continuum from summative to formative assessment depending on the primary intended purpose, although feedback to learners should be a common feature (Kibble, 2017:110). Knight (2002:276) argues that it would be simple if warrants for achievement could be based solely on evidence of serious engagement with curricula that were carefully designed as suites of tasks and learning processes conducive to the development of valued dispositions, self-theories, understanding, and skills. Knight's argument emphasises the significance of summative assessment. Furthermore, Knight (2002:277) believes that if summative assessment can be argued to be in disarray, then the feedback functions can be reassessed, thereby casting new light on the role of assessment in (higher) education. Kibble (2017:111) argues that the negative decisions we make about our students based on test scores can have a huge emotional impact, just as the positive decision to graduate or progress as a student has consequences for their future. Furthermore, Teane (2021:667) contends that a lack of teacher expertise in assessing students is exacerbated by a curriculum that does not explicitly define the content and achievement standards to be met.

According to Thiel (2012:57):

*“The best way to provide for security in this field is, of course, to apply the same assessment approaches everywhere. If one can be sure that the same things are measured not only in one country, but also abroad, this can help establish zones of mutual trust, an issue which has been always discussed in the context of frameworks that should help to set up relationships between qualifications in one country to similar qualifications in another one. However, assessment approaches vary strongly from*

*country to country...[t]his seem to be uncertainties that can possibly be reduced, but probably not totally be eliminated as long as the assessment is at least partially also dependent upon subjective assumptions”.*

Furthermore, Thiel (2012:60) believes that assessment serves as a "focal point" for TVET essentials: From a practical perspective, every TVET system should include assessment and relate it to all relevant elements of TVET. Assessment mirrors the character of national TVET systems. According to Curtis (2010), as cited by Arfo (2015:60), assessment in education and training is a process of collecting data and making decisions about students' levels of competence and performance. Similarly, Afro (2015:61) argues that assessment entails gathering evidence about a student's performance, observing the student while performing a task, and passing judgement on the entire assessment process. The technique and mechanism for assessing students should be entirely determined by the purpose of the assessment. In addition, Afro (2015:61) states that effective assessment reveals students' weaknesses, thereby motivating them to improve their learning.

#### *2.2.4.1 Policy as a concept*

"Policy" is a law, regulation, procedure, administrative action, incentive, or voluntary practise of government and other institutions (Centre for Disease Control and Prevention [CDC], 2021). The field of public policy includes the operation of the political system, whether in the neighbourhood, city, nation-state, or international society (Grindle & Thomas, 1989; John, 2012). Furthermore, Wallace, Pollack, Roederer-Rynning and Young (2020:7) argue that the same European Union (EU) institutions and national policymakers lead different lives depending on the policy domain and the period. The researcher believes that the inability to implement the policies is the result of a misinterpretation of the policies or a lack of adequate support.

“Policies imply theories. Whether stated explicitly or not, policies point to a chain of caution between initial conditions and future consequences” (Pressman & Wildavsky, 1984:xxiii). According to Bacchi (2014:ix), the term "policy" is generally associated with a



program or a course of action. As a result, a policy does not become effective until the intended changes or course of action are implemented.

If the policy is linked to a program, it must be clear who oversees the development of that specific program. A line must also be drawn to determine whether the policy is good or bad. However, the policy has been understood to be a fixing mechanism that can be used in the system to achieve the objectives. Cairney (2020:2) believes that it is critical to get the policy right, or at the very least to clarify the mistakes and what anyone can be expected to do about them. Every stakeholder is responsible for ensuring that the policies are well understood.

The new bureaucrats who moved into the offices of the old guards in Pretoria quickly got down to the business of reconstructing education in terms that were acceptable in the international corridors of power (Kallaway, 2002:5). However, Kallaway (2002:5) points out that those policies shifted from a focus on the principles of redress and redistribution highlighted in the Reconstruction and Development Programme (RDP) (1994–1996) to an emphasis on the market and human resource development in the Growth, Employment, and Redistribution Policy (GEAR) (after 1996), resulting in the whole tone of policy change. La Belle (1982:162) defines formal education as “an institutionalised, chronologically graded, and hierarchically structured educational system that spans lower primary school to the upper reaches of the university.”

According to Baumgartner and Jones (2002:3), government policies appear to be remarkably resistant to change at times, following standard operating procedures, operating within norms of consensus among those involved, attracting little public attention, and deviating little from year to year. This demonstrates the political power that has an impact on policymaking. Change takes time as long as those in power in terms of governance are present. There are steps to be taken, according to the researcher, in the formulation and finalisation of the policy. The policy analysis is one of those important steps. Dunn (2016:2) defines policy analysis as a multidisciplinary inquiry aimed at the generation, critical assessment, and dissemination of policy-relevant information. Dunn (2016:5) refers to policy-relevant information that addresses the following five key points:



policy problem, expected policy outcomes, preferred policies, observed policy outcomes, and policy performance. Policy analysis can assist policymakers in making better decisions that will help them perform better when formulating policies.

#### *2.2.4.2 Policy implementation as a concept*

“Political scientists have studied policy instruments in order to better understand the connections between policy formulation and policy implementation, as well as to gain insight into the public policy decision-making process” (Howlett, 1991). Peltier (2013:18) points out that a key factor in successfully implementing policies and procedures is having a commitment from senior-level management. In addition, Peltier goes on to argue that the person with the means to commit resources to this effort should be designated as the project's sponsor and be the final person responsible for all major implementation decisions. Simply put, the absence or lack of seniority in an organisation can pose a significant risk to the successful implementation of policies. Although policy implementation is important in any organisation, the researcher believes that there is a step that comes before the implementation phase. Arfo (2015:42) asserts that once policy has been formulated and adopted, the next critical stage is policy implementation, which includes actual policy delivery and action in response to policy intent.

According to May (1992), cited in Brynard (2009:15), instrumental policy learning entails acquiring new knowledge and adopting new behaviours regarding the viability of policy interventions or implementation design and practices. Moreover, learning is essential for both personal and professional development because it allows us to gain a thorough understanding of the policy or any other knowledge that needs to be acquired. A properly learned policy has a good chance of being implemented successfully. DeLeon and DeLeon (2002:468) explain that policy implementation as a field of study was relatively dormant from the time of Lasswell's initial suggestion in the 1950s until the early 1970s. The preceding statement by DeLeon and DeLeon (2002) suggest that a regular study on policy implementation is required. Roux (2005:60) contends that understanding policy implementation necessitates an understanding of the constitutional, policy, and legislative

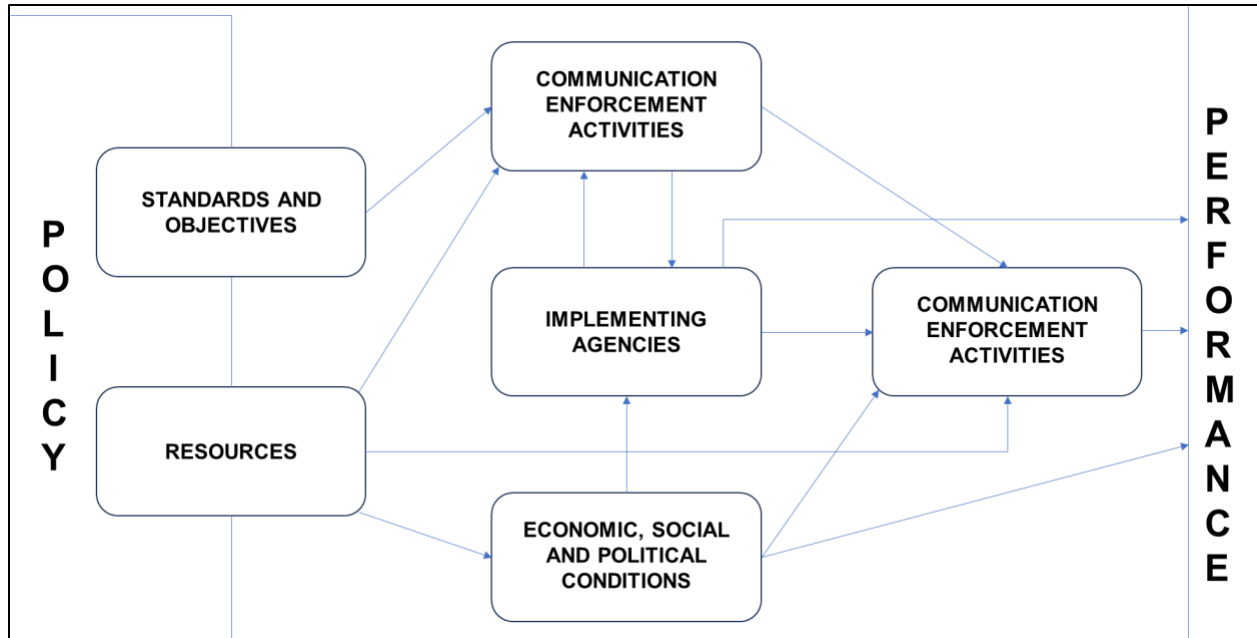
framework that has reformed, changed, and transformed South Africa's local government landscape since 1994.

Roux's contention confirms the critical role that policy learning plays in policy implementation. Smith (1973:197) states that:

*“Third World governments tend to formulate broad, sweeping policies, and governmental bureaucracies often lack the capacity for implementation. Interest groups, opposition parties, and affected individuals and groups often attempt to influence the implementation of policy rather than the formulation of policy”.*

Policy implementation can be viewed as a process that causes conflict in various organisations or societies. According to Saetren (2005:560), the state-of-the-art reviews on public policy implementation research that have been published over the years by various authors in their time pointed to important contributions and shortcomings in implementation research and provided valuable advice on how to improve. The preceding statement confirms the study's intention in terms of providing advice to TVET colleges on the implementation of assessment policies. Saetren further explains that a certain storey about implementation research, its origin, disciplinary foundation, and development pattern has been told so many times that it has now become institutionalised in the form of conventional wisdom (Saetren, 2005:560). As a result, given the superior research tools and data resources at our disposal today, it is critical for the research community to continue with implementation research. In a nutshell, public policy seeks to achieve a desired goal that is thought to be in the best interests of all members of society, including, in the context of this study, all stakeholders in the TVET sector.

The model of implementation by Van Meter and Van Horn (1975) is graphically shown below.



**Figure 2.1: Policy implementation model process (Van Meter & Van Horn, 1975).**

The above model, according to Van Meter and Van Horn, as cited in Arfo (2015:43–44), proposes some variables that explain programme successes and failures:

- **Policy:** The first factor of the model examines the policy itself in four categories: statutory goals and objectives, the background of the policy, the definition of key terms, and the policy's target groups. The first category focuses on the goals and objectives of the law. A policy's goal is the intent or purpose of the law, or what the policy is meant to achieve. A policy's objective refers to specific steps for carrying out the goal.
- **Resources:** The success of policy implementation depends to a large extent on the ability to utilise available resources. The role of human resources is very critical in determining the success of policy implementation. Each stage of policy implementation requires qualified and appropriate personnel. In addition to competent staff, adequate funding is necessary for successful implementation.
- **Standards:** Setting standards is necessary in all policy processes. Standards determine the level of policy, the type of policy, and the resources that are required, both human and material.

- Communications: Standards, goals, objectives, and other procedures are messages that need to be communicated appropriately. Information should be communicated to all stakeholders through appropriate channels. Messages should be communicated without distortion and in good time. Policy goals and objectives must be communicated to the implementers correctly. All communication must be consistent and uniform.
- Enforcement: Appropriate mechanisms and procedures must be provided to secure compliance.
- Dispositions of implementers: The attitude of policy-implementing agencies greatly affects the success or failure of policy implementation.

The preceding observation by Arfo (2015) can be used to conclude that the gaps that typically exist between policy decision intent and performance are impediments to effective policy implementation. The mere enactment of a policy does not guarantee its success. “Additional steps may be required to implement the policy in such a way that the policy is more likely to achieve its intended outcomes” CDC (2021). O’Toole Jr. (2000:265) argues that policy failures continue to be prominent, and evidence of implementers’ desires to be informed in appropriate ways by the research community suggests that many implementation conundrums remain salient in the world of action. “In theory, policy implementation experiences should foster policy learning in that the gradual evolution of policies should have a collective effect on policy learning” (Brynard, 2009:13). Based on Brynard (2009), one can conclude that policies should first be learned to lay the groundwork for future policy development and implementation.

### **2.3 International perspective of Technical Vocational Education and Training curriculum**

When thinking about what TVET is all about, it is worthwhile to first look around the room where we sit. From the laptop people are holding to the projector screen, to the building, and other things, they are all partly or completely the product of TVET (Okorafor & Nnajiifo, 2017:613). Furthermore, Okorafor and Nnajiifo (2017:613) define TVET as an education system that aims to impart knowledge and skills for increased efficiency in the

workplace, sustainable livelihoods, personal empowerment, and socio-economic development, thereby facilitating proper adjustment in knowledge economies and rapidly changing work environments.

According to Ayomnike, Okwelle and Okeke (2015:26), to ensure quality, it is critical to establish a quality assurance (QA) framework that applies to all aspects of TVET, and "globally, the focus today is on strengthening quality assurance at all levels." Furthermore, Ayomnike et al. (2015:26) assert that there is currently a strong push in many countries to implement rigorous, internationally recognised TVET QA processes.

The major issue facing TVET implementation is the lack of or unsatisfactory policy framework, and therefore it is stated that a good policy framework will help promote TVET and its curriculum design and delivery to meet the needs of the labour market (Oviawe, 2018:78). TVET was developed to serve the interests of all countries. This study is intended to investigate the implementation of assessment policies in TVET colleges; therefore, it is critical to discuss TVET implementation both internationally and in South Africa in this section of the chapter.

### **2.3.1 Germany**

According to Henseke (2019:812), traditionally, high-quality VET either through the renowned 'Dual System' or in a fully qualifying school-based system, has provided an important pathway into skilled employment for post school leavers in Germany – and the initial VET in dual system, according to Haolader and Nickolaus (2012:39), is provided at two learning places: vocational schools (part-time schooling) and companies. According to Schuetze and Sweet (2003:27), approximately 80% of each youth cohort in Germany obtains either a vocational training certificate or a higher education degree; and this training arrangement consists of firm-based on-the-job training and school-based vocational education. Furthermore, Schuetze and Sweet (2003:27) claim that in Germany, two-thirds of school leavers earn an occupational certificate after three to four years of training in a firm and a vocational school. The German partnership (dual system) system is based on a 1969 law mandating a specific governance structure for TVET, and at the heart of the German system is a delegation of responsibility for curriculum and

assessment to a coalition of labour representatives, business representatives, and educators (Haolader & Nickolaus, 2012; Oviawe, 2018; Henseke, 2019). Oviawe (2018:84) goes on to explain that the business plays a complex role in managing the system by monitoring the quality of training provided by firms in the dual system.

Administrative autonomy is delegated to the Federal Institute for Vocational Education and Training, which is composed of representatives of business and industry, labour unions, employers, and vocational training institutions (Wilson, 1993:274). Wilson (1993:274) agrees with Oviawe (2018:84) that the dual system in Germany provides for a division of responsibilities between employers and government in which employers release apprentices to vocational schools for one or two days per week while receiving in-company training for the remainder of the working week. In the dual model of technical and VET, training takes place both in firms (industry and working places) and TVET colleges. The United Nations Education, Scientific, and Cultural Organisation (UNESCO-UNEVOC) (2012:13) indicates that:

*“Since 2004, TVET providers are obliged to undergo internal and external quality assurance according to criteria set out by the Federal Ministry for Economy and Labour (BMWi). External assessment of TVET institution and their training courses is conducted by certification agencies or centres of expertise which in turn are accredited by the Federal Agency for Labour (BA). Certification and licensing is conducted by private certification agencies which are subject to accreditation from a national body. Accreditation of certification agencies is granted for the period of three years and can be national or regional/sectorial. An accreditation council has been established to advice and support the national accreditation body.”*

Haolader and Nickolaus (2012:40) explain that the tasks in the examination question papers in Germany are both practical and situation-oriented. The preceding explanation, which outlines the format of the question papers, should make it clear that project-based methodology is used when administering examinations in Germany.

### 2.3.2 Malaysia

Rasul, Ashari, Azman and Abdul Rauf (2015:2) explain that the history of technical and vocational schools began with the establishment of a trade school in Kaula Lumpur in 1926, with the goal of providing trade education to the youth. Rasul et al. (2015:2) go on to explain that the trade school teaches the fundamentals of carpentry, repairing machinery, electrical wiring, and construction building over a three-year period. Malaysia's government is constantly developing, promoting, and coordinating TVET strategies and programmes that are in line with the country's economic, technological, and societal needs. (Rasul et al., 2015; Sari, Idris & Ariffin, 2019). This makes it critical to understand that the primary reason for the establishment of vocational colleges in Malaysia is to address economic issues and meet the needs of society.

Simply put, any activity in Malaysia concerned with programmes aimed at equipping students with knowledge and skills, as well as improving the merit or worth of an intervention in the field of TVET, constitutes economic accumulation for Malaysians.

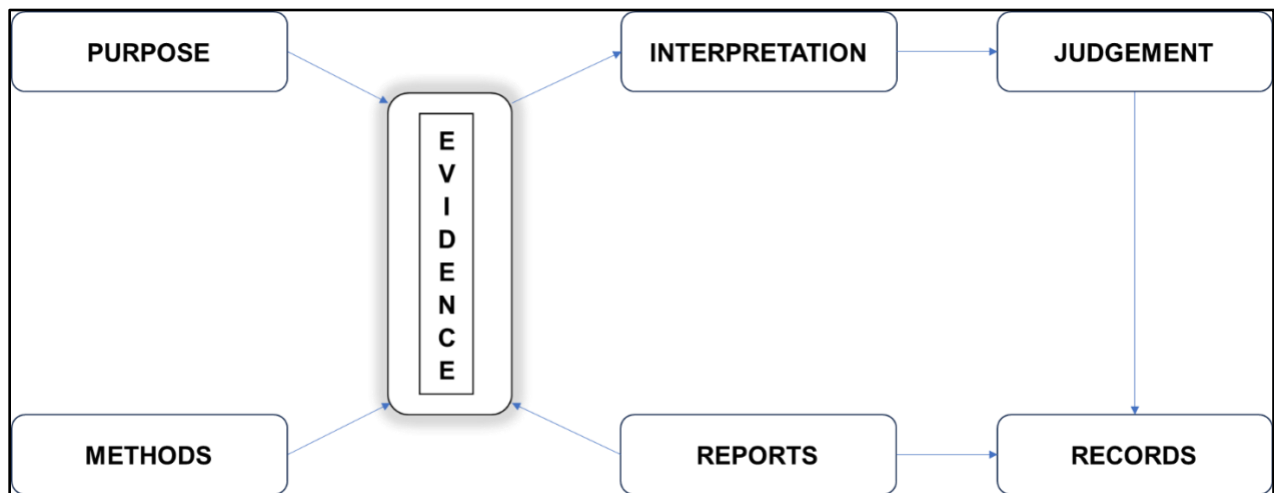
Wilson (1993:278) states that:

*“A new TVET curriculum was developed with three components: (1) study of related engineering technology; (2) skill development in specific trade areas; and (3) technical drawing. Between 1985 and 1987 instructional materials were developed to standardise practical work and facilitate the development of specific skills. The course workbooks were accompanied by phase tests, designed to evaluate student achievement at intermediate stages and improve the performance assessment system.”*

The Malaysian Ministry of Education has introduced a method of assessment called Competency-Based Education (CBE) by using the modular system and the assessment methods applied in co-curricular activities (Sari et al., 2019:6). From the findings, the dual TVET system players are found to have a very high potential in co-curricular activities from the aspects of attendance, position held, participation, and achievement (Sari et al., 2019:6). As a result, the researcher finds it difficult to understand the role of co-curricular

activities in assessment because Mukhtar and Ahmad (2014) clearly indicate that linear assessments are used in Malaysia. Portfolios, which are used to gather evidence, are one of the instruments of competency assessment. However, Mukhtar and Ahmad (2014:120) confirm that, since the introduction of vocational education in Malaysia, linear assessments have been used to evaluate students' achievements.

The flow chart, according to Mukhtar and Ahmad (2014:121), depicts the central role that evidence plays within the assessment and reporting process.



**Figure 2.2: The assessment and reporting process: The importance of evidence (Mukhtar & Ahmad, 2014:121)**

Furthermore, Mukhtar and Ahmad (2014:121) contend that the purpose of the assessment, as well as the stakeholders identified in the reporting requirements, will define the type of evidence that must be gathered, which will influence how assessors use and interpret the information to make judgments.

### **2.3.3 Nigeria**

In Nigeria, TVET is a part of the formal education system incorporated into the three levels of education (primary, secondary, and tertiary) with a view to meeting the nation's needs for skilled manpower and supporting the economic state of individuals and the nation in



general (Ayomnike et al., 2015:26). Ayomnike et al. (2015:26) further express their views on the Nigerian education system as follows:

*“In Nigeria educational system, the quality assurance agencies for TVET include the National University Commission (NUC), and National Board for Technical Education (NBTE), National Business and Technical Examination Board (NABTEB). The NUC’s roles include the accreditation, monitoring, and evaluation of universities programmes, infrastructure facilities, teaching and non-teaching staff, and instructional materials. On the other hand, the NBTE performed similar task as that of NUC to polytechnics, technical colleges, and other certificate awarding TVET providers.”*

According to UNESCO-UNEVOC (2019:12), the NBTE is also responsible for the development, updating, and quality of TVET curricula. Furthermore, UNESCO-UNEVOC (2019:12) states that before any new curricula are introduced, a draught curriculum must be prepared by the proposing institution, which could be a TVET institution or any authorised agency within Nigeria's TVET governance framework.

According to Malaji and Hassan (2012:95), TVET is a structured learning experience that begins with the exploration of career options and is based on manual or practical activities. Many countries, including Nigeria, have identified TVET as one of the most effective human resource development strategies. This makes it crucial to understand that TVET in Nigeria is intended to provide the technical and vocational skills necessary for agricultural, commercial, and economic development. Major educational reforms in Africa and Nigeria in particular have been to restructure the colonial education system with an emphasis on vocation (Okorafor & Nnajiifo, 2017; Sada, Mohd, Adnan & Yusri, 2016). In addition, Okorafor and Nnajiifo (2017:615) explain that Nigeria has long acknowledged TVET, at least in policies, as the master key to unlocking the future.

Some of these policy statements in Nigerian policy documents provide evidence:

*Recognizing that TVET is an integral part of technological development, a greater proportion of education expenditure shall continue to be devoted to vocational education at Federal and State levels (Federal Republic of Nigeria (FRN), 2004:35).*

*In recognition of the fundamental importance and cost intensive nature of TVET, government shall provide adequate funds for TVET (FRN, 2004:35)*

*The purpose of development of individuals is to enable them to contribute to the development of the society. For this reason, the plan lays emphasis on TVET as the “master key” to unlocking our future (Federal Ministry of Education (FME), 2012:2)*

*The ability of Nigeria to realize the vision of becoming one of the twenty largest economies in the world by the year 2020 is largely dependent on the capacity to transform its youths into highly skilled and competent citizens...It is for this reason that commitment to TVET must be strengthened (FME, 2009:14).*

According to the preceding discussion, skill teaching in the formal sector exists in two types of institutions in Nigeria: technical colleges (polytechnics) and trade centres. According to Sada et al. (2016:357), learners' lifelong needs and the development of critical-thinking skills cannot be met by traditional methods of teaching; therefore, there is a need for a shift from teacher-centered methods to more learner-centered methods that are designed to increase learners' engagement and learning participation.

QA is aimed at remedying all aspects of the educational program, which include facilities, instructional materials, teaching and learning processes, examinations, the school environment, and human resources (Ayomnike et al., 2015:27). According to Ekong, George and Ikpe (2021:3), formative and summative assessments are used to assess student performance in Nigerian TVET colleges due to a lack of competency in using norm-referenced and diagnostic ICT facilities. To effectively assess, the appropriate assessment methods must be used. For such methods to be effective, lecturers must be competent. According to Ekong et al. (2021:3), incompetence in using modern facilities, methodologies, and assessment techniques necessitates an assessment of TVET educators in South-South, Nigeria, with a view to recommending competency improvement to achieve TVET objectives.

### **2.3.4 South Africa**

The imperative to transform South African society through various transformative tools stems from a need to address the legacy of injustice in all areas of human activity, including the built environment and education in particular (Mokhothu, 2015:24). Buthelezi (2018:365) contends that TVET colleges do not exist in isolation but rely on people to function as "breathing" institutions and that TVET educational change encompasses institutional, structural, and curriculum reforms. TVET colleges initially fell under the FET band but were later moved to the DHET in 2010 as they were eventually affirmed to be dealing with post-school programmes (Buthelezi, 2018:365).

Buthelezi (2018:366) provides a brief chronological history of South African TVET colleges:

- Since the year 2000, TVET colleges have undergone a barrage of major institutional, structural, and curricular changes.
- Secondly, new governing bodies known as college councils were formed for each TVET college. The college councils are responsible for developing strategic plans and mission statements and acquiring substantive strategic planning capabilities (FET ACT 1998).
- Thirdly, the CET Colleges Act of 2006 endorsed that management staff would be appointed by the government, while employment of all other new staff, including lecturers, became the responsibility of the colleges.
- Fourthly, the new National Certificate Vocational (NCV) curriculum, which commenced in January 2007, was introduced. It was a new TVET college qualification that was to give learners an industry-focused vocational alternative to the academic grades 10–12 offered by senior secondary schools in the mainstream education system.

From their inception, TVET colleges are viewed as "a vehicle for providing skills that respond to the economic needs of the country" (Buthelezi 2016:2). Mokhothu (2015:23) believes that when developing a curriculum for a specific school, the Department considers local employment opportunities, the general labour market, and the wishes of

the local community because the Department recognises the importance of scientific curriculum design, which receives continuous and intensive attention.

The need to link entrepreneurial training with institutions of higher learning such as TVET colleges tends to provide gainful employment to the recipients, which is the base for industrialisation and technological development in the 21st century (Uleanya & Gamede, 2017:92). According to Uleanya and Gamede (2019:3), students are also encouraged to start their own businesses after completing their studies at TVET colleges. TVET education is a continuous process of adapting workers' training toward acquiring the necessary skills, and it is outcome-oriented. TVET is designed to develop skills that can be applied in specific occupations.

In South Africa, the ICASS document used in TVET colleges for the NCV curriculum clearly states that ICASS is one of the mandatory assessment components in the resulting process (DHET, 2019:2).

ICASS document further states that:

- In order for a National Certificate (Vocational) student to receive the complete subject result for fundamental subjects, the following two components are compulsory:
  - ICASS
  - Examination
- In order to obtain a result for vocational subjects, the following three components must be met:
  - ICASS
  - ISAT
  - Examination

It is clear that ICASS, as an internal component, is as important as other external components for the resulting students, and as such, it must be treated with the utmost integrity to ensure successful delivery. There must be proper administration, management, conduct, recording, and reporting of student performance in the tasks making up the ICASS component (DHET, 2019:2).

## 2.4 Theoretical Framework

Flinders and Mills (1993:xii) hold the view that the exact definition of theory or science is difficult to find, and there is sufficient consensus that theory signifies a set of formal propositions that explain how something operates.

Theory as stated by Beauchamp (1975:10):

*“There is general agreement that ‘theory’ is a set of related statements explaining some series of events, but as one might expect, there are disagreements about what the character of the statements should be”.*

The following section discusses relevant theories, such as power and influence theories, contingency theories (situational theories), curriculum theory, and evaluation theory, which underpin the study from a policy implementation perspective.

### 2.4.1 Power and influence theories

Being powerful rather than powerless, being influential, and being efficacious are all valued and complementary appellations (Kramer & Naele, 1998:4). Terblanche (2017:55) argues that power and influence are not the same but are at times used as virtual synonyms: “Power is considered to be the ability to exert some degree of control over other persons... and it is associated with authority relationships... Influence involves more persuasion, with the recipient having latitude for a free choice.” Considering the preceding argument, the researcher holds the view that this theory is well suited to be adopted as an appropriate theory to assist TVET college managers in influencing the implementation of assessment policies. This perspective may pave the way for TVET college managers to use it to persuade all stakeholders, particularly lecturers, that policy implementation has become inexorable and that action to implement assessment policy is urgent.

Policies can be easily implemented in any organisation where there is leadership and influence. In this case, the outcomes of that influence are more important than the leadership and influence themselves. The emphasis or deemphasis placed by management in TVET colleges on policy implementation can cause lecturers and other

stakeholders to attribute influence to them as individuals. Valley and Thompson (1998:39) go on to say that dictating formal structure is a critical medium of control in complex organisations. Through its prescribed powers, the management of a TVET college can compel certain ways of enforcing the assessment policy and impose certain constraints on other ways of enforcing the policy. Valley and Thompson (1998) emphasise the issue of resistance, which can be caused by either active opposition or passive friction.

The management develops the capacity to achieve its plan through organisation and staffing; it is the manager's responsibility to do the following: “create an organisational structure and set of jobs with qualified individuals, communicate the plan to those people, delegate responsibility for carrying out the plan, and devise systems to monitor implementation” (Jooste, 2004; Kotter, 2007; James, Crawford & Oplatka, 2018). The monitoring of policy implementation in a TVET college, particularly the assessment policy, should perhaps fall under the purview of the manager designated for that purpose. Within the context of a TVET college, specific leadership styles, managerial skills, and knowledge may better support the “power and influence” theory by empowering TVET college leaders to influence assessment policy implementation.

Control may be important to management for a variety of reasons, but highly motivated employees are more likely to produce great results. As a result, it is critical for a manager to motivate lecturers to implement an assessment policy in a TVET college.

#### **2.4.2 Contingency theories (Situational theories)**

According to Terblanche (2017:54), the common thread among situational approaches is that all situations demand the leader act in a flexible manner to locate and apply the appropriate style. Contingency theories hold that there is a fit between the organisational structure and contingency that has a positive effect on performance (Donaldson, 2001; McAdam et al., 2019). Furthermore, Donaldson (2001:10) claims that high performance results are achieved when the structural variable is set at a level that fits the level of contingency. In support of Otley (2016:52) cites that the concept of a contingency fit requires some measure of effectiveness to act as a criterion variable, implying that a good contingent fit achieves higher effectiveness than a poor fit.

“If an organisation or unit is faced by high levels of uncertainty it requires flexible and adaptable systems to manage activities when unexpected events occur” (Otley, 2016:50). Betts (2003:124) states that environment, technology, age, and size emerged as the primary contingency factors. This model could explain how the size of the institution affects its operations and policy implementation. In addition, this model could also explain why top-down command leadership styles are effective or ineffective when it comes to implementing assessment policies within academic institutions' norms and practices. Betts (2003:126) suggests that contingency theory is clearly science, which can be considered either a process of inquiry or an organised body of knowledge. The idea of involving all employees in the process of investigating policy implementation is not new, and greater participation by all stakeholders is frequently associated with a higher likelihood of long-term success and successful knowledge acquisition.

#### **2.4.3 Curriculum theory**

Beauchamp (1975:7) regards a curriculum as a written document that may contain many ingredients, but it is basically a plan for the education of pupils during their enrolment in a school. Terblanche (2017:24) defines "curriculum" as a programme of activities designed so that learners will attain, as far as possible, certain educational ends or objectives. Pupil assessment, curriculum evaluation, teacher appraisal, and, indeed, school inspections have come to be regarded and used as key instruments in the establishment of direct political control, combating the centrality of the teacher, and imposing a narrow and bureaucratic form of teacher accountability (Kelly, 2009; Green, 2018). Furthermore, Kelly (2009:19) argues against putting the school curriculum in the hands of a series of politically motivated quangos that reconstruct themselves almost annually, as well as their use or abuse of devices like assessment and inspections to achieve what are fundamentally political goals. Similarly, Young (2014:192) claims that those in positions of political power often do not recognise the authority of curriculum specialists' knowledge. The politically motivated curriculum may subject the school to political complexities, which may jeopardise the school's norms and practices.

Young (2014:192), in turn, says that “I am convinced that there is no more critical educational issue today than the curriculum; to put the issue more directly, we need to answer the question: what should all students know by the time they leave school?” Because assessment has always been considered an important component of the curriculum, it may be the best mechanism in the education sector to provide an answer to Young's (2014) question. Schiro (2023) suggests therefore that each of the four visions of curriculum embodies distinct beliefs about the type of knowledge that should be taught in school, “the inherent nature of children, what school learning consists of, how teachers should instruct children, and how children should be assessed” (Schiro, 2013:2).

#### ***2.4.4 Evaluation theory***

Kirkpatrick's four-level model will serve as the foundation for evaluation theory. Assessment starts at level one and then progresses through two, three, and four stages, which are reaction, learning, behaviour, and result (Bates, 2004:342). Data from each previous level serves as a foundation for reviewing data from the next level. While each successive level represents a more reliable measure, it also necessitates a more thorough and time-consuming analysis.

The diagram, according to Cahapay (2021), shows the four levels of Kirkpatrick's model of evaluation.





**Figure 2.3: Kirkpatrick's model (Cahapay, 2021)**

Cahapay (2021:136) describes the four Kirkpatrick levels shown in Figure 2.3 above:

- The reaction level determines the level of satisfaction of the participants, or how they feel about the training programme.
- The learning level measures the level of knowledge, skills, and values acquired by the participants from the programme.
- The behaviour level ascertains the changes in the behaviour of the participants in the work environment as a result of the programme.
- The impact level examines the institutional outcomes that show a good return on investment and can be attributed to the training programme.

Furthermore, Bates (2004:341) contends that the models used to guide evaluations are inextricably linked to the effectiveness and utility of those evaluations. Inevitably, there are also ethical dimensions to the models and the ways in which they are used, and it is thus critical to subject our models to ongoing reflection and analysis from various perspectives. The popularity of the four-level model is also a function of its potential for simplifying the complex process of training evaluation.

The limitations of Kirkpatrick's model noted earlier carry with them some meaningful implications for risks and benefits that may ensue to clients and stakeholders in the evaluation process (Bates, 2004:344).

Leeuw and Donaldson (2015:469) use a military metaphor:

*“Evaluation theories are like military strategies and tactics; evaluation methods are like military weapons and logistics. The good commander needs to know strategy and tactics to deploy weapons properly or to organise logistics in different situations. The good evaluator needs theories for the same reasons in choosing and employing methods.”*

Evaluation theories ensure that design decisions are reasonable and appropriate in their broadest sense. Stufflebeam and Coryn (2014:xxvii) confirm that evaluation is a critical component of an organisation's ongoing health and that if evaluations are done properly, organisations and their people will have the satisfaction of knowing with certainty which elements are strong and where changes are required. Evaluation is therefore a constructive pursuit (Alkin, 2004; Stufflebeam & Coryn, 2014). Alkin (2004:26) suggests that methods be implemented that are tailored to the stage of the program, that is, "fitting evaluations to the program." Furthermore, Alkin (2004:26) provides an example of how, if commissioned to conduct an evaluation of a programme that is already in progress, the evaluation would be designed to focus on current work rather than a development program.

## **2.5 Conclusion**

The preceding literature addresses relevant policy issues in general as well as issues pertaining to the TVET systems. The issues discussed include how policy is understood, the relationship between policy and practice, and an assessment, as well as how socio-political factors influence policy implementation in general and the assessment of policy implementation in TVET.

The definitions of the main key words were discussed in this chapter to demonstrate a clear distinction between technical education, vocational education, and occupational

education. To specify the curriculum and shift globally, international curricula as well as the South African TVET system were discussed. This study attempts to investigate the implementation of assessment policy in TVET colleges in the Free State; thus, the policy theoretical and conceptual framework, as well as the policy implementation model process, must be presented in this chapter.

The next chapter discusses the general principles of implementing assessment policy, research design, and methodology.

## **CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN**

### **3.1 Introduction**

The relevant literature for this study was presented in the previous chapter. This chapter examines the research methodology and design used for the empirical section of the study. Following that, the chapter discusses the research instruments, the data collection, and the data analysis and interpretation. The chapter goes on to discuss the population and sampling methods used in this study. Finally, the chapter addresses the critical issues of validity, trustworthiness, and ethical considerations.

### **3.2 Methodology and Research Design**

#### ***3.2.1 Research Methodology***

Salkind (2010:1149) describes the methodology as a combination of conceptual framework, technique of data collection, and method of analysis that collectively provide the basis for the scientific study of subjectivity. Taylor, Bogdan and DeVault (2016:3) define methodology as the approach we take to problems and seek solutions; in the social sciences, the term applies to how research is conducted. The term "qualitative methodology" refers to research that produces descriptive data from people's own written or spoken words and observable behaviour (Kothari, 2004; Creswell, 2013; Taylor et al., 2016). According to Taylor et al. (2016:4), the phenomenologist seeks understanding through qualitative methods such as participant observation, in-depth interviews, and others that produce descriptive data.

Furthermore, Kothari (2004:3) believes that qualitative research is concerned with qualitative phenomena, that is, phenomena relating to or involving quality or kind. According to Pathak, Jena and Kalra (2013:192), qualitative research was initially used in psychological studies when researchers found it tedious to evaluate human behaviour in numeric terms. Qualitative research gives voice to the participants and enhances the involvement of everyone involved in the study (Kothari, 2004; Pathak et al., 2013; Taylor et al., 2016). Regardless of theoretical differences, most qualitative research approaches emphasise the existence of a shared reality on which people can agree (Newman & Benz,

1998:2). Newman and Benz (1998:3) are of the view that a qualitative, naturalistic approach is used when observing and interpreting reality to develop a theory that will explain what was experienced.

Patton (1987:7) describes the qualitative method as:

*“Qualitative methods consist of three kinds of data collection: in-depth, open-ended interviews; direct observation; and written documents, including such sources as open-ended written items on questionnaires, personal diaries, and program records. The data from open-ended interviews consist of direct quotations from people about their experiences, opinions, feelings, and knowledge. The data from observation consist of detailed descriptions of program activities, participants’ behaviours, staff actions, and the full range of human interactions that can be part of program experiences. Document analysis yields excerpts, quotations, or entire passages from records, correspondence, official reports, and open-ended survey.”*

Erickson (1986:121) believes that interpretive methods based on participant observational fieldwork are most appropriate when learning more about:

- The specific structure of occurrences rather than their general character and overall distribution-what is happening in a particular place rather than across several places.
- The meaning-perspectives of the actors in the particular events.
- The location of naturally occurring points of contrast that can be observed as natural experiments when we are unable logistically or ethically to meet experimental conditions of consistency of intervention and control over other influences on the setting.
- The identification of specific causal linkages that were not identified by experimental methods and the development of new theories about causes and other influences on the patterns that are identified in survey data or experiments

Newman and Benz (1998:3) describe the quantitative method as an approach that is used when one begins with a theory (or hypothesis) and tests for confirmation or rejection of that hypothesis. According to Ngulube, Mokwatlo and Ndwandwe (2009:106), the quantitative paradigm, with its positivist stance, viewed research as objective, context-free, and with outcomes that could be reliably and validly determined. Kandel (2020:2) defines quantitative methodology as an explanation phenomenon comprised of a collection of numerical data that is analysed using mathematically based methods, specifically statistics. In addition, Kandeel (2020:2) states that the objective of quantitative research is to develop and employ mathematical models, theories, and/or hypotheses pertaining to phenomena. The quantitative research method is concerned with numbers and anything measurable in a systematic investigation of phenomena and their relationships. It is used to provide answers to questions about relationships between measurable variables in order to explain, predict, and control phenomena (Leedy, 1993; Muijs, 2004).

From a phenomenological perspective, Newman and Benz (1998:2) believe that qualitative and quantitative research have philosophical roots in the naturalistic and positivistic philosophies, respectively. The preceding statement demonstrates the existence of multiple realities and multiple interpretations available to various individuals, all of which are equally valid. Furthermore, Ngulube and Ngulube (2015:1) believes that mixed methods research (MMR), which is billed as a third methodological movement, is becoming a more popular approach in a variety of fields due to the promise it holds of providing a more thorough and balanced investigation of research problems in context. The disagreement between qualitative and quantitative researchers stems from differing assumptions about what reality is and whether or not it is measurable (Newman & Benz, 1998; Ngulube & Ngulube, 2015). The use of multiple research strategies stems from a paradigm shift away from the use of a single popular method and toward the use of multiple research strategies (Creswell & Garrett, 2008; Ngulube & Ngulube, 2015).

In this study, heads of departments (HODs) were interviewed to explore the implementation of TVET assessment policies in the Free State. A survey questionnaire was completed by senior lecturers from selected TVET colleges. The study falls into the

interpretive research design category because it involves exploring, interviewing, understanding, interpreting, and making sense of the contents of policy documents (Denzin & Lincoln, 2011; Arfo, 2015). This research design for this study is a mixed-methods approach, with both qualitative and quantitative methodologies used to collect data. Qualitative methods emphasise the characteristics of the phenomena under investigation rather than their numerical measurement (Kothari, 2004; Adejimi, Oyediran & Ogunsanmi, 2010; Gupta & Gupta, 2011). According to Denzin and Lincoln (2011:5), the interpretive bricoleur recognises research as an interactive process shaped by one's personal history, biography, gender, social class, race, and ethnicity, as well as those of the people in the setting. To collect data, the researcher used semi-structured interviews and a questionnaire survey, as discussed further in 3.4.1 to 3.4.2.

### **3.2.2 Research Design**

A research design is a methodical, well-organised procedure used by the researcher to conduct the research study. According to Mollo (2019:84), a research design is a master plan or model for a research study. This plan can be considered the framework that holds all of the elements of the research study together. With the development and perceived legitimacy of both qualitative and quantitative research in social and human sciences, mixed method research, employing the combination of qualitative and quantitative approaches, has gained popularity (Creswell, 20013).

One of your first tasks after determining your research question is to select the most appropriate methodology—methods for collecting and analysing data (Goddard & Mellville, 2001; Kothari, 2004; Durrheim, 2006; Grbich, 2013). According to Durrheim (2006:34), a research design is a strategic framework for action that serves as a bridge between research questions and research execution or implementation. Furthermore, Durrheim (2006:34) contends that the planned nature of observation distinguishes research from other forms of observation. According to Mollo (2019:84), a research design depends on the questions that influence the researcher's inquiry.

The researcher is of the view that a mixed-methods study is one in which a single study employs both qualitative and quantitative methodologies. The study used a convergent design in which both methodologies ran concurrently, resulting in a parallel design. According to Moseholm and Fetters (2017:1), by using mixed method research, the researcher can achieve MMR integration at the philosophical, research design, methods, and data collection levels, as well as during the interpretation and reporting levels of the research. Mixed-methods research is an approach in which the researcher collects, analyses, and interprets both quantitative and qualitative data, integrates the two approaches in various ways, and frames the study within a specific design (Creswell, 2014).

### **3.3 Population and Sampling**

#### **3.3.1 Population**

The population of this research study has one thing in common: they are all involved in TVET curricula at various levels. Population is defined by Goddard and Melville (2001:34) and Maeko (2013:51) as any group that is the subject of research interest. According to Casteel and Bridier (2021:344), the target population is the specific, conceptually bounded group of potential participants to whom the researcher may have access and who represent the nature of the population of interest. Furthermore, Casteel and Bridier (2021:343) suggest that the population of interest for the study is comprised of the individuals, dyads, groups, organisations, or other entities that one seeks to understand and to whom or to which the study results may be generalised or transferred, and that this is the primary group about which the research is concerned.

The population for this study is in the TVET college sector of the Free State in South Africa. For the purposes of the study, the focus was on three colleges in the Free State, namely College A, College B, and College C.

#### **3.3.2 Sampling**

The sample in this study was purposeful, judgmental, and non-probability. According to Marshall (1996:522), the size of the sample is determined by the optimum number



necessary to enable valid inferences to be made about the population. The larger the sample size, the lower the chance of a random sampling error, but because the sampling error is inversely proportional to the square root of the sample size, studying very large samples usually yields little benefit (Marshall, 1996; Rauscher, 2009; Arfo, 2015). A sampling procedure may be defined as "snowball sampling" when the researcher accesses informants through contact information that is provided by other informants (Chaim, 2008:30). In addition, Chaim (2008:30) clarifies that this process is, by necessity, repetitive; informants refer the researcher to other informants, who are contacted by the researcher and then refer the informant to yet other informants, and so on. Furthermore, according to Chaim (2008:30), snowball sampling is arguably the most widely used method of sampling in mixed-method research across multiple disciplines in the social sciences.

Marshall (1996:523) mentions one broad approach to sample selection for a qualitative study:

#### *3.3.2.1 Judgement sample*

This is the most common sampling technique, also known as "purposeful sampling." To answer the research question, the researcher actively selects the most productive sample. This may entail creating a framework of variables that may influence an individual's contribution, which will be based on the researcher's practical knowledge of the research area, available literature, and evidence from the study itself.

The participants in this study were carefully and purposefully chosen to provide information-rich data for an in-depth study. As a result, purposeful sampling was used to select participants for this study. Arfo (2015:80) confirms that purposeful sampling is a widely used technique in qualitative research for the identification and selection of information-rich data. Furthermore, according to Arfo (2015:80), citing Coyne (1997), purposeful sampling necessitates that the participants chosen for the study have a broad general knowledge of the topic and have typical experience.

The job titles of the research participants selected in the participation sample in this study consisted of heads of departments and senior lecturers. Participants were conveniently and purposefully chosen to reach the target population. Participants were drawn from the business studies and engineering sections of the National Certificate (Vocational) faculty at each chosen college. The researcher ensured that the selected sample of respondents possessed a diverse set of characteristics based on their TVET college work experience, skills, and knowledge that could provide relevant information. The inclusion criteria required a minimum of two years of TVET college work experience within the aforementioned job titles, which are representative of all age categories, particularly heads of departments and senior lecturers.

A total of twenty-two (22) participants were purposefully chosen to complete a hard copy questionnaire survey, and eleven (11) participants were chosen for interviews. The questionnaire was completed by twenty-two (22) senior lecturers. Interviews for eleven (11) HODs from various campuses were conducted across all three colleges.

The number of HODs, senior lecturers, and colleges that participated in this study is shown in Table 3.1 below:

**Table 3.1: Number of HODs, senior lecturers, and colleges**

| Colleges  | NCV (Business Studies)<br>Number of participants |               | NCV (Engineering Studies)<br>Number of participants |               |
|-----------|--------------------------------------------------|---------------|-----------------------------------------------------|---------------|
|           | Interviews                                       | Questionnaire | Interviews                                          | Questionnaire |
| College A | 5                                                | 10            | 1                                                   | 2             |
| College B | 1                                                | 2             | 1                                                   | 2             |
| College C | 1                                                | 3             | 2                                                   | 3             |

### 3.4 Data Collection Instruments

Data collection enables researchers to collect information about the study objects that they want to collect. Whether information is gathered through a questionnaire or an

interview, a concerted effort should be made to contact non-responders. Wilson and Fox (2013:105) hold the view that the next stage is to consider what data you need to collect to help you answer the research questions after deciding on the focus of your research, the research questions you want to answer, and the overall strategy you want to use. The study was based on exploring the implementation of assessment policies in TVET colleges; data collection was conducted through interviews and questionnaires.

### **3.4.1 Interviews**

A semi-structured, open-ended interview was used to generate data that answered research questions. The goal of using a semi-structured interview was not only to follow up on ideas and probe responses from participants but also to elicit detailed information from them. The questions sought to delve into the challenges and implications of implementing assessment policies in the curricula of TVET colleges covered by the study.

Moreover, interviewing, as well as other qualitative approaches to social science research, differs from quantitative methods in the sense of its ability to analyse the resulting data while making an allowance for participants' social lives (Alshengeeti, 2014:39). Furthermore, Alshengeeti (2014:40) explains that the structured interview, whose main characteristic is that it is mostly organised around a set of predetermined direct questions that require immediate, mostly "yes" or "no" type responses, In other words, the interviewer and interviewees would have very little freedom of expression in such an interview. The open-ended (unstructured) interview is the second type of interview (Gill, Stewart, Treasure & Chadwick, 2008; Alshengeeti, 2014). As a result, this type of interviewing is an open situation in which both the interviewer and the interviewee have greater flexibility and freedom. According to Gill et al. (2008:291), semi-structured interviews include several key questions that help to define the areas to be explored but also allow the interviewer and interviewee to diverge to pursue an idea or response in greater depth.

Roulston and Choi (2018:233) state that in semi-structured interviews, follow-up questions, also known as probes, are formulated in relation to what interviewees have already said. In addition, Roulston and Choi (2018:233) confirm that during semi-

structured interviews, researchers sequence questions to generate free-flowing conversations about research topics that are guided by what participants say. Interviews allow the researcher to quickly confirm data or aspects that are unclear to both the interviewer and the interviewee (Gill et al., 2008; Arfo, 2015; Roulston & Choi, 2018). Because the interview was open and allowed new ideas to be brought up during the interview because of what the interviewee said, a semi-structured interview is an appropriate method for gathering stakeholder perspectives on the implementation of assessment policy at TVET colleges.

According to Kendall (2008:133), qualitative interviews allow for the exploration of meaning more than any other method, particularly when meaning is constructed by research participants about a topic or setting of interest. Furthermore, Kendall (2008:134) contends that the flexibility and ability to probe with follow-up questions, combined with the dialogic nature of the interview, allow the researcher to attempt to see issues from the interviewee's perspective and achieve a degree of empathy and understanding with research participants.

Because all questions stemmed from the study's research questions, semi-structured interview questions (see Appendix B) were used to obtain in-depth information. The researcher also attempted to create a cordial atmosphere that would lay the foundation for a trusting relationship. Interviews were conducted with the heads of the departments on their respective premises at TVET colleges, which are real-life settings free of the constraints of more conventional research procedures. During the semi-structured interviews, the researcher had the opportunity to engage in dialogue with participants and probe their responses to gain a better understanding of the subject at hand.

The interview questions and questionnaires were validated in a pilot study with two ACMs; the findings were not included in the survey but were used to publish an article for the international conference (Ndleleni et al., 2023).

Table 3.2 shows the number of ACMs, senior lecturers, and a college who participated in a pilot study:

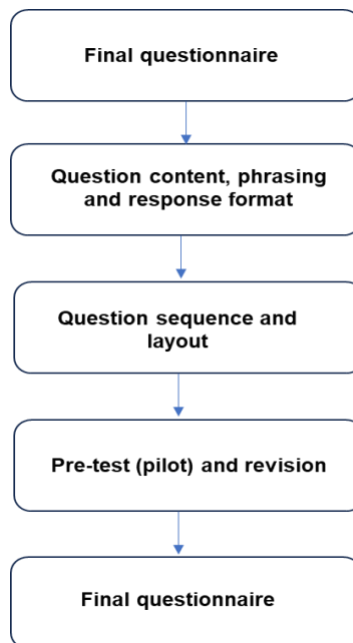
**Table 3.2: Number of ACMs, senior lecturers, and a college**

| Colleges        | NCV (Business Studies)<br>Number of participants |               | NCV (Engineering Studies)<br>Number of participants |               |
|-----------------|--------------------------------------------------|---------------|-----------------------------------------------------|---------------|
|                 | Interviews                                       | Questionnaire | Interviews                                          | Questionnaire |
| Pilot College 1 | 1                                                | 3             | 1                                                   | 3             |

The goal of the pilot study was to determine whether interview questions can aid in making decisions about the likelihood of obtaining sufficient and rich data to answer the research question in accordance with the literature review, as well as the strength of interview questions in real life. According to Janghorban, Roudsari and Taghipour (2013:5), the pilot study allows researchers to confirm or modify the proposed research methodology to achieve its objectives prior to conducting the main research.

### 3.4.2 Questionnaire

Roopa and Rani (2012:273) suggest that a well-designed questionnaire necessitates thought and effort and must be planned and developed in a number of stages:



**Figure 3.1: Stages of planning a questionnaire (Roopa & Rani, 2012)**

The use of quantitative questionnaires to produce research material has been criticised, not least because of the mentioned lack of representation from all social strata amongst the respondents. It is important to keep in mind, for researchers working with this method as well as for readers, that the material it generates seldom forms the basis for generalisation (Almalki, 2016; Eckerdal & Hagstrom, 2016).

To have confidence in the results of a study, one must be assured that the questionnaire consistently measures what it purports to measure when properly administered (Greco, Walop & McCarthy, 1987; Moloi, 2010). Greco et al. (1987:699) state that the questionnaire must be both valid and reliable. According to Adejimi *et al.* (2010:49), questionnaires have become very popular in scientific research and are the most frequently used instrument in educational research.

According to Brink and Wood (1998), as cited in Terblanche (2017:121–122), the following characteristics of a questionnaire should be present:

- The questionnaire should be economical, containing an optimum number of relevant and pertinent questions.
- Enough respondents should complete a questionnaire.
- Respondents should preferably remain anonymous to answer questions without fear of identification.
- Data on a range of topics may be collected within a limited time.
- The questionnaire format is standard and largely independent of the researcher's mood or preferences.

Each of these requirements was met by this study.

A self-created questionnaire (see Appendix A) was used to collect information about the knowledge, attitudes, beliefs, and experiences of participants regarding the implementation of the assessment policy in two TVET colleges in the Free State. The semi-structured questionnaire, which included open-ended and closed questions, was used to collect information on the participants' perceptions of assessment policy implementation as well as their biographies and professional development.

The questionnaire in this study was based on a review of the literature (see Chapter 2) and documents related to TVET assessment issues. The questionnaire was tested for validity via a pilot study with six senior lecturers, the results of which were omitted from the survey.

### 3.5 Data Analysis and Interpretation

According to Onwuegbuzie and Johnson (2021:1), in a mixed method, the quantitative data analysis includes the fields of frequentist parametric statistical analysis, whereas the qualitative data analysis includes the entire data analysis system. Moreover, qualitative data analysis is a process of bringing order, structure, and meaning to the mass of collected data; it is in fact pursuing the relationship between categories and themes of data, seeking to increase the understanding of the phenomenon (AlYahmady & Saleh, 2013:1). This study used a parallel mixed-methods analysis, which resulted in quantitative and qualitative analyses that did not interact in a meaningful way.

Bazeley (2013:37) wrote:

*“Treat literature as data to be analysed like any other data. Have it do double work: test out your data analysis strategies and skills by working analytically with articles or notes you have made, just as you would for interview material or other documents, while you also use these sources to clarify and refine your topic and design.”*

Furthermore, Bazeley (2013:93) suggests that hard thinking and perpetual work [or hard work and perpetual thinking] are indeed the fundamental ingredients of data analysis. Data analysis is a complex and contested part of the qualitative research process that has received limited theoretical attention (Dierckx de Casterle, Gastmans, Bryon & Denier, 2011). In addition, Dierckx de Casterle et al. (2011:360) argue that the researchers are frequently in need of useful instructions or guidelines on how to analyse the mass of qualitative data but face a lack of clear guidance for using specific analytic methods.

According to Willig (2014:136):

*“Interpretation is the challenge at the heart of qualitative research. Without interpretation, we cannot make sense of our data. As qualitative researchers, we aim to find out more about peoples’ experiences, their thoughts, feelings, and social practices. To achieve aim, we need to ask questions about their meaning and significance; we need to make connections between different components and aspects of the data to increase our understanding.”*

### **3.5.1 Interviews**

Grounded theory is defined by Gubrium, Holstein, Marvasti and McKinney (2012:347) as a systematic method for constructing a theoretical analysis from data, with explicit analytic strategies and implicit data collection guidelines. Furthermore, Gubrium et al. (2012:347) explain that researchers subject their inductive data to rigorous comparative analysis, which progresses from studying concrete realities to rendering conceptual understanding from these data. Data analysis in grounded theory involves specific procedures that, when applied correctly and with vigilance, result in a theory that is rigorous and well-grounded in data (Gill et al., 2008; Lawrence & Tar, 2013).

According to Lawrence and Tar (2013:32), coding takes the researcher away from the empirical level by fracturing the data and conceptually grouping it into codes, which then become the theory that explains what is happening in the data. According to Elliot (2018:2850), coding is an almost universal process in qualitative research, as well as a fundamental aspect of the analytical process and the ways in which researchers break down their data to create something new. Furthermore, Elliot (2018:2850) contends that conceptualising coding as a decision-making process has the potential to raise issues because most qualitative researchers learned coding through trial and error with guidance from one or two supervisors during their thesis research. Elliot (2018:2854) highlights that setting aside some of the data requires careful consideration to select the appropriate parts to sideline for the given project and will usually require specific reference to the research questions.



The qualitative data analysis process was used in this study, which included concepts and clusters of concepts that were identified and grouped together to aid in the coding process. Miles and Huberman (1994:8) contend that interviews will be a “co-elaborated” act on the part of both parties rather than a gathering of information by one party. The researcher gathered information through interviews and organised it into themes. Because transcription and analysis of interview records are important first steps in data analysis, the records were transcribed and analysed.

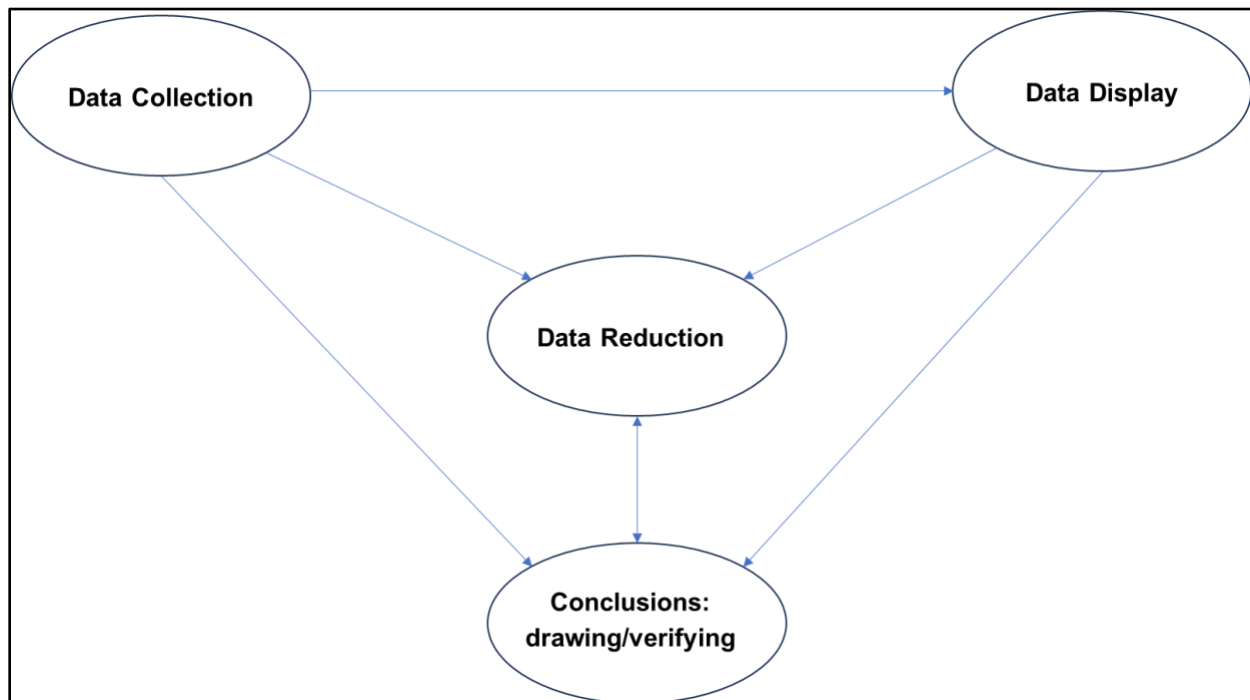
### **3.5.2 Questionnaires**

Questionnaire surveys often involve many variables observed in a substantial sample of subjects, so data management is crucial (Creswell, 2014; Falissard, 2011:2). Grounded Theory, according to Braun and Clarke (2006:77), is very similar to thematic analysis in terms of their procedures for coding “themes” or coding from data. Furthermore, Alhojailan (2012:40) suggests that thematic analysis adds a systematic component to data analysis because it enables the researcher to associate a frequency analysis of a theme with one of the entire contents.

What Miles and Huberman (1994:8) have to say about interpretivism:

*“Phenomenologists often work with interview transcripts, but they are careful, often dubious, about condensing this material. They do not, for example use coding, but assume that through continued readings of the source material and through vigilance over one’s presuppositions, one can reach the “Lebenswelt” of the informant, capturing the “essence” of an account – what is constant in a person’s life across its manifold variations. This approach does not lead to covering laws, but rather to a “practical understanding” of meanings and actions.”*

The following model by Miles and Huberman (199) demonstrates a clear illustration of data analysis components:



**Figure 3.2: Qualitative data analysis (Miles & Huberman, 1984)**

The model described above was also used to analyse and interpret data from interviews and questionnaires. The interpretive analysis was used to analyse data from questionnaires.

### **3.6 Ethical Consideration**

The protection of human subjects through the application of appropriate ethical principles is important in all research studies; in a qualitative study, ethical considerations have a particular resonance due to the in-depth nature of the study process (Munhall, 1988; Arfo, 2015; Roshaidai, 2018). Roshaidai (2018:30) goes on to say that when conducting face-to-face interviews with vulnerable groups of participants, ethical concerns become more prominent. The study employed a number of measures to boost trustworthiness. One such criterion was the accuracy of the description of the phenomenon under investigation,

which ensured that the appropriate questions were asked, and the accurate answers were recorded.

The researcher successfully applied for ethical clearance from the Central University of Technology's ethics committee, which approved the research as submitted as a proposal outlining the purpose and methodology to be used. All participants were formally informed about the research and its purpose, as well as the fact that their contributions would be made available to their respective institutions in the event of a need. To formally seek their agreement, a letter was sent to all participants. The ethics certificate is annexed to this dissertation as Appendix E.

### **3.7 Conclusion**

This chapter discussed the research methodology and design. The chapter went into great detail about the data collection instruments used in the study. The instruments used for data analysis and interpretation, as well as the procedure, were also thoroughly explained. The population and sampling strategies, as well as the ethical considerations, were discussed. The next chapter discusses data presentation, interpretation, and discussions of the results.

## **CHAPTER 4: DATA PRESENTATION, INTERPRETATION, AND DISCUSSIONS OF RESULTS**

### **4.1 Introduction**

The previous chapter discussed data collection methods as well as data analysis. This chapter presents and reports on the findings of this study as well as the results derived from the data collection instruments used to collect it. The aim of the study was to investigate the implementation of the assessment policy at TVET colleges in the Free State.

This study was expected to accomplish the following objectives:

- to identify and justify the need to implement the assessment policy at TVET colleges.
- To determine how various components of an assessment are administered by TVET colleges,
- To identify and circumvent the threats to the implementation of the assessment policy at TVET colleges
- to find and test best practises that will complement the implementation of the assessment policy at TVET colleges.

The study included thirty-three ( $N = 33$ ) participants from three TVET colleges. Twenty-two ( $n = 22$ ) of the thirty-three participants completed a questionnaire, and eleven ( $n = 11$ ) participated in face-to-face interviews.

### **4.2 Presentation of data from the questionnaire**

The questionnaires distributed to the twenty-two ( $n = 22$ ) participants were all completed and returned. The questionnaires were divided into two sections and were based on purposeful sampling.

Section A focused on participant biographical information and professional development, while Section B was divided into the following three themes or statements:

Theme 1: The management and administration of the assessment for the National Certificate (Vocational) programme at TVET College.

Theme 2: The significance of Assessment policy at TVET College.

Theme 3: Attitudes of lecturers towards the implementation of assessment policy.

Section B investigated the assessment elements for the National Certificate (Vocational) programme in relation to the assessment policy and its implementation at TVET Colleges.

#### **4.2.1 Section A: Senior Lecturer biographical data and professional development**

**Table 4.1: Senior lecturer biographical detail**

| Frequency Table                  |                  |           |              |         |              |
|----------------------------------|------------------|-----------|--------------|---------|--------------|
|                                  |                  | Frequency | Percentage % | Valid % | Cumulative % |
| <b>Q1. Program</b>               |                  |           |              |         |              |
| Valid                            | NC(V) B. Studies | 15        | 68.2         | 68.2    | 68.2         |
|                                  | NC(V) E. Studies | 7         | 31.8         | 31.8    | 100.0        |
|                                  | Total            | 22        | 100.0        | 100.0   |              |
| <b>Q2. Highest Qualification</b> |                  |           |              |         |              |
| Valid                            | Diploma          | 2         | 9.1          | 9.1     | 9.1          |
|                                  | Degree           | 7         | 31.8         | 31.8    | 40.9         |
|                                  | Honors Degree    | 10        | 45.5         | 45.5    | 86.4         |
|                                  | Master's Degree  | 3         | 13.6         | 13.6    | 100.0        |
|                                  | Total            | 22        | 100.0        | 100.0   |              |
| <b>Q3. Work Experience</b>       |                  |           |              |         |              |
| Valid                            | 6 - 10           | 4         | 18.2         | 18.2    | 18.2         |
|                                  | 11 - 15          | 11        | 50.0         | 50.0    | 68.2         |
|                                  | 16 - 20          | 2         | 9.1          | 9.1     | 77.3         |
|                                  | Over 21          | 5         | 22.7         | 22.7    | 100.0        |
|                                  | Total            | 22        | 100.0        | 100.0   |              |

**Figure 4.1: Senior lecturer biographical detail 1**



### ➤ Programme

The programme results show that National Certificate (Vocational) Business Studies senior lecturers are in the majority ( $n = 15$ ), accounting for 68.2% of the participants, while National Certificate (Vocational) Engineering Studies senior lecturers are in the minority ( $n = 7$ ), accounting for 31.8% of the participants. This means that the majority of senior lecturers who took part in the study were from National Certificate (Vocational) Business Studies.

### ➤ Highest qualification

According to the table above, senior lecturers who hold an honours degree ( $n = 10$ ) are in the majority with 45.5% of the participants, followed by degrees ( $n = 7$ ) with 31.8%, masters ( $n = 3$ ) with 13.6%, and diplomas ( $n = 2$ ) with 9.1%.

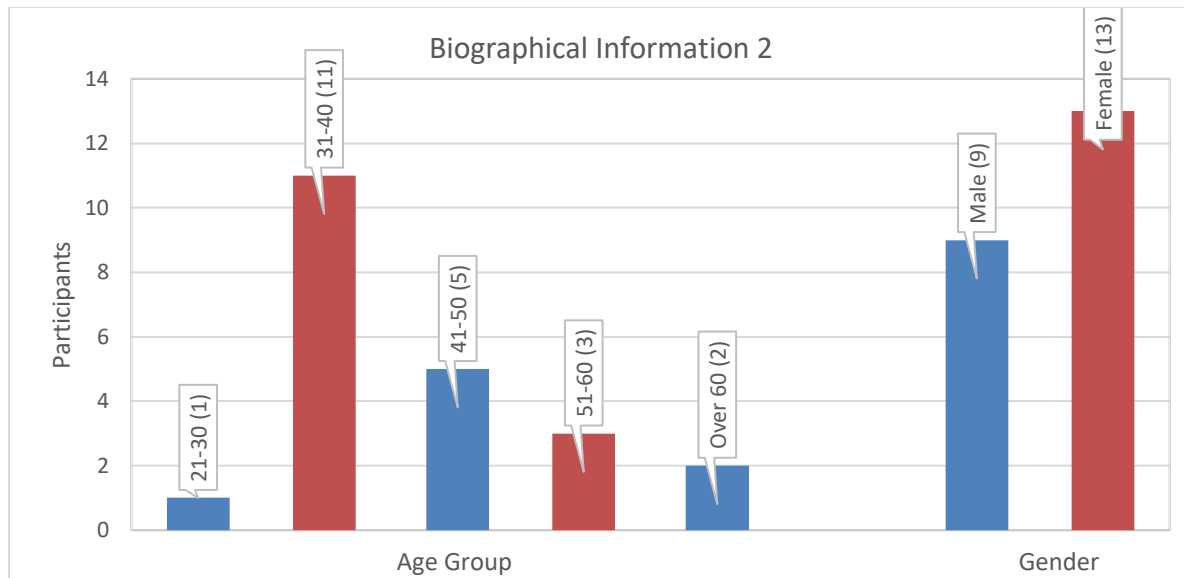
### ➤ Work experience

In terms of work experience, the above table and bar chart 1 show that senior lecturers with 11 to 15 years of experience ( $n = 11$ ) are the largest group of participants, with 50%, followed by those with more than 21 years of experience ( $n = 5$ ), who have 22,7%. The final two groups have between 6 and 10 years of experience ( $n = 4$ ) (18,2%) and between 16 and 20 years of experience ( $n = 2$ ) (9,1%).

**Table 4.2: Senior lecturer biographical detail**

| Frequency Table |         |           |              |         |              |
|-----------------|---------|-----------|--------------|---------|--------------|
|                 |         | Frequency | Percentage % | Valid % | Cumulative % |
| Q4. Age Group   |         |           |              |         |              |
| Valid           | 21 - 30 | 1         | 4.5          | 4.5     | 4.5          |
|                 | 31 - 40 | 11        | 50.0         | 50.0    | 54.5         |
|                 | 41 - 50 | 5         | 22.7         | 22.7    | 77.3         |
|                 | 51 - 60 | 3         | 13.6         | 13.6    | 90.9         |
|                 | Over 60 | 2         | 9.1          | 9.1     | 100.0        |
|                 | Total   | 22        | 100.0        | 100.0   |              |
| Q5. Gender      |         |           |              |         |              |
| Valid           | Male    | 9         | 40.9         | 40.9    | 40.9         |
|                 | Female  | 13        | 59.1         | 59.1    | 100.0        |
|                 | Total   | 22        | 100.0        | 100.0   |              |

**Figure 4.2: Senior lecturer biographical detail**



#### ➤ Age group

Participants (n = 11) aged 31 to 40 years had the highest proportion in the sample, accounting for 50%, followed by those aged 41 to 50 years (n = 5), accounting for 22.7%. The table above also shows that 4,5% of participants (n = 1) are between the ages of 21 and 30, representing the lowest number of participants. The remaining age groups are those between 51 and 60 years old (n = 3), with 13,6%, and those over 60 (n = 2), with 9,1%.

#### ➤ Gender

The results show that females are in the majority (n = 13), accounting for 59.1% of the participants, while males are in the minority (n = 9), accounting for 40.9%. This confirms that female senior lecturers outnumber their male counterparts in the TVET colleges that participated in the study.

**Table 4.3: Senior lecturer professional development detail**



**Frequency Table**

|                                                                                 |       | Frequency | Percentage % | Valid % | Cumulative % |
|---------------------------------------------------------------------------------|-------|-----------|--------------|---------|--------------|
| <b>6. Have you received any training in implementing the assessment policy?</b> |       |           |              |         |              |
| Valid                                                                           | Yes   | 19        | 86.4         | 86.4    | 86.4         |
|                                                                                 | No    | 3         | 13.6         | 13.6    | 100.0        |
|                                                                                 | Total | 22        | 100.0        | 100.0   |              |
| <b>7. Have you attended any workshops on assessment for TVET colleges?</b>      |       |           |              |         |              |
| Valid                                                                           | Yes   | 18        | 81.8         | 81.8    | 81.8         |
|                                                                                 | No    | 4         | 18.2         | 18.2    | 100.0        |
|                                                                                 | Total | 22        | 100.0        | 100.0   |              |
| <b>8. Have you been trained as an assessor?</b>                                 |       |           |              |         |              |
| Valid                                                                           | Yes   | 21        | 95.5         | 95.5    | 95.5         |
|                                                                                 | No    | 1         | 4.5          | 4.5     | 100.0        |
|                                                                                 | Total | 22        | 100.0        | 100.0   |              |

Table 4.3 above shows the frequency, percentage, valid percentage, and cumulative percentage of the three items (Q6 to Q8) analysed from the questionnaire (Appendix A) for the participants' professional development. Most respondents answered "yes" to every question. Q6 is about assessment policy implementation training, and the answer is "yes" ( $n = 19$ ), with 86.4% of participants confirming to have received such training, and "no" ( $n = 3$ ) is in the minority, with 13.6%. Following Q6, Q7 inquire about workshop attendance on assessment for TVET colleges, to which most participants ( $n = 18$ ) responded "yes" (81.8%) and 18.2% responded "no" ( $n = 4$ ). Finally, Q8 is about training as an assessor, and 95.5% of the respondents ( $n = 21$ ) said "yes," while only 4.5%, or one participant, said "no." According to the findings, the majority of senior lecturers participated in the assessment and policy-related pieces of training and workshops as part of their professional development.

#### 4.2.1.1 Discussion of Findings from Section A

Section A (4.2.1.1) dealt with data presentation and interpretation, and this section of the chapter also discusses the findings on biographical data and senior lecturers' professional development. The aim of this section is to examine the findings from the previous section and place them in the context of this research in general.

- **Senior lecturer data**

- Programme

Table 4.1 and bar chart 1 revealed that the majority (68.2%) of senior lecturers in the sample colleges are in National Certificate (Vocational) business studies as opposed to National Certificate (Vocational) engineering studies. The low number of senior lecturers from National Certificate (Vocational) engineering studies can be attributed to the small number of campuses that offer engineering programmes across all colleges that participated in this study. This implies that we have a small number of engineering students enrolled in our TVET colleges. The DHET White Paper (2013:xii) states that TVET colleges are expected to have a headcount enrolment of 2.5 million by 2023. This assumption is inconsistent with Zulu and Mutereko (2020:385) in their assertion that the main challenge confronting TVET colleges and the DHET, in general, is high levels of student attrition, which prevent TVET colleges from achieving their objectives.

Among its objectives, this study seeks to identify and avoid threats to the implementation of the assessment policy at TVET colleges. As a result, programmes that are not strengthened and expanded risk collapsing. A collapsed programme is unlikely to carry out the assessment policy to the best of each role player's ability. The current mix of programmes and qualifications in the TVET colleges is complex to administer, difficult for learners and parents to understand, and often poorly quality-assured (DHET White Paper, 2013). The number of senior lecturers on a campus accurately reflects the number of students enrolled as well as the size of the campus. According to the researcher, it becomes a concern if there is no numerical balance between National Certificate (Vocational) business studies and National Certificate (Vocational) engineering studies, particularly among senior lecturers.

- **Highest Qualification**

According to Van der Bijl and Taylor (2016:98), in 2013, the South African DHET published its Policy on Professional Qualifications for Lecturers in Technical and Vocation Education and Training (DHET, 2013), which determined qualification requirements for learning facilitators (lecturers) in the country's technical, vocational, and education (TVET) system. According to the findings, a significant number of senior lecturers ( $n = 10$ ) with honours degrees account for 45.5%, which the researcher believes is an accomplishment worth celebrating. The DHET (2015:5) has classified lecturers' qualification status as unqualified to academically and professionally qualified as a college lecturer; however, the purpose of this study, particularly the question on highest qualification, was not to elicit information in accordance with the categories stated by the DHET, 2015.

The study did not consider their areas of expertise in terms of the major subjects in which they specialised. To oversee the assessment processes as a senior lecturer, one does not need to be an expert in a specific subject, but all stakeholders must learn and understand the assessment policy. According to Holmqvist (2019:53), both Sweden and South Africa have declared the right to a free and adequate education for all, which is difficult to achieve if schools lack qualified teachers. When teachers lack the formal qualifications required for their tasks, feedback from school leaders and colleagues is critical to ensuring the quality of teaching and learning (Engvik & Emstad, 2017; Holmqvist, 2019). In addition, there are still many teachers who do not qualify as teachers, and mastery of materials and teaching motivation are low (Wahyudi, 2018). Senior lecturers who took part in the study are all qualified and in a better position to conduct the assessment processes.

### ➤ **Work experience**

This section of the biographical details of senior lecturers focuses on the work experience of participants. According to Table 4.3 and bar chart 1 above, senior lecturers with 11 to 15 years of experience ( $n = 11$ ) (50%) constitute the largest group of participants in the study. The employees valued work experience as the main source of their competence (Bruce, 1999; Paloniemi, 2006). Furthermore, according to Paloniemi (2006:439), the

employees confirmed that they developed their competence primarily through on-the-job learning.

Several studies have reported the positive benefits of work experience, particularly when related to one's studies (Bourner & Millican, 2011; Jackson & Tomlinson, 2022). Furthermore, Jackson and Tomlinson (2022:1122) argue that when it comes to negotiating access to occupational fields, students with extensive work-related experience may have a stronger knowledge base of formal and informal labour markets, including opportunities and demands, as well as how to adapt their profiles accordingly. According to the above statement by Jackson and Tomlinson, the large majority (81.8%) of participants who have work experience ranging from 11 years to over 21 years is an indication that the senior lecturers who participated in this study may have a stronger knowledge base on assessment matters.

Even though experience dominates the work behaviour of a lecturer, satisfaction refers to feelings of joy and enthusiasm, and if both exist in a lecturer, he will work vigorously and, in the end, will be born with maximum performance (Wahyudi, 2018). In addition, Wahyudi (2018:222) explains that qualified experience ensures the quality of work, improves the work, and makes the working time more effective. As a result, the researcher believes that a significant number of senior lecturers have been in the system for some time and can carry out their responsibilities diligently. Mokhothu (2015:73) argues that the experience can lead to frustration and resentment, causing stress and disenchantment in teachers, which can lead to teachers leaving the profession or becoming bitter or cynical about teaching. The question about work experience was designed to elicit senior lecturers' level of mastery and expertise in their respective colleges. The majority of senior lecturers, according to the findings, have sufficient experience to implement the assessment policy and many other assessment-related activities.

### ➤ Age group and gender

The age group and gender of the participants who completed the questionnaire items (Appendix A) are presented in Table 2 and bar graph 2 above. The findings revealed that 54.5% of participants are under the age of 40. According to the findings, those in the majority ( $n = 12$ ) still have some time in the system, which will benefit the colleges. This age group (21–40) at 54.5% is the most promising future for the need for a specific skill, specifically the conduct, administration, and management of assessments in our TVET sector. According to Schmid and Dowling (2020:61), new technologies are emerging at an ever-accelerating pace. The researcher is of the view that most institutions have accelerated their use of technology, so assessments in our colleges are also part of the digital transformation. The advantage of having a reasonably young generation in the workplace is their compatibility with technology. Adopting new technologies and designing workplaces requires high investment and educated managerial decisions to integrate them into companies' strategies (Kampschroer & Heerwagen, 2005; Chan, Beckman & Lawrence, 2007; Vischer, 2007). Participants aged 41–50 (22.7%) can still contribute to the implementation of the assessment policy, but the number of participants ( $n = 5$ ) is small. The age group of 51 to over 60-year-old participants ( $n = 5$ ) is working toward leaving the system, and the researcher sees it as unfavourable for the future of our colleges. Some of them may even decide to retire early, which would be a significant blow to our system in terms of skill scarcity.

Many participants ( $n = 13$ ), accounting for 59.1% of the total participants, were female, compared to 40.9% who were male. The presence of women in this study reflects "women's empowerment," as defined by Khan (2023:9) as "creating an enabling environment for women that enables them to establish fair treatment and gain the confidence and resources they need to lead independent lives and make full contributions to ensuring the necessary changes in our societies." More independent women also tend to have more education and work experience than their fewer independent counterparts (Fine, Sojo & Lawford-Smith, 2020; Khan, 2023). The findings in Table 2 and bar chart 2 above suggest that the proportion of women in managerial positions such as senior lecturers has increased. Women working in TVET colleges who are responsible for assessments and ensuring the implementation of its policies must not work in a different, or sometimes more hostile, environment than their male colleagues. The gender question

in this section of the study was designed to compare the numbers of male and female representation in areas of responsibility aligned with the implementation of the assessment policy at TVET colleges.

➤ **Senior lecturer professional development detail**

The training and workshops on assessments at TVET colleges, the implementation of assessment policy, and assessor training were all covered in Table 4.3 above. Employee training and development, according to Rodriguez and Walters (2017:206), helps the organisation and employees achieve a variety of goals, such as improving morale, a sense of security, employee engagement, and the overall competencies required to perform a specific job. Most participants ( $n = 19$ ) (87.9%) in this study received training on assessments for colleges, as well as assessment policy implementation and assessor training. This indicates that colleges have provided various pieces of training for senior lecturers' professional development with the goal of empowering the teaching staff with assessment matters and policy. Furthermore, Rodriguez and Walters (2017:207) argue that while organisations strive for success through differentiated programs, services, capabilities, and products, such elements must be envisioned, developed, implemented, and sustained by well-trained individuals. The need for employee training and development may occur at any level of the organisation, such as strategic, tactical, or operational (Elnaga & Imran, 2013; Nassazi, 2013; Rodriguez & Walters, 2017).

Employees can learn new skills, knowledge, and attitudes required to successfully perform day-to-day activities through training and development practices, and these new skills and knowledge automatically help to improve employees' performance, which leads to improved organisational performance (Hameed & Waheed, 2011; Adil, Rao & Shinwari, 2021). According to DHET ICASS (2023:5), TVET colleges are expected to develop an internal assessment policy that covers all aspects of the assessment process (including, for example, procedures for student appeals and irregularities in accordance with Annexure D (3) of the National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational), 2007). As a result, each

college's assessment policy must be made available to stakeholders in the college, and training must be provided to them.

#### 4.2.2 Section B: Assessment, Assessment Policy, and Implementation

**Theme A:** The management and administration of the assessment for National Certificate (Vocational) programme at TVET College.

*\*(Responses are represented as follows in Table 4.4 and all subsequent tables: 'strongly disagree' and 'disagree' are calculated together as 'disagree' in all cases, while 'agree' and 'strongly agree' are calculated as 'agree'). The percentages in the graphs were rounded to one decimal place, it is possible that not all tables add up to exactly 100%.*

- Senior lecturer results on theme A about items more towards strongly agree (4)

**Table 4.4: Items that are more towards strongly agreed (4)**

**Frequency Table**

|                                                                                                                                                               |                   | Frequency | Percentage % | Valid % | Cumulative % |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|--------------|---------|--------------|
| <b>A1. For National Certificate (Vocational) students to receive the complete result, the mark of two components for fundamental subjects is compulsory.</b>  |                   |           |              |         |              |
| Valid                                                                                                                                                         | Strongly disagree | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                                                                                               | Disagree          | 4         | 18.2         | 18.2    | 36.4         |
|                                                                                                                                                               | Agree             | 3         | 13.6         | 13.6    | 50.0         |
|                                                                                                                                                               | Strongly agree    | 11        | 50.0         | 50.0    | 100.0        |
|                                                                                                                                                               | Total             | 22        | 100.0        | 100.0   |              |
| <b>A2. For National Certificate (Vocational) students to receive the complete result, the mark of three components for vocational subjects is compulsory.</b> |                   |           |              |         |              |
| Valid                                                                                                                                                         | Strongly disagree | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                                                                                               | Disagree          | 2         | 9.1          | 9.1     | 27.3         |
|                                                                                                                                                               | Agree             | 5         | 22.7         | 22.7    | 50.0         |
|                                                                                                                                                               | Strongly agree    | 11        | 50.0         | 50.0    | 100.0        |
|                                                                                                                                                               | Total             | 22        | 100.0        | 100.0   |              |
| <b>A3. The forms of assessment used in the Internal Continuous Assessment (ICASS) component are always appropriate to my subject.</b>                         |                   |           |              |         |              |
| Valid                                                                                                                                                         | Disagree          | 1         | 4.5          | 4.5     | 4.5          |

|                                                                                                                                                        |                   |    |       |       |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|-------|-------|-------|
|                                                                                                                                                        | Agree             | 9  | 40.9  | 40.9  | 45.5  |
|                                                                                                                                                        | Strongly agree    | 12 | 54.5  | 54.5  | 100.0 |
|                                                                                                                                                        | Total             | 22 | 100.0 | 100.0 |       |
| <b>A4. I possess the necessary skills to manage and administer the assessment components.</b>                                                          |                   |    |       |       |       |
| Valid                                                                                                                                                  | Disagree          | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                        | Agree             | 4  | 18.2  | 18.2  | 22.7  |
|                                                                                                                                                        | Strongly agree    | 17 | 77.3  | 77.3  | 100.0 |
|                                                                                                                                                        | Total             | 22 | 100.0 | 100.0 |       |
| <b>A5. The tasks in the ICASS component cover the curriculum topics in a subject progressively and collectively.</b>                                   |                   |    |       |       |       |
| Valid                                                                                                                                                  | Disagree          | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                        | Agree             | 8  | 36.4  | 36.4  | 40.9  |
|                                                                                                                                                        | Strongly agree    | 13 | 59.1  | 59.1  | 100.0 |
|                                                                                                                                                        | Total             | 22 | 100.0 | 100.0 |       |
| <b>A6. I always construct my practical assessments in such a way that they are not a duplicate of the Integrated Summative Assessment Task (ISAT).</b> |                   |    |       |       |       |
| Valid                                                                                                                                                  | Disagree          | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                        | Agree             | 14 | 63.6  | 63.6  | 68.2  |
|                                                                                                                                                        | Strongly agree    | 7  | 31.8  | 31.8  | 100.0 |
|                                                                                                                                                        | Total             | 22 | 100.0 | 100.0 |       |
| <b>A7. A lecturer who is a subject expert moderate and approve my task before I administer it to the students.</b>                                     |                   |    |       |       |       |
| Valid                                                                                                                                                  | Strongly disagree | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                        | Disagree          | 1  | 4.5   | 4.5   | 9.1   |
|                                                                                                                                                        | Agree             | 4  | 18.2  | 18.2  | 27.3  |
|                                                                                                                                                        | Strongly agree    | 16 | 72.7  | 72.7  | 100.0 |
|                                                                                                                                                        | Total             | 22 | 100.0 | 100.0 |       |
| <b>A8. The post-assessment moderation is always conducted on marked evidence after the administration of assessment tasks.</b>                         |                   |    |       |       |       |
| Valid                                                                                                                                                  | Disagree          | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                        | Agree             | 2  | 9.1   | 9.1   | 13.6  |
|                                                                                                                                                        | Strongly agree    | 19 | 86.4  | 86.4  | 100.0 |
|                                                                                                                                                        | Total             | 22 | 100.0 | 100.0 |       |
| <b>A9. I have a Lecturer Portfolio of Assessment and all the necessary documents.</b>                                                                  |                   |    |       |       |       |
| Valid                                                                                                                                                  | Agree             | 2  | 9.1   | 9.1   | 9.1   |
|                                                                                                                                                        | Strongly agree    | 20 | 90.9  | 90.9  | 100.0 |



|                                                                                              |                |    |       |       |       |
|----------------------------------------------------------------------------------------------|----------------|----|-------|-------|-------|
|                                                                                              | Total          | 22 | 100.0 | 100.0 |       |
| <b>A10. My students have Students Portfolio of Evidence and all the necessary documents.</b> |                |    |       |       |       |
| Valid                                                                                        | Agree          | 4  | 18.2  | 18.2  | 18.2  |
|                                                                                              | Strongly agree | 18 | 81.8  | 81.8  | 100.0 |
|                                                                                              | Total          | 22 | 100.0 | 100.0 |       |

(Source: Analysis of survey data collected for this study)

The frequency and percentage of ten (10) questionnaire items (Appendix A) are shown in Table 4.4 above. The lowest percentage (63,6%) (n = 14) agreed with A1 that for National Certificate (Vocational) students to receive the full result, a mark of two components for fundamental subjects is required. A2: "For National Certificate (Vocational) students to receive a complete result, the mark of three components for vocational subjects is compulsory" was supported by 72,2% of participants (n = 16), while 90,9% of participants (n = 20) agreed with A7 that subject experts moderate and approve their tasks before they are administered to students.

The majority (95.5%) of participants agree with A3 that the forms of assessment used in the ICASS component are always appropriate to my subject. Furthermore, 95.5% (n = 21) of participants agreed with A4 and confirmed that they possess the necessary skills to manage and administer the assessment components. A majority (95,5%) of participants (n = 21) believe that the tasks in the ICASS component cover the curriculum topics in a subject progressively and collectively (A5), while most (95,5%) agreed with A6 that they always construct their practical assessments in such a way that they are not a duplicate of the ISAT.

In A8, 95.5% of participants agreed that post-assessment moderation is always conducted on marked evidence following the administration of assessment tasks. All the participants (n = 22) (100%) agreed on A9 and A10. In A9, participants confirmed that they have a lecturer portfolio of assessment and all required documents; similarly, in A10, 100% of participants (n = 22) agreed that their students have a student portfolio of evidence and all required documents.

**Table 4.5: Items that are more towards strongly agreed (4)**

### Frequency Table

|                                                                                                                                              |                   | Frequency | Percentage % | Valid % | Cumulative % |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|--------------|---------|--------------|
| <b>A11. Students are able to demonstrate their ability to perform to acceptable standards across all assessment components.</b>              |                   |           |              |         |              |
| Valid                                                                                                                                        | Disagree          | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                                                                              | Agree             | 11        | 50.0         | 50.0    | 68.2         |
|                                                                                                                                              | Strongly agree    | 7         | 31.8         | 31.8    | 100.0        |
|                                                                                                                                              | Total             | 22        | 100.0        | 100.0   |              |
| <b>A12. If one of the ICASS components is overlooked during the process, the student's outcome will be marked as an "incomplete" result.</b> |                   |           |              |         |              |
| Valid                                                                                                                                        | Strongly disagree | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                                                                              | Disagree          | 3         | 13.6         | 13.6    | 31.9         |
|                                                                                                                                              | Agree             | 6         | 27.3         | 27.3    | 59.1         |
|                                                                                                                                              | Strongly agree    | 9         | 40.9         | 40.9    | 100.0        |
|                                                                                                                                              | Total             | 22        | 100.0        | 100.0   |              |
| <b>A13. In a college, lecturers are responsible for monitoring the quality of assessment components.</b>                                     |                   |           |              |         |              |
| Valid                                                                                                                                        | Strongly disagree | 1         | 4.5          | 4.5     | 4.5          |
|                                                                                                                                              | Disagree          | 5         | 22.7         | 22.7    | 27.3         |
|                                                                                                                                              | Agree             | 7         | 31.8         | 31.8    | 59.1         |
|                                                                                                                                              | Strongly agree    | 9         | 40.9         | 40.9    | 100.0        |
|                                                                                                                                              | Total             | 22        | 100.0        | 100.0   |              |
| <b>A14. The head of department assists lecturers in becoming trained to plan, implement and evaluate assessments.</b>                        |                   |           |              |         |              |
| Valid                                                                                                                                        | Strongly disagree | 1         | 4.5          | 4.5     | 4.5          |
|                                                                                                                                              | Disagree          | 2         | 9.1          | 9.1     | 13.6         |
|                                                                                                                                              | Agree             | 9         | 40.9         | 40.9    | 54.5         |
|                                                                                                                                              | Strongly agree    | 10        | 45.5         | 45.5    | 100.0        |
|                                                                                                                                              | Total             | 22        | 100.0        | 100.0   |              |
| <b>A15. I always follow the weighting system assigned to fundamental and vocational subjects.</b>                                            |                   |           |              |         |              |
| Valid                                                                                                                                        | Strongly disagree | 1         | 4.5          | 4.5     | 4.5          |
|                                                                                                                                              | Disagree          | 3         | 13.6         | 13.6    | 18.2         |
|                                                                                                                                              | Agree             | 5         | 22.7         | 22.7    | 40.9         |
|                                                                                                                                              | Strongly agree    | 13        | 59.1         | 59.1    | 100.0        |
|                                                                                                                                              | Total             | 22        | 100.0        | 100.0   |              |

| <b>A16. ICASS and ISAT marks must be assigned in accordance with the various Subject Assessment Guidelines.</b>                                                          |                   |    |       |       |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|-------|-------|-------|
| Valid                                                                                                                                                                    | Agree             | 5  | 22.7  | 22.7  | 22.7  |
|                                                                                                                                                                          | Strongly agree    | 17 | 77.3  | 77.3  | 100.0 |
|                                                                                                                                                                          | Total             | 22 | 100.0 | 100.0 |       |
| <b>A17. I check, evaluate, and authenticate my students' work before presenting it as evidence in their portfolio.</b>                                                   |                   |    |       |       |       |
| Valid                                                                                                                                                                    | Agree             | 7  | 31.8  | 31.8  | 31.8  |
|                                                                                                                                                                          | Strongly agree    | 15 | 68.2  | 68.2  | 100.0 |
|                                                                                                                                                                          | Total             | 22 | 100.0 | 100.0 |       |
| <b>A18. The ICASS mark of 25% assigned to the Portfolio of Evidence for fundamental subject is reasonable and appropriate given the amount of work covered on ICASS.</b> |                   |    |       |       |       |
| Valid                                                                                                                                                                    | Disagree          | 2  | 9.1   | 9.1   | 9.1   |
|                                                                                                                                                                          | Agree             | 11 | 50.0  | 50.0  | 59.1  |
|                                                                                                                                                                          | Strongly agree    | 9  | 40.9  | 40.9  | 100.0 |
|                                                                                                                                                                          | Total             | 22 | 100.0 | 100.0 |       |
| <b>A19. Given the amount of work covered on the examination, the final examination mark of 75% assigned to the task is reasonable and appropriate.</b>                   |                   |    |       |       |       |
| Valid                                                                                                                                                                    | Strongly disagree | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                                          | Agree             | 14 | 63.6  | 63.6  | 68.2  |
|                                                                                                                                                                          | Strongly agree    | 7  | 31.8  | 31.8  | 100.0 |
|                                                                                                                                                                          | Total             | 22 | 100.0 | 100.0 |       |

(Source: Analysis of survey data collected for this study)

Table 4.5 above is the continuation of Table 4.4 for items agreed upon in theme A (see Appendix A). A significant number of participants (n = 18) (81,1%) agreed in A11 that students can demonstrate their ability to perform to acceptable standards across all assessment components, whereas others (81,8%) (n = 18) confirmed in A15 that they always follow the weighting system assigned to fundamental and vocational subjects. Participants (68.2%) understood and agreed in A12 that if one of the ICASS components is overlooked during the process, the student's outcome will be marked as an “incomplete” result.

Lecturers are responsible for monitoring the quality of assessment components in a college, according to 16 participants (72.7%) who agreed with A13. The number of

participants who agreed with A14, "The head of department assists lecturers in becoming trained to plan, implement, and evaluate assessments," is 19 (86.4%). Participants (n = 22) (100%) agreed with A16 that ICASS and ISAT marks should be assigned in accordance with the various Subject Assessment Guidelines (SAG); likewise, the same number of participants (n = 22) (100%) agreed with A17 that they check, evaluate, and authenticate their students' work before presenting it as evidence in their portfolio.

The final two items, which received 99.0% and 95.5% support, agreed to the following statements: A18: "The ICASS mark of 25% assigned to the Portfolio of Evidence (PoE) for the Fundamental Subject is reasonable and appropriate given the amount of work covered on ICASS," as well as A19: "Given the amount of work covered on the examination, the final examination mark of 75% assigned to the task is reasonable and appropriate." The findings in Tables 4.4 and 4.5 imply that senior lecturers understand their role in the management and administration of the assessments for the National Certificate (Vocational) programme at TVET College. According to the findings, they clearly understand all of the assessment components and the weightings assigned to each component.

- **Senior lecturer results on theme A about items more towards strongly disagree (1)**

**Table 4.6: Items that are more strongly disagree (1)**

**Frequency Table**

|                                                                                                                                                                        | Frequency | Percentage % | Valid % | Cumulative % |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|---------|--------------|
| <b>A20. National Certificate (Vocational) Level 2 and 3 students do not require an external common examination; instead, their examination paper must be internal.</b> |           |              |         |              |

|       |                   |    |       |       |       |
|-------|-------------------|----|-------|-------|-------|
| Valid | Strongly disagree | 12 | 54.5  | 54.5  | 54.5  |
|       | Disagree          | 7  | 31.8  | 31.8  | 86.4  |
|       | Agree             | 1  | 4.5   | 4.5   | 90.9  |
|       | Strongly agree    | 2  | 9.1   | 9.1   | 100.0 |
|       | Total             | 22 | 100.0 | 100.0 |       |

(Source: Analysis of survey data collected for this study)

The majority (86,3%) of participants (n = 19) disagreed with A20 that National Certificate (Vocational) Level 2 and 3 students do not need an external common examination; instead, their examination paper must be internal (see Table 4.6).

**Theme B:** The significance of Assessment policy at TVET College.

- Senior lecturer results on theme B about items more towards strongly agree (4)

**Table 4.7: Items that are more towards strongly agree (4)**

**Frequency Table**

|                                                                                                                                  |                | Frequency | Percentage % | Valid % | Cumulative % |
|----------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|--------------|---------|--------------|
| <b>B21. Assessment policy establishes a framework for the management, administration, and implementation of all assessments.</b> |                |           |              |         |              |
| Valid                                                                                                                            | Agree          | 10        | 45.5         | 45.5    | 45.5         |
|                                                                                                                                  | Strongly agree | 12        | 54.5         | 54.5    | 100.0        |
|                                                                                                                                  | Total          | 22        | 100.0        | 100.0   |              |

|                                                                                                               |                   |    |       |       |       |
|---------------------------------------------------------------------------------------------------------------|-------------------|----|-------|-------|-------|
| <b>B22. Assessment policies have well-defined sections and annexures that are easily implemented.</b>         |                   |    |       |       |       |
| Valid                                                                                                         | Strongly disagree | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                               | Agree             | 13 | 59.1  | 59.1  | 63.6  |
|                                                                                                               | Strongly agree    | 8  | 36.4  | 36.4  | 100.0 |
|                                                                                                               | Total             | 22 | 100.0 | 100.0 |       |
| <b>B24. Assessment policy for National Certificate (Vocational) articulate seamlessly into our programme.</b> |                   |    |       |       |       |
|                                                                                                               | Disagree          | 3  | 13.6  | 13.6  | 13.6  |

|                                                                                                                                                                                                                                                    |                   |    |       |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|-------|-------|-------|
|                                                                                                                                                                                                                                                    | Agree             | 12 | 54.5  | 54.5  | 68.2  |
|                                                                                                                                                                                                                                                    | Strongly agree    | 7  | 31.8  | 31.8  | 100.0 |
|                                                                                                                                                                                                                                                    | Total             | 22 | 100.0 | 100.0 |       |
| <b>B25. I read the ICASS guidelines in conjunction with my subject guideline and assessment guideline and the National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational), 2007.</b> |                   |    |       |       |       |
| Valid                                                                                                                                                                                                                                              | Disagree          | 2  | 9.1   | 9.1   | 9.1   |
|                                                                                                                                                                                                                                                    | Agree             | 7  | 31.8  | 31.8  | 40.9  |
|                                                                                                                                                                                                                                                    | Strongly agree    | 13 | 59.1  | 59.1  | 100.0 |
|                                                                                                                                                                                                                                                    | Total             | 22 | 100.0 | 100.0 |       |
| <b>26. Our students' development includes the assessment.</b>                                                                                                                                                                                      |                   |    |       |       |       |
| Valid                                                                                                                                                                                                                                              | Agree             | 9  | 40.9  | 40.9  | 40.9  |
|                                                                                                                                                                                                                                                    | Strongly agree    | 13 | 59.1  | 59.1  | 100.0 |
|                                                                                                                                                                                                                                                    | Total             | 22 | 100.0 | 100.0 |       |
| <b>B27. Our assessment components incorporate a mix of practical and theory.</b>                                                                                                                                                                   |                   |    |       |       |       |
| Valid                                                                                                                                                                                                                                              | Disagree          | 2  | 9.1   | 9.1   | 9.1   |
|                                                                                                                                                                                                                                                    | Agree             | 5  | 22.7  | 22.7  | 31.8  |
|                                                                                                                                                                                                                                                    | Strongly agree    | 15 | 68.2  | 68.2  | 100.0 |
|                                                                                                                                                                                                                                                    | Total             | 22 | 100.0 | 100.0 |       |
| <b>B28. I am aware of the assessment policy's influence on student achievement.</b>                                                                                                                                                                |                   |    |       |       |       |
| Valid                                                                                                                                                                                                                                              | Agree             | 9  | 40.0  | 40.0  | 40.9  |
|                                                                                                                                                                                                                                                    | Strongly agree    | 13 | 59.1  | 59.1  | 100.0 |
|                                                                                                                                                                                                                                                    | Total             | 22 | 100.0 | 100.0 |       |
| <b>B29. I am aware that failure to maintain a portfolio is a form of misconduct.</b>                                                                                                                                                               |                   |    |       |       |       |
| Valid                                                                                                                                                                                                                                              | Strongly disagree | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                                                                                                                    | Agree             | 7  | 31.8  | 31.8  | 36.4  |
|                                                                                                                                                                                                                                                    | Strongly agree    | 14 | 63.6  | 63.6  | 100.0 |
|                                                                                                                                                                                                                                                    | Total             | 22 | 100.0 | 100.0 |       |

(Source: Analysis of survey data collected for this study)

The items in Table 4.7 above have been agreed upon by participants for theme B. The assessment policy, according to the majority (100%) of participants (n = 22) in B21, establishes a framework for the management, administration, and implementation of all assessments. A total of 21 participants (95.5%) agreed with B22 and confirmed that the assessment policy has well-defined sections and annexures that are easily implemented.

The majority (86,3%) of participants (n = 19) in B24 agreed that the National Certificate (Vocational) assessment policy is seamlessly integrated into their program, whereas all participants (n = 22) (100%) in B28 validated that they are aware of the impact of the assessment policy on student achievement.

Participants who agreed with the statement (B26), "Our students' development includes assessment," equated to 100% of the total. Many respondents (n = 20) (90,9%) confirmed that they read the ICASS guidelines in conjunction with their subject guideline and assessment guideline, as well as the National Policy on the Conduct, Administration, and Management of National Certificate (Vocational) Assessment, 2007. A large majority of participants (90,9%) in B27 agreed that the assessment components include a mix of practical and theoretical components, while others (95,5%) (n = 21) in B29 indicated that failure to maintain a portfolio is considered misconduct.

- **Senior lecturer results on theme B about items more towards disagree (2) and strongly agree (4)**

**Table 4.8: Items that are more towards disagree (2) and strongly agree (4)**

**Frequency Table**

|                                                                                                                              |                   | Frequency | Percentage % | Valid % | Cumulative % |
|------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|--------------|---------|--------------|
| <b>B23. My head of department appears to be using the assessment policy as a punitive tool to reprimand me at all times.</b> |                   |           |              |         |              |
| Valid                                                                                                                        | Strongly disagree | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                                                              | Disagree          | 7         | 31.8         | 31.8    | 50.0         |
|                                                                                                                              | Agree             | 4         | 18.2         | 18.2    | 68.2         |
|                                                                                                                              | Strongly agree    | 7         | 31.8         | 31.8    | 100.0        |
|                                                                                                                              | Total             | 22        | 100.0        | 100.0   |              |

(Source: Analysis of survey data collected for this study)

In B23, participants had a 50% split in their perception that their heads of department appeared to be using the assessment policy as a punitive tool to always reprimand them.

- **Senior lecturer results on theme B about items more towards disagree (2)**

**Table 4.9: Items that are more towards disagree (2)**

**Frequency Table**

|                                                                                         |                   | Frequency | Percentage % | Valid % | Cumulative % |
|-----------------------------------------------------------------------------------------|-------------------|-----------|--------------|---------|--------------|
| <b>B30. The assessment policy is open to my discretion and is subject to variation.</b> |                   |           |              |         |              |
| Valid                                                                                   | Strongly disagree | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                         | Disagree          | 9         | 40.9         | 40.9    | 59.1         |
|                                                                                         | Agree             | 5         | 22.7         | 22.7    | 81.8         |
|                                                                                         | Strongly agree    | 4         | 18.2         | 18.2    | 100.0        |
|                                                                                         | Total             | 22        | 100.0        | 100.0   |              |

(Source: Analysis of survey data collected for this study)

Table 4.9 indicates that in B30, 59.1% of participants (n = 13) disagree that the assessment policy is open to their discretion and is subject to variation. The findings indicate that most participants agree that the assessment policy must be followed correctly and is not subject to variation.

**Theme C:** Attitudes of lecturers toward the implementation of assessment policy.

- **Senior lecturer results on theme C about items more towards strongly agree (4)**

**Table 4.10: Items that are more towards strongly agree (4)**

**Frequency Table**

|                                                                                                                                                                                              |                | Frequency | Percentage % | Valid % | Cumulative % |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|--------------|---------|--------------|
| <b>C31. I understand my roles and responsibilities in the conduct, administration, and management of assessment, and it is my responsibility to assess students according to the policy.</b> |                |           |              |         |              |
| Valid                                                                                                                                                                                        | Agree          | 6         | 27.3         | 27.3    | 27.3         |
|                                                                                                                                                                                              | Strongly agree | 16        | 72.7         | 72.7    | 100.0        |
|                                                                                                                                                                                              | Total          | 22        | 100.0        | 100.0   |              |
| <b>C34. To be able to implement the assessment policy, I need more support and guidance from my department head.</b>                                                                         |                |           |              |         |              |



|                                                                                                                                                                                                           |                   |    |       |       |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|-------|-------|-------|
| Valid                                                                                                                                                                                                     | Strongly disagree | 2  | 9.1   | 9.1   | 9.1   |
|                                                                                                                                                                                                           | Disagree          | 3  | 13.6  | 13.6  | 22.7  |
|                                                                                                                                                                                                           | Agree             | 8  | 36.4  | 36.4  | 59.1  |
|                                                                                                                                                                                                           | Strongly agree    | 9  | 40.9  | 40.9  | 100.0 |
|                                                                                                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C36. I understand the difference between Internal Continuous Assessment (ICASS), Integrated Summative Assessment Tasks (ISAT), and Examination in National Certificate (Vocational) qualification.</b> |                   |    |       |       |       |
| Valid                                                                                                                                                                                                     | Agree             | 7  | 31.8  | 31.8  |       |
|                                                                                                                                                                                                           | Strongly agree    | 15 | 68.2  | 68.2  |       |
| <b>C38. To account for assessment policy implementation, the college must submit an annual report to DHET.</b>                                                                                            |                   |    |       |       |       |
| Valid                                                                                                                                                                                                     | Agree             | 13 | 59.1  | 59.1  | 59.1  |
|                                                                                                                                                                                                           | Strongly agree    | 9  | 40.9  | 40.9  | 100.0 |
|                                                                                                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C39. My immediate supervisor oversees and verifies my work to ensure that all assessment components are carried out in accordance with policy.</b>                                                     |                   |    |       |       |       |
| Valid                                                                                                                                                                                                     | Strongly disagree | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                                                                           | Disagree          | 1  | 4.5   | 4.5   | 9.1   |
|                                                                                                                                                                                                           | Agree             | 12 | 54.5  | 54.5  | 63.6  |
|                                                                                                                                                                                                           | Strongly agree    | 8  | 36.4  | 36.4  | 100.0 |
|                                                                                                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C40. The college has developed a policy for internal assessment to cover all aspects in the complete assessment process, i.e., student appeals, irregularities, etc.</b>                               |                   |    |       |       |       |
| Valid                                                                                                                                                                                                     | Disagree          | 2  | 9.1   | 9.1   | 9.1   |
|                                                                                                                                                                                                           | Agree             | 11 | 50.0  | 50.0  | 59.1  |
|                                                                                                                                                                                                           | Strongly agree    | 9  | 40.9  | 40.9  | 100.0 |
|                                                                                                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C41. The capacity and strategy for putting the assessment policy into action are in place.</b>                                                                                                         |                   |    |       |       |       |
| Valid                                                                                                                                                                                                     | Disagree          | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                                                                                           | Agree             | 13 | 59.1  | 59.1  | 63.6  |
|                                                                                                                                                                                                           | Strongly agree    | 8  | 36.4  | 36.4  | 100.0 |
|                                                                                                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |

(Source: Analysis of survey data collected for this study)

The results agreed upon by the participants are shown in Table 4.10 above and Table 4.11 below. "I understand my roles and responsibilities in the conduct, administration, and management of assessment, and it is my responsibility to assess students in accordance with policy," as stated in C31, was supported by all participants (100%). The majority (77.3%) of C34 participants (n = 17) believe they need more support and guidance from their department head to implement the assessment policy, whereas the majority (90.9%) of C39 participants (n = 20) agreed that their immediate supervisors supervise and verify their work to ensure that all assessment components are completed by policy. All participants (100%) confirmed that they understand the difference between ICASS, ISAT, and examination in the NC(V) qualification. Furthermore, they all agreed (100%) that the college must submit an annual report to DHET to account for assessment policy implementation.

The majority (90,9%) (n = 20) of participants in C40 confirmed the existence of an internal assessment policy that covered all aspects of the entire assessment process, such as student appeals, irregularities, and so on, which was developed by the colleges. "The capacity and strategy for putting the assessment policy into action are in place," 95.5% of participants (n = 21) agreed in C41.

**Table 4.11: Items that are more towards strongly agree (4)**

**Frequency Table**

|                                                                                                                                               |                | Frequency | Percentage % | Valid % | Cumulative % |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|--------------|---------|--------------|
| <b>C43. My immediate supervisor provides me with the necessary skills in order to implement the assessment policy in a systematic manner.</b> |                |           |              |         |              |
| Valid                                                                                                                                         | Disagree       | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                                                                               | Agree          | 12        | 54.5         | 54.5    | 72.7         |
|                                                                                                                                               | Strongly agree | 6         | 27.3         | 27.3    | 100.0        |
|                                                                                                                                               | Total          | 22        | 100.0        | 100.0   |              |
| <b>C44. Lecturers act as change agents for assessment policy implementation.</b>                                                              |                |           |              |         |              |

|                                                                                                                                              |                   |    |       |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|-------|-------|-------|
| Valid                                                                                                                                        | Disagree          | 8  | 36.4  | 36.4  | 36.4  |
|                                                                                                                                              | Agree             | 9  | 40.9  | 40.9  | 77.3  |
|                                                                                                                                              | Strongly agree    | 5  | 22.7  | 22.7  | 100.0 |
|                                                                                                                                              | Total             | 22 | 100.0 | 100.0 |       |
| <b>C45. The head of department coordinates the efforts of all groups and individuals working on assessment policy problems if any exist.</b> |                   |    |       |       |       |
| Valid                                                                                                                                        | Disagree          | 5  | 22.7  | 22.7  | 22.7  |
|                                                                                                                                              | Agree             | 13 | 59.1  | 59.1  | 81.8  |
|                                                                                                                                              | Strongly agree    | 4  | 18.2  | 18.2  | 100.0 |
|                                                                                                                                              | Total             | 22 | 100.0 | 100.0 |       |
| <b>C46. The student's success is determined by the lecturer's capacity, skill, and ability.</b>                                              |                   |    |       |       |       |
| Valid                                                                                                                                        | Disagree          | 5  | 22.7  | 22.7  | 22.7  |
|                                                                                                                                              | Agree             | 9  | 40.9  | 40.9  | 63.6  |
|                                                                                                                                              | Strongly agree    | 8  | 36.4  | 36.4  | 100.0 |
|                                                                                                                                              | Total             | 22 | 100.0 | 100.0 |       |
| <b>C48. My supervisor enforces proper discipline and is strict in adhering to the assessment policy.</b>                                     |                   |    |       |       |       |
| Valid                                                                                                                                        | Disagree          | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                              | Agree             | 10 | 45.5  | 45.5  | 50.0  |
|                                                                                                                                              | Strongly agree    | 11 | 50.0  | 50.0  | 100.0 |
|                                                                                                                                              | Total             | 22 | 100.0 | 100.0 |       |
| <b>C49. Integrated Summative Assessment Task (ISAT) is significant and serves its purpose in terms of progression.</b>                       |                   |    |       |       |       |
| Valid                                                                                                                                        | Strongly disagree | 2  | 9.1   | 9.1   | 9.1   |
|                                                                                                                                              | Disagree          | 1  | 4.5   | 4.5   | 13.6  |
|                                                                                                                                              | Agree             | 7  | 31.8  | 31.8  | 45.5  |
|                                                                                                                                              | Strongly agree    | 12 | 54.5  | 54.5  | 100.0 |
|                                                                                                                                              | Total             | 22 | 100.0 | 100.0 |       |
| <b>C50. The above statements would elicit the same response from all lecturers.</b>                                                          |                   |    |       |       |       |
| Valid                                                                                                                                        | Strongly disagree | 1  | 4.5   | 4.5   | 4.5   |
|                                                                                                                                              | Disagree          | 5  | 22.7  | 22.7  | 27.3  |
|                                                                                                                                              | Agree             | 10 | 45.5  | 45.5  | 72.7  |
|                                                                                                                                              | Strongly agree    | 6  | 27.3  | 27.3  | 100.0 |
|                                                                                                                                              | Total             | 22 | 100.0 | 100.0 |       |

(Source: Analysis of survey data collected for this study)

Table 4.11 is a continuation of Table 4.10, both of which show the items agreed upon by participants. The majority (81.8%) of participants in C43 agreed that their immediate supervisors provided them with the necessary skills to implement the assessment policy in a systematic manner. A significant number of participants ( $n = 14$ ) (63,6%) in C44 believe that lecturers act as change agents for assessment policy implementation, and the majority (77,3%) in C46 agreed that the lecturer's capacity, skill, and ability determine the learner's success.

“The head of department coordinates the efforts of all groups and individuals working on assessment policy problems if any exist” was backed by 77.3% of participants ( $n = 17$ ) in C45. The vast majority (95,5%) of participants ( $n = 21$ ) agreed that their department heads should coordinate the efforts of all groups and individuals working on policy problems if any exist, whereas others ( $n = 19$ ) (86,3%) believe that the ISAT is important and serves its purpose in terms of progression. The proportion of participants ( $n = 16$ ) who believed that all of the statements in theme C would elicit the same response from the lecturers was 72.8% in C50. The findings in Tables 4.10 and 4.11 provide a clear indication of lecturers' attitudes toward the implementation of the assessment policy and its impact on their programme.

- Senior lecturer results on theme C on items more towards strongly disagree (1)

**Table 4.12: Items that are more towards strongly disagree (1)**

**Frequency Table**

|                                                                                                      |                   | Frequency | Percentage % | Valid % | Cumulative % |
|------------------------------------------------------------------------------------------------------|-------------------|-----------|--------------|---------|--------------|
| <b>C32. Due to a lack of training, I am finding it difficult to implement the assessment policy.</b> |                   |           |              |         |              |
| Valid                                                                                                | Strongly disagree | 10        | 45.5         | 45.5    | 45.5         |
|                                                                                                      | Disagree          | 6         | 27.3         | 27.3    | 72.7         |
|                                                                                                      | Agree             | 5         | 22.7         | 22.7    | 95.5         |
|                                                                                                      | Strongly agree    | 1         | 4.5          | 4.5     | 100.0        |

|                                                                                                                           |                   |    |       |       |       |
|---------------------------------------------------------------------------------------------------------------------------|-------------------|----|-------|-------|-------|
|                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C33. Policies, including assessment policy are only for the management of the college to implement.</b>                |                   |    |       |       |       |
| Valid                                                                                                                     | Strongly disagree | 13 | 59.1  | 59.1  | 59.1  |
|                                                                                                                           | Disagree          | 7  | 31.8  | 31.8  | 90.9  |
|                                                                                                                           | Agree             | 1  | 4.5   | 4.5   | 95.5  |
|                                                                                                                           | Strongly agree    | 1  | 4.5   | 4.5   | 100.0 |
|                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C35. Due to a large amount of administration and a heavy workload, I am unable to implement the assessment policy.</b> |                   |    |       |       |       |
| Valid                                                                                                                     | Strongly disagree | 5  | 22.7  | 22.7  | 22.7  |
|                                                                                                                           | Disagree          | 10 | 45.5  | 45.5  | 68.2  |
|                                                                                                                           | Agree             | 3  | 13.6  | 13.6  | 81.8  |
|                                                                                                                           | Strongly agree    | 4  | 18.2  | 18.2  | 100.0 |
|                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C37. The annual revision of assessment guidelines is inconvenient and unnecessary.</b>                                 |                   |    |       |       |       |
| Valid                                                                                                                     | Strongly disagree | 5  | 22.7  | 22.7  | 22.7  |
|                                                                                                                           | Disagree          | 11 | 50.0  | 50.0  | 72.7  |
|                                                                                                                           | Agree             | 2  | 9.1   | 9.1   | 81.8  |
|                                                                                                                           | Strongly agree    | 4  | 18.2  | 18.2  | 100.0 |
|                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |
| <b>C42. I am involved in developing the assessment policy for TVET colleges.</b>                                          |                   |    |       |       |       |
| Valid                                                                                                                     | Strongly disagree | 7  | 31.8  | 31.8  | 31.8  |
|                                                                                                                           | Disagree          | 10 | 45.5  | 45.5  | 77.3  |
|                                                                                                                           | Agree             | 3  | 13.6  | 13.6  | 90.9  |
|                                                                                                                           | Strongly agree    | 2  | 9.1   | 9.1   | 100.0 |
|                                                                                                                           | Total             | 22 | 100.0 | 100.0 |       |

(Source: Analysis of survey data collected for this study)

Participants in theme C disagreed on some items concerning lecturers' attitudes toward the implementation of the assessment policy (see Table 4.12). In C32, 16 participants (72.7%) disagreed that a lack of training makes it difficult to implement the assessment policy, while others (68.2%) also disagreed that a large amount of administration and a heavy workload make it difficult to implement the assessment policy. Most respondents (90,9%) (n = 20) disagreed with the statement (C33): "Policies, including assessment

policy, are only for the college's management to implement." In C37, 72.7% of participants (n = 16) rejected the claim that the annual revision of assessment guidelines is inconvenient and unnecessary. A sizable proportion of participants (n = 17) (77.3%) denied any involvement in developing the TVET assessment policy. According to the results in Table 4.12, senior lecturers are being trained to implement and administer the assessment policy in their respective colleges. The findings also show that their involvement in developing the assessment policy is an issue that needs to be revisited.

- **Senior lecturer results on theme C about items more towards disagree (2) and agree (3)**

**Table 4.13: Items that are more towards disagree (2) and agree (3)**

**Frequency Table**

|                                                                                                                                  |                   | Frequency | Percentage % | Valid % | Cumulative % |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------|--------------|---------|--------------|
| <b>C47. There is a disconnect between management and lecturers in terms of assessment development and policy implementation.</b> |                   |           |              |         |              |
| Valid                                                                                                                            | Strongly disagree | 4         | 18.2         | 18.2    | 18.2         |
|                                                                                                                                  | Disagree          | 7         | 31.8         | 31.8    | 50.0         |
|                                                                                                                                  | Agree             | 7         | 31.8         | 31.8    | 81.8         |
|                                                                                                                                  | Strongly agree    | 4         | 18.2         | 18.2    | 100.0        |
|                                                                                                                                  | Total             | 22        | 100.0        | 100.0   |              |

(Source: Analysis of survey data collected for this study)

Table 4.13 shows a split (50%) in perception between those who agreed (n = 11) that there is a disconnect between management and lecturers in terms of assessment development and policy implementation and those who disagreed. The results revealed that some agree that there is a good working relationship between management and lecturers on all assessment issues, while others disagree.

#### *4.2.2.1 Discussion of Findings from Section B*

Section B of the questionnaire assessed the extent to which assessment, assessment policy, and its implementation are conducted, managed, and administered in all the

sample colleges in the study. This section of the chapter discusses the findings from the questionnaire based on the following themes or statements:

- A. The management and administration of the assessment for the National Certificate (Vocational) programme at TVET College.
  - B. The significance of Assessment policy at TVET College.
  - C. Attitudes of lecturers towards the implementation of assessment policy.
- **THEME A: The management and administration of the assessment for the National Certificate (Vocational) program at TVET College.**

The results of theme A for statements A1 to A10 of the questionnaire (see Annexure A) are projected in Table 4.4 above. A1 and A2 inquired about the number of assessment components required for a student to receive a complete result in the National Certificate (Vocational) for fundamental and vocational subjects. The majority of participants ( $n = 14$ ) (63,6%) agreed (A1) that two assessment components are compulsory for fundamental subjects, and 16 participants (57,7%) agreed (A2) that three assessment components are compulsory for vocational subjects. The findings indicate that participants who agreed to the statements in A1 and A2 are familiar with the ICASS guidelines for National Certificate (Vocational) qualifications, which supports their agreement on A1 and A2 (DHET, ICASS, 2023:2). On the other hand, 8 participants (36.4%) disagree with A1, and another 6 participants (27.3%) disagree with A2. Participants who disagree raise concerns because the ICASS guidelines are clear on the number of compulsory assessment components on the subjects. The researcher is of the view that the few participants who disagreed with A1 and A2 were either negligent or lacked ICASS training. If there is an element of negligence, as the researcher suggests, Gwebu, Wang and Hu (2020:220) contend that despite significant advances in understanding the factors that drive employees' compliance and noncompliance with policy, less is known about how different factors interact to impact such behaviours. Employee negligence and insider breaches are major threats to the policy (Chen, Wu, Chen & Teng, 2018; Gwebu et al., 2020).

In response to A3, which states that "the forms of assessment used in the internal continuous assessment components are always appropriate to my subject," the participants ( $n = 21$ ) (95,5%) agreed. Their responses show that they are senior lecturers who are familiar with the policy and its interpretation. The policy clearly states that the assessment components for fundamental subjects are ICASS and examination, while the ones for vocational subjects are ICASS, ISAT, and examination (DHET, ICASS, 2023). Similarly, A4, A5, and A6 are statements that solicit participants' knowledge of the assessment policy. When asked to respond to A4, A5, and A6, the majority of participants (95%) agreed with the statements. Because most participants demonstrated policy knowledge in their responses, it is likely that they learned the policy during ICASS training at their colleges. Policy successes can also provide a strong basis for learning, and an understanding of policy learning is critical not only for policy research but also for the conditions under which policy is implemented (May, 1992; Hughes & Tight, 1995; Brynard, 2009). Responding to A4, participants ( $n = 21$ ) agreed that they possessed the necessary skills to manage and administer the assessment components. Ahmad and Ahmad (2018:45) define skills as the firm's resources that represent technical, managerial, entrepreneurial, and business skills. The managerial skills confirmed by the participants are included in Ahmad and Ahmad's definition of skill. When probed on the practical assessments in A6, the participants ( $n = 21$ ) (95%) agreed that they construct their practical assessments in such a way that they are not a duplicate of the ISAT from DHET. Practical assignments should not be designed in such a way that they duplicate ISAT tasks, according to DHET and ICASS (2023:9). As a result, the preceding finding supports what DHET and ICASS require.

With the National Senior Certificate (NSC), the portfolio plays an even bigger role, and the question remains whether moderation processes really guarantee the validity of the assessment and final mark allocated to each learner (Willmott, 1979; Coetzee & Johl, 2008). Statements A7 and A8 elicit the moderation of tasks set by lecturers and the marked evidence of students. A significant number of participants ( $n = 20$ ), accounting for 90.9%, agreed in A7 that a subject expert lecturer should moderate and approve their tasks before they are administered to students. Coetzee and Johl (2008:27) argue that a proper system of moderation and QA should be in place because proper moderation of



assessment not only helps ensure that proper standards are upheld nationally but can also be used to help diagnose exactly where problems occur in the teaching and assessment processes. The number of participants ( $n = 20$ ) who agreed on the moderation tasks demonstrates an understanding of the importance of moderation because Coetzee and Johl (2008:27) support their viewpoint in their argument. Furthermore, the vast majority of participants ( $n = 21$ ) agreed in A8 that post-assessment moderation is always carried out on marked evidence following the administration of assessment tasks. This finding is corroborated by DHET-ICASS (2023:13), which states that “moderation conducted on marked evidence after the administration of assessment tasks ensures that the assessment tool was applied correctly and that students have been treated fairly in the assessment process.” The statement by DHET-ICASS (2023:13) outlines the significance and purpose of moderating the marked evidence of students.

Statements A9 and A10 investigated the availability of an assessment portfolio and an evidence portfolio. According to Byrne, Schroeter, Carter and Mower (2009:545), the portfolio process is one method to validate personal accomplishments in an interactive, multidimensional manner. The portfolio indeed seems to propose an effective mode of documenting and evaluating aspects of the teaching and learning experience (Tillema & Smith, 2000; Orland-Barak, 2014). In A9, all participants (100%) confirmed that they have a portfolio of assessment (POA), and the same number (100%) agreed that their students have a portfolio of evidence (POE). Based on the findings above, the participants are supported by the DHET-ICASS (2023:15–18), which requires both the lecturer and the student to maintain a portfolio that demonstrates engagement in ICASS tasks.

Statements A11 to A19 in Table 4.5 probed various aspects ranging from student performance on assessment components to QA on assessment components, the weighting system as prescribed by the policy, and the role of the HOD in ICASS training. A reasonable number of participants ( $n = 18$ ) (81.8%) agreed that their students demonstrate their ability to perform to acceptable standards across all assessment components. Based on the findings in A11, the researcher is of the view that student performance can be attributed to assessments that are reliable, valid, fair, relevant, and transferable. According to DHET-ICASS (2023:2), if any one or more of the compulsory

components is not fulfilled, the student will receive an incomplete subject result. That being the case, 7 participants (31.8%) in A12 disagreed with the statement, which the researcher considers to be a major concern. Their disagreement is contrary to policy, and it gives the impression that they are either negligent or lack training (DHET-ICASS, 2023:2). Although the majority (68.2%) of participants ( $n = 15$ ) in A12 agreed that if one of the ICASS components is missed during the process, the student's outcome will be marked as "incomplete," it does not look good to have lecturers who disagree.

Most of the participants ( $n = 16$ ) (72.7%) in A13 agreed that they are responsible for monitoring the quality of assessment components. Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated and implied needs (British Standard Institution (BSI), 1991; Mishra, 2006). Participants' positive responses in A13 are consistent with DHET-ICASS (2023:13), which states that moderation is a process to determine the standard used in setting tasks and assessing students; it entails judgement about the quality of the tasks and the performance of the students and is done before, during, and after task administration. Furthermore, participants ( $n = 19$ ) in A14, accounting for 86.4%, confirmed that they are trained to plan, implement, and evaluate assessments by their heads of departments. According to Rodriguez and Walters (2017:206), it is critical for organisational leaders to recognise the value of training and development in employee performance and evaluation. The above assertion by Rodriguez and Walters backs up the participants' confirmation of the training they receive from their seniors. All the participants (100%) in A16 agreed that ICASS and ISAT marks must be assigned in accordance with the various SAGs. Their unanimous stance indicates that they are familiar with and understand the policy. The vast majority of participants (93.2%) agreed that the 25% assigned to ICASS and the final examination mark of 75% are reasonable and appropriate for calculating the student's final mark. To confirm the pass requirements for students, the researcher referred to the DOE Mathematical Literacy NQF Level 2 subject guidelines (2007:3). The participants' overall responses indicate that they are aware of the weightings assigned to the ICASS and final examination, and they agreed on how the marks are distributed among the assessment components.

According to the findings of the study, lecturers continue to believe that National Certificate (Vocational) Levels 2 and 3 external common examination papers should be centralised and set by the DHET rather than each college setting its own papers and conducting its own examinations. Most participants ( $n = 19$ ) in Table 4.6 disagreed in A20 that National Certificate (Vocational) Level 2 and Level 3 students do not need an external common examination and must instead write an internal examination paper. Furthermore, their responses show that they are confident in administering the DHET external examination. Participants who disagreed in A20 may have done so because they are encouraged by the quality of examination papers set by DHET, or they may have simply disliked the heavy workload of setting examination papers internally. If the workload informed many participants' responses (86.4%), Jomuad, Antiquina, Cericos, Bacus, Vallejo, Dionio, Bazar, Cocolan and Clarin (2021:48) support their sentiment by stating that without proper assistance, teachers are at risk of being overworked and not taking care of their own mental and physical health needs. Similarly, if their responses were influenced by the quality of externally set question papers, Kumara, Brahmana and Paik (2019:20) support them by stating that in order to assess the exact knowledge level of students, the lecturers must have enough competence in setting up a balanced question paper. Preparing a balanced question paper is a difficult task for lecturers, and the situation becomes more difficult when lecturers attempt to produce good-quality and fair questions to assess different levels of cognitive ability (Kumara et al., 2019; Tahseen, Hukam & Aisha, 2022).

- **THEME B: The significance of Assessment policy at TVET College**

The results of theme B are shown in Table 4.7 above. Participants in B21 unanimously agreed (100%) that assessment policy establishes a framework for the management, administration, and implementation of all assessments. The distinct contributions of their responses contributed to a better understanding of the significance of competency in managing and administering assessments. According to DHET-ICASS (2023:6), the subject assessment plan should indicate the assessment tasks that must be administered, conducted, and recorded in an academic year as part of managing the assessment components. In terms of examinations, DOE (2007:14) states that the DOE

Directorate assigned to managing and administering FET College examinations must have a clear and detailed management plan that includes outcomes, steps and processes, persons responsible, a timetable, and monitoring.

Many participants ( $n = 21$ ) in B22 agreed that assessment policies should have well-defined sections and annexures that are simple to implement. A significant number of participants ( $n = 19$ ) in B24 agreed that the assessment policy for the National Certificate (Vocational) articulates seamlessly into their program. Their participants' agreement on well-defined sections of the assessment policy as well as its seamless integration into the programmes is consistent with Knill and Tosun (2020:2) that policies can be subject to swift and fundamental transformation. Furthermore, Hudson, Hunter and Peckham (2019:1) state that there is an increasing awareness that policies do not succeed or fail solely on their own merits. It is unclear how best to ensure effective policy design and implementation within a complex and messy system. However, if most participants confirmed that sections and annexures of the assessment policy are implementable, the ambiguity regarding the effective implementation of the policy mentioned by Hudson et al. (2019) above has been cleared. According to DHET-ICASS (2023:5), the ICASS guidelines should be read in conjunction with the relevant National Certificate (Vocational) subject guidelines and assessment guidelines and the National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational), 2007. According to the responses in B25, 90.1% of participants ( $n = 20$ ) agreed with the above statement from the 2023 ICASS guidelines. The purpose of the statement in B25 was to confirm whether lecturers are aware that several other policies must be read together with the assessment policy to ensure that the conduct, administration, and management of assessments are carried out thoroughly. Their agreement demonstrates that they also have knowledge and understanding of the policies mentioned in the assessment policy.

The statements from B26 to B28 were about student development, practical and theoretical knowledge, and student achievement. In B26, 100% of participants agreed that assessment is an important part of their students' development. Dolin, Black, Harlen and Tiberghien (2018:54) suggest that the primary goal is to improve learning, and

assessment is a tool to help achieve this goal; however, unless the entire range of goals is assessed, those goals not included are likely to receive less attention. It is assumed that assessment activities use a variety of methods (which could be viewed as instruments) to gain insight into current levels of student competence, and the process is very much about using this method to gain access to students' learning (Dolin *et al.*, 2018). Dolin *et al.* (2018) agree with most participants when they say that student development includes assessment. The researcher believes that assessment is unquestionably a tool for improving learning.

The practical nature of the subject is commonly regarded as an important source of pupil motivation (Bryce & Robertson, 1985; Connolly, Keenan & Urbanska, 2018). According to Bryce and Robertson (1985:1), surveys revealed that in South Africa, teachers and educators believed that practical work should be used to facilitate learning and understanding. Most participants (n = 20) in B27 agreed that the assessment components in the National Certificate (Vocational) programme include a mix of practical and theoretical components, and as Bryce and Robertson (1985:1) pointed out, the practical component serves as a source of motivation for students. All participants (n = 22) in B28 and 21 participants (95,5%) in B29 agreed that they are aware of the assessment policy's influence on student achievement, and they further agreed that their failure to maintain a portfolio is a form of misconduct. The assessment policy outlines how ICASS components should be conducted, administered, and managed for the best possible outcome for the student. If the policy is not followed, there may be some discrepancies and the student may be disadvantaged, which will ultimately affect student achievement. If any of the compulsory components are not fulfilled, as noted by DHET (2023:2), the student will receive an incomplete subject result. As a result, an incomplete subject result will impede student achievement. If the results are incomplete, the student may file a recourse to correct the situation, and the evidence must be presented in the form of a Portfolio of Evidence (POE). According to DOE (2007:10), before being presented as the student's portfolio of evidence, all work in it must be checked, evaluated, and authenticated by the lecturer. The researcher believes that this is why most participants (95%) agreed that failing to maintain a portfolio is a form of misconduct, given its serious nature.

Table 4.8 under theme B shows a split (50/50) in opinions about using assessment policy as a punitive tool to reprimand lecturers. The study revealed that some participants (50%) believe their superiors appear to be using the assessment policy as a punitive measure to always reprimand them, which constitutes intimidation in the workplace, in the researcher's view. According to Aquino and Bradfield (2000:1), theories of victimisation suggest that other factors may also determine why certain individuals are more frequently harmed than others. The participants ( $n = 11$ ) who felt aggrieved by being punished by their seniors using the assessment policy's stance are supported by Aquino and Bradfield's victimisation theories. In addition, Aquino and Bradfield (2000:1) state that other incidents of workplace harm may be influenced consciously or unconsciously by the victims themselves. In this case, the victims may be lecturers who felt that the assessment policy was being used to punish them. Finally, Table 4.9 presents the participants ( $n = 13$ ) who disagreed that the assessment policy is open to individual discretion and subject to variation. Policy change is generally difficult because institutions are sticky and actors defend the existing model, even if it is suboptimal (Greener, 2002). Greener agrees with those who disagreed about the concept of discretion and variation in the assessment policy. Nonetheless, some participants ( $n = 9$ ), thus 40,9% agreed that the assessment policy is open to discretion and subject to variation. According to the researcher, a policy is developed and adopted by relevant actors and thus cannot be changed by an individual at any time. Although it is acknowledged that each policy has strengths and weaknesses, its implementation is significant regardless of its shortcomings. A policy must be implemented as is until it is reviewed by the appropriate actors in the appropriate forum.

- **THEME C: Attitude of lecturers towards the implementation of assessment policy.**

The lecturer's roles and responsibilities in the conduct, administration, and management of assessments are critical to the assessment process. All participants ( $n = 22$ ) in Table 4.10 agreed that they are aware of and understand their roles and responsibilities in the assessment process (C31). Each subject head is required to draw up a plan indicating the lecturers responsible for setting and moderating assessment tasks and tools for the academic year for each subject at all National Certificate (Vocational) levels (DHET, 2007;

DHET-ICASS, 2023). Similarly, in C36, they all confirmed that they understood the distinction between ICASS, ISAT, and a final examination in National Certificate (Vocational) qualification. The assessment components as rightfully listed in DHET-ICASS (2023:6) are tests, internal examinations, practical tasks, assignments, projects, and other forms of assessment, and these forms of assessment used in the ICASS component should be appropriate to the subject and developmental levels of the students on the particular level (DHET-ICASS, 2023:8). The ISAT is the most significant and compulsory test of students' ability to apply acquired knowledge. This assessment task draws on the student's cumulative learning throughout the year, requires integrated application of competence, and is executed under strict assessment conditions (DHET, 2018).

The performance of projects in the social sector faces serious issues and challenges due to a lack of human resource capabilities, inadequate senior management support, and weak project supervision (Ahmed & Lodhi, 2021; Irfan, Khan, Hassan, Habib, Khan & Khan, 2021). The preceding assertion by Ahmed and Lodhi, as well as Irfan et al., backs up the participants' agreement in C34 (n = 17), C39 (n = 20), C43 (n = 18), C45 (n = 17), and C48 (n = 21) (see Tables 4.10 and 4.11). Participants in all the abovementioned statements appear to value their seniors' support in the implementation of the assessment policy. Furthermore, Irfan et al. (2021:3) believe that public sector organisations have begun to investigate the issues of project management capabilities as well as inadequate support affecting project success rates. It is encouraging to learn that a significant number of senior lecturers value the assistance they receive from their department heads in implementing the assessment policy. They (90,9%) have also confirmed that their seniors oversee and verify their work to ensure that all assessment components are carried out in accordance with policy. Therefore, this is an indication that their heads of departments have adopted a leading role and ensured the necessary commitment and involvement during the implementation of the assessment policy.

In C38, all participants (100%) agreed that the college must submit an annual report to DHET to account for the implementation of the assessment policy. Consequently, their agreement is supported by DHET-ICASS (2023:19), which states that the Academic Head



must compile a college report based on the reports received to inform the college management of the implementation of ICASS at the college. DHET-ICASS (2023:5) states that colleges are expected to develop a policy for internal assessment to cover all aspects of the complete assessment process (including, amongst others, procedures for student appeals and irregularities according to Annexure D (3) of the National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational), 2007). According to the findings of C40, twenty (20) participants (90.9%) validated the existence of an internal assessment policy in their respective colleges that addresses issues such as irregularities, student appeals, etc. Furthermore, many participants (95%) in C41 agreed that the capacity and strategy for implementing the assessment policy are in place. Capacity is defined as the provision of ongoing support to increase practitioners' awareness, knowledge, skills, self-efficacy, and motivation to adopt and implement the policy (Berman & McLaughlin, 1976; Dusenbury, Brannigan, Falco & Hansen, 2003); however, Roberts-Gray, Gingiss and Boerm (2007:247) believe that effective implementation is elusive and that too often promising programmes are adopted but not used or only partially implemented. It is encouraging to learn that there is capacity and strategies in place to ensure that the assessment policy is followed.

Table 4.11 is a continuation of Table 4.10 and shows where participants agree with all the statements under theme C. Statements C43, C45, and C48 have already been discussed in conjunction with other statements containing similar elements. In Table 4.11, a significant number of participants ( $n = 14$ ) (63,6%) in C44 agreed that lecturers act as change agents for the implementation of assessment policy. A change agent, as defined by Lunenburg (2010:1), is anyone who has the skill and power to stimulate, facilitate, and coordinate the change effort. Lecturers are on the front lines of the assessment setup; they are a force to be reckoned with when it comes to implementing the assessment policy. As the primary implementers of policy, lecturers are naturally inclined to effect change. As a result, the participants have rightly agreed that lecturers are change agents, as advocated by Lunenburg.



Employability subsumes a host of person-centered constructs needed to deal effectively with the career-related changes occurring in today's economy (Fugate, Kinicki & Ashforth, 2004; Raitskaya & Tikhonova, 2019), with skills coming to the front line. The participants ( $n = 17$ ) in C46 agreed that their success is determined by their capacity, skill, and ability to carry out their responsibilities. Raitskaya and Tikhonova (2019:4) emphasised that competencies, abilities, attributes, and skills are critical because they significantly influence university graduates' chances of successful employability. According to DHET-ICASS (2023:10), the practical assessments for the ICASS and ISAT tasks are to be implemented as a series of three practical tasks per vocational subject to ensure that the practical competencies prescribed per subject are assessed in an authentic practical context that focuses on applied competence. As a result, in C49, most participants (86.4%) agreed that ISAT is important and serves its purpose in terms of progression. Finally, sixteen (16) participants in C50 agreed that all statements in theme C would elicit the same response from all lecturers.

Table 4.12 shows the participants in theme C who disagreed with statements C32, C33, C35, C37, and C42. Participants ( $n = 16$ ) (72.7%) in C32 disagreed that a lack of training makes implementing the assessment policy difficult for them. The findings imply that they are receiving training on assessment policy. Policy implementation is what develops between the establishment of an apparent intention on the part of the government to do something or to stop doing something and the ultimate impact in the world of action (O'Toole Jr., 2000). Therefore, participants ( $n = 20$ ) in C33 indicated that they are also responsible for implementing the assessment policy, and thus they disagreed that the policy is solely the responsibility of the college's management to implement. They also disagreed that a heavy workload is impeding the implementation of the assessment policy. Sixteen (16) participants disagreed that annual revisions to assessment guidelines are inconvenient and unnecessary. Their disagreement indicates that they believe the assessment guidelines should be revised annually based on current circumstances. Tereza (2019:92) suggests that today we are living in an age in which change is inevitable. The participants' agreement that the guidelines should be revised annually demonstrates that they are open to policy changes if necessary. Participants have also confirmed that they are not involved in developing assessment policies for TVET colleges.

According to Table 4.13, there is a split (50%) in opinions about the working relationships between management and lecturers, with some participants believing that there is a disconnect between the two parties in terms of assessment development and policy implementation.

### 4.3 Presentation of data from interviews

The results of the semi-structured interviews are presented in this section. The interview transcripts were transcribed to obtain the themes or patterns of all of the results concerning what the heads of department (HOD) said. The interviews for HODs took place at their respective colleges and lasted no more than 15 minutes. The summary of interview results with the HODs per question is provided below.

#### Theme 1: Participation in the assessment process

1. How long have you been involved in the assessment process, particularly as a Head of Department?

**Table 4.14: Responses of HODs to their involvement in the assessment process**

| HOD | ANSWER                                                                                                                 |
|-----|------------------------------------------------------------------------------------------------------------------------|
| All | The duration of involvement in the assessment process by all HODs who took part in the study ranges from 2 to 6 years. |

(Source: Interview data analysis for this study)

The above question is addressed in Table 4.14 by providing a summary of the duration of HOD involvement in the assessment process as grouped data. The purpose of the above question was to determine whether the HODs had the necessary experience to carry out their duties in terms of their involvement in the assessment process. The findings revealed that the HODs have the necessary experience to carry out their responsibilities in the assessment process.

#### Theme 2: Roles and responsibilities

## 2. What are your roles and responsibilities in the assessment process?

**Table 4.15: Responses of HODs to their roles and responsibilities**

| HOD | ANSWER                                                                                                                                                                                                |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | .... planning for assessment administration and ensuring that assessments are administered, and marks are entered into a system.                                                                      |
| 2   | I provide ICASS training to lecturers so that they understand how many assessments each student is expected to complete per year and the weighting of those assessments.                              |
| 3   | Coordinate all assessment tasks for the college's management assessment program as well as the early childhood development program.                                                                   |
| 4   | Ascertain that the tasks that students will write are well prepared and up to standard in accordance with the assessment policy and ICASS guidelines or instructions.                                 |
| 5   | I oversee the process's implementation and act as a liaison with the college's upper echelons.                                                                                                        |
| 6   | Monitor the setting of the question papers and ensure that the question papers are more than just a question paper, but also include a memorandum that will aid in the marking of that specific test. |
| 7   | ... would be to ensure that colleagues follow the Department of Higher Education and Training's internal continuous assessment guidelines.                                                            |
| 8   | I check the tasks to ensure that students write their tasks, that feedback is given to them, and that student performance is analysed.                                                                |
| 9   | I am responsible for overseeing the entire assessment process.                                                                                                                                        |
| 10  | My role is to make sure that the curriculum is aligned with the assessment itself.                                                                                                                    |
| 11  | Ensure that lecturers and senior lecturers are trained at the start of the year on the ICASS instruction that comes from DHET that outlines what is expected to be done throughout the year.          |

(Source: Interview data analysis for this study)

All the HOD responses indicate that one of their primary roles in the assessment process is oversight. The researcher discovered that the ICASS guidelines are revised and made available to colleges by DHET every year. As a result, the HODs have stated that providing ICASS training to lecturers at the start of the year is one of their responsibilities. Furthermore, HODs 1, 3, 7, and 11 stated that they are responsible for the planning, administration, and management of all assessments. The above-mentioned HODs confirmed that their planning efforts have been focused on developing an assessment schedule that outlines each lecturer's role in setting and moderating question papers.

HOD 2, 4, 6, and 8 are of the view that all question papers must be fair, reliable, and up to standard. As a result, they have confirmed that it is their responsibility to ensure that all question papers meet the required standard. They also stated that it is within their scope of work to ensure that the assessments are administered and that students receive feedback. Therefore, HODs agree with DHET-ICASS (2023) when it states that the subject assessment schedule provides assessment tasks that will be administered in the academic year and must be provided to each student at the beginning of the academic year (DHET-ICASS, 2023:6).

### Theme 3: Importance of assessment policy implementation

Why, in your opinion, is it critical that the assessment policy be always implemented?

**Table 4.16: Responses from HODs on the significance of implementing the assessment policy**

| HOD | ANSWER                                                                                                                                                                                                                      |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | The assessment policy covers all parties, and there is moderation in the task setting, and the policy ensures that tasks are not beyond the scope, and it then ensures that it assesses what the learners have been taught. |
| 2   | Cover both parties, which are the learner, the moderator, and the one who is setting the task, and ensure that the assessments are fair, credible, and authentic.                                                           |
| 3   | To ensure that assessments are fair, credible, and authentic so that at the end of the day, the marks that students receive are authentic and worthy of that student.                                                       |
| 4   | To ensure that assessments are of high quality, both technically and content-wise, fair, and address the syllabus's contents.                                                                                               |
| 5   | Because if you don't have an assessment policy in place, you can assign tasks to students whenever you want and assess them whenever you want.                                                                              |
| 6   | Any unjustified deviation can result in unnecessary disputes and appeals, ultimately costing the college money and credibility.                                                                                             |
| 7   | We can use the policy to ensure that our tasks are consistent, dependable, and efficient.                                                                                                                                   |
| 8   | The assessment policy should always be followed so that when we set assessments, we do not jeopardise the integrity of our teaching and learning.                                                                           |

|    |                                                                                                                                                                                                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9  | It must be always implemented because documents such as the ICASS instructions from DHET help a lot because there's a table for each subject indicating how much you need to assess students for a particular task. |
| 10 | There must be a common assessment, and if we do not implement policy, one of us may end up administering NCV test 1 in November and the other in May.                                                               |
| 11 | The policy contributes to the maintenance of uniformity and order.                                                                                                                                                  |

(Source: Interview data analysis for this study)

The assessment policy, according to all HODs, is a guideline that provides consistency, clarity, and accountability for how the assessment process must unfold. They have all agreed that the assessment policy serves as a guide to mitigate risks such as unfair, untrustworthy, and spurious question papers. According to DHET (2023:8), the credibility of these assessments must be highly protected and captured in the institutional policy on the conduct of assessments in the college. All HODs have agreed to the preceding statement by DHET (2023). As a result, they all agree that the conduct, administration, and management of all assessments must always be credible.

HODs 5, 10, and 11 raised the issue of timelines because they believe that if the assessment policy is not followed, lecturers may administer the same task at different times, which is against the policy. In general, the responses of the HODs indicate that they agreed that it is critical to always implement the assessment policy to achieve the required goals.

#### Theme 4: Obstacles

3. What do you consider to be a difficult factor impeding the implementation of assessment policy?

**Table 4.17: Responses of HODs to factors impeding policy implementation**

| HOD | ANSWER                                                                                                                                                                                   |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | If two lecturers are covering the same topic, and one has covered it while the other hasn't...<br>Another example is when there are strikes and the assessment schedule must be altered. |

|    |                                                                                                                                                                                                                                                                                                                                           |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2  | Most people prefer to break some rules and not follow proper procedures, not because they don't know something, but because they are tired of dealing with a lot of administration and work.                                                                                                                                              |
| 3  | Lecturers prefer to set assessments at the very last minute, right before the deadline for administering them. You eventually discover that you have a poor task because there was simply not enough time to go through the proper moderating process.                                                                                    |
| 4  | The problem is when students decide not to pitch for assessment, then you go back to assessment policy which says if there's no evidence the student must not write... and find that more than 50% didn't write and have no proof.                                                                                                        |
| 5  | ... some sections of the policy that are unclear, especially if students had to be assessed at a specific time and you discover that some students missed that opportunity for whatever reason, so the challenge is that our policy does not have time frames.                                                                            |
| 6  | So, the problem is that the lecturers do not give themselves enough time to set quality tests. If the test is not up to standard, we are immediately failing the policy, because the policy states that our task must be consistent, reliable, and of high quality.                                                                       |
| 7  | The risk is that if we do not train lecturers on the assessment policy, they will not follow it because they are unaware of its existence.                                                                                                                                                                                                |
| 8  | We sometimes hit a snag when we don't have moderators for the tests set by lecturers... this alone impedes the implementation of assessment policy.                                                                                                                                                                                       |
| 9  | Something that affects policy so that we cannot fully implement, you'll find that you have a lecturer who sets the task and another lecturer who must moderate that task and who specialises in that specific subject... you will discover that you do not have another person who can moderate that task because no one is a specialist. |
| 10 | Students are required to verify their marks before they can be finalised on the system, but they sometimes fail to do so, which causes problems in some cases.                                                                                                                                                                            |
| 11 | When all students pass the tests, but all fail the exam, it indicates that our tests are not reliable.                                                                                                                                                                                                                                    |

(Source: Interview data analysis for this study)

According to HODs, one of the most difficult factors impeding the implementation of the assessment policy is when lecturers teach the same subject but do not have a good working relationship. According to DHET's ICASS Guideline (2023:8), the task may be set and administered by the campus, or it may be set by one campus and shared with other campuses of a college or other colleges. However, HODs believe that if the working relationship is not strong, this section of the policy will be impossible to implement.

Another factor mentioned by HODs is student participation. HODs expressed concern about students who are most likely absent for writing tasks. In its foreword, DHET's ICASS Guideline (2023) states that if one or more of the compulsory components are not completed, the student will receive an incomplete subject result (DHET, ICASS Guideline, 2023:2). They are also concerned about students failing to verify their grades after they have been published. According to HODs, the importance of verifying students' marks is to avoid discrepancies that may result in incomplete results.

Finally, HOD 9 has expressed concern about the moderation of tasks, stating that in some cases, there is only one lecturer in the college who is a specialist in a particular subject. As a result, there would be no one to moderate the tasks for that subject, or if there was, the moderation would be superficial because the moderator is not a specialist. As a result, according to HOD 9, this alone impedes the implementation of the assessment policy. The above concern expressed by HOD 9 is supported by the DHET and ICASS Guidelines (2023:13), which state that a lecturer who is a subject expert must moderate and approve the task or test before it is administered to the students.

### Theme 5: Compliance

4. How do you ensure that all parties involved follow and implement the assessment policy?

**Table 4.18: Responses from HODs on ensuring the involvement of all parties**

| HOD | ANSWER                                                                                                                                                                                                                                                                               |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Senior lecturers monitor and moderate lecturers to ensure that the policy is being followed, and students are informed of the outcome after a lesson has been completed.                                                                                                             |
| 2   | Moderation of lecturers' POA in terms of whether they are following the guidelines and the assessment schedule as drawn.                                                                                                                                                             |
| 3   | I have meetings where I announce the dates and deadlines for the upcoming tasks. I provide lecturers with an assessment schedule... conduct regular follow-ups with lecturers via email, WhatsApp, and verbal communication to check their progress on setting tasks and moderation. |
| 4   | I just keep reminding them that this is the proper way to do things. I always tell them that we must implement the assessment policy, even if they are unhappy with how it is done because it must be implemented at some point.                                                     |

|    |                                                                                                                                                                                                                                                                         |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5  | We have a checklist, a monitoring tool that allows us to determine whether assessment timeframes have been met.                                                                                                                                                         |
| 6  | We have monthly monitoring of the files from the beginning of the year until the end of the year... check to see if the lecturer has a file, such as a schedule that we are using, because for them to follow the policy, they must adhere to the college schedule.     |
| 7  | ... schedule helps us monitor what colleagues are doing in class when it comes to assessment... allows us to make a follow-up where there are no marks recorded.                                                                                                        |
| 8  | You may discover that, for NCV, we typically have seven tasks that are completed throughout the year prior to the final examination; thus, the monitor tool that is developed ensures that the assessments are completed properly.                                      |
| 9  | We have a checklist, a monitoring tool that allows us to determine whether an assessment was performed at the time.                                                                                                                                                     |
| 10 | We check for an example, according to our schedule, in the lecturer's file that the tasks are there, for example, task 1 must be in, marked scripts must be in, and mark sheets must be in.                                                                             |
| 11 | Lecturers from different campuses, depending on the program and subjects they offer, would develop what we call subject assessment schedules. Therefore, they can execute an assessment through that process, because it spells out what must be assessed at what time. |

(Source: Interview data analysis for this study)

A significant number of HODs have stated that they continuously monitor lecturers' Portfolio of Assessment (POA). They also confirmed that monitoring helps them determine whether tasks have been set, controlled, administered, and managed. According to HOD 2, 5, and 9, monitoring also assists them in determining whether the assessment schedule was followed accordance with the assessment policy. HOD 1 said, "Senior lecturers monitor and moderate lecturers to ensure that the policy is being followed and students are informed of the outcome after a lesson has been completed."

According to HOD 2 and 3, one strategy they use to ensure that important information, such as assessment dates, is communicated to lecturers is word of mouth through meetings. Furthermore, they send out follow-ups and reminders via messages to ensure that the assessment policy is followed. HOD 11 emphasised the importance of collaboration among lecturers on different campuses who are teaching the same subject. Furthermore, according to HOD 11, this collaboration reveals good practises that can be used to improve the implementation of the assessment policy.



## Theme 6: Opinion

5. What is your general opinion on the implementation of the assessment policy in your college?

**Table 4.19: HOD responses on their overall feelings about the policy implementation**

| HOD | ANSWER                                                                                                                                                                                                                                             |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Remember, the policy exists as a guideline to guide us, and we are attempting to comply with the policy as much as possible.                                                                                                                       |
| 2   | The assessment policy is being implemented and monitored by the policy's requirements and stipulations, so I don't believe there is anything we can say is not being done correctly or following the requirements.                                 |
| 3   | We have our structures in place, and we try to complete the assessments under our college assessment schedule.                                                                                                                                     |
| 4   | We're on the right track; as I mentioned, our campus manager is very strict, so we make sure that even if you're not here, you decide so that teaching and learning, assessment, and everything else don't suffer.                                 |
| 5   | In general, I believe that the assessment policy is fairly applied. Our college curriculum manager always involves HODs in overseeing and facilitating some in-house training, as well as ensuring that we provide necessary support and guidance. |
| 6   | I would estimate that our college's assessment policy is about 80% implemented... most things are done correctly and in accordance with the book.                                                                                                  |
| 7   | I believe it is a good thing that we have an assessment policy at the college because it is yet another measure that ensures we end up implementing the DHET policy on ICASS.                                                                      |
| 8   | In general, I believe that the implementation of an assessment policy at our college has greatly aided the process of teaching and learning, and it has been well received by lecturers.                                                           |
| 9   | ... we have our structures in place, and we try to complete the assessments in accordance with our college assessment schedule.                                                                                                                    |
| 10  | We make certain that students are aware of each assessment process in advance... this is an indication that we are on the right track in terms of assessment policy implementation.                                                                |
| 11  | I believe that the assessment policy, as a guiding tool, must be strictly followed, and I can confidently confirm that we try to always implement it in our college, though I acknowledge that there may be some shortcomings.                     |

(Source: Interview data analysis for this study)

The process of policy implementation thus requires working with and through a set of actors and organisations to communicate policy objectives, ensure the availability of resources, achieve ownership of the policy by implementers, manage conflict and cooperation, and sustain policy changes (Campos & Reich, 2019:225). When it comes to implementing the assessment policy, of the HODs appear to agree, as stated by Campos and Reich above. Their overall feelings have indicated that they are adamant about implementing the assessment policy. The HODs all agreed that the assessment policy serves as a guide that outlines the official set of ideas that must be implemented to achieve the desired results. According to Tezera (2019:93), the implementation of policies is the most important phase after the formulation of policies. The preceding statement by Tezera supports the general sentiment of all HODs, particularly HODs 1 and 11. Furthermore, Tereza (2019:93) stated that education policy implementation is a deliberate and multidirectional change process aimed at putting a specific policy into practise that can influence a multi-level education system.

The HODs believe that it is prudent to follow every section of the assessment policy in its entirety. HOD 8 has admitted and expressed excitement that their college's assessment policy has greatly aided the teaching and learning process and has been well received by lecturers. Some HODs, such as HOD 4, are confident that they are still on the right track when it comes to implementing the assessment policy. The HOD 5 believes that the assessment policy is fairly applied at their college due to the role of their curriculum manager, who always involves HODs in overseeing and facilitating in-house training as well as ensuring that we provide necessary support and guidance.

### **Theme 7: The monitoring tool for compliance**

6. Does your faculty have a monitoring tool in place to detect noncompliance with the implementation of the assessment policy?

**Table 4.20: Responses of HODs to the monitoring tool**

| HOD | ANSWER |
|-----|--------|
|-----|--------|

|    |                                                                                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | We don't have a tool per se; instead, we use a system called Coltech. When you check tasks on Coltech, it immediately displays the tasks that have been written, submitted, and captured.                                    |
| 2  | I couldn't speak for the entire assessment process, but we do have a monitoring tool for file moderation and monitoring, as well as mark or task submission.                                                                 |
| 3  | We do have a monitoring tool, which I believe is underutilised because noncompliance persists.                                                                                                                               |
| 4  | Yes, it's called the ICASS monitoring tool... The tool asks for everything, and there is a section where you must indicate how many assessments have been completed, and then you indicate the number.                       |
| 5  | I believe we have two tools. We have a department management plan from which we create a subject assessment schedule as well as a college assessment schedule.                                                               |
| 6  | Yes, we have a monitoring tool, but it is used for more than just policy implementation; it is also used for moderation policy implementation and the ICASS guideline, which is a DHET ICASS curriculum instruction.         |
| 7  | Yes, a monitoring tool is in place. On it, you check the documents that must be attached to their assessments.                                                                                                               |
| 8  | We also have a file monitoring tool that is based on the DHET subject guideline. There is something known as ICASS instruction, which specifies which tools must be used.                                                    |
| 9  | When we do internal monitoring, we use the DHET tool, and when we do external moderation, an official from DHET or Umalusi comes to the college to monitor the assessment, using the same tool used for internal moderation. |
| 10 | So, when we monitor colleagues' work, we automatically check the implementation of assessment policy, moderation, and ICASS guidelines, and the tool that we developed internally does not deviate from the DHET tool.       |
| 11 | We do have a tool that shows when tasks were submitted to senior lecturers when the senior lecturer submitted them for capturing and when they were returned from capturing.                                                 |

(Source: Interview data analysis for this study)

The vast majority of HODs claim that the DHET monitoring tool has been made available to their respective colleges. Unlike most HODs, HOD 1 stated that their college does not have a monitoring tool; instead, they use Coltech to track the assessments written and the marks that are captured. HOD 4 mentioned the ICASS monitoring tool, which is used to keep track of the assessments that are written, evaluated, and moderated. According to HOD 5, their college receives the department management plan from DHET, and the college derives the subject assessment schedule and the college assessment schedule from the DHET document.

"Yes, we have a monitoring tool, but it is used for more than just policy implementation; it is also used for moderation policy implementation and the ICASS guideline, which is a DHET ICASS curriculum instruction," according to HOD 6. According to HOD 3, the monitoring tool is available at their college. HOD 3 believes, however, that the tool is underutilised because noncompliance persists. Finally, HOD 9 confirmed that the college uses the DHET monitoring tool for internal monitoring and that external monitoring is conducted by DHET officials or Umalusi officials.

## Theme 8: Training and/or Workshop

7. How frequently do you conduct training/workshops to acquaint senior lecturers, and lecturers with their roles and responsibilities in the conduct, administration, and management of the National Certificate (Vocational) assessments?

**Table 4.21: Responses from HODs to training and workshops**

| HOD | ANSWER                                                                                                                                                                                                                                                                           |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | All colleges must follow the same set of rules. Every year, we have an ICASS training where we go over the ICASS guidelines, which are revised every year.                                                                                                                       |
| 2   | We brief or remind lecturers as well as senior lecturers on a quarterly basis through these quarterly meetings, but especially lecturers because HODs and senior lecturers have monthly meetings to table the challenges we encounter, discuss them, and come up with solutions. |
| 3   | We have in-house training once a month. Our curriculum manager will have an outline meeting with all HODs to share the important things, issues of the day, or new things that have come up with us. .                                                                           |
| 4   | Lecturers are trained on the content of their subjects as well as the new syllabus on a regular basis. There are always workshops and training opportunities for specific lecturers and subjects such as Maths Lit, Communications, and so on.                                   |
| 5   | Training is the responsibility of the college. Whenever there is training, lecturers will be invited to participate in any training where they need to be capacitated.                                                                                                           |

|    |                                                                                                                                                                                                                                                        |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6  | We receive the ICASS guidelines at the beginning of the year, and it is mandatory for us to share them and have in-house training with lecturers, especially if we notice any new developments.                                                        |
| 7  | We have mandatory in-house trainings every quarter, and we address those issues during those trainings.                                                                                                                                                |
| 8  | In-house training is provided to lecturers and senior lecturers on the conduct, administration, and management of assessments.                                                                                                                         |
| 9  | Every year, on the second day back from the holidays, the curriculum manager would usually schedule an in-house training on the assessment guidelines for NCV and other programs on the same session.                                                  |
| 10 | The curriculum manager would usually schedule an in-house training on the assessment guidelines for NCV and other programs in the same session at the beginning of each year, I believe on the second day after we reopened from the festive holidays. |
| 11 | Fortunately, we receive our assessment guidelines once a year. Every year, at the beginning of the year, we have what we call in-house training.                                                                                                       |

(Source: Interview data analysis for this study)

In theory, policy implementation experiences should foster policy learning in that the gradual evolution of policies should have a collective effect on policy learning (Brynard, 2009:13). Furthermore, Brynard (2009:14) contends that the foundation for understanding (policy) learning includes an understanding of aspects such as how conscious that learning is, what the object of learning is, who learns, and what the state of learning is in the policy literature. The HODs have confirmed that senior lecturers receive training or workshops at the start of the year. Their agreement validates Brynard's previous statement about policy learning. According to the researcher, it will be difficult to implement the policy if you do not understand it yourself; thus, the policy must first be learned by the implementer.

HOD 4 stated that lecturers are regularly trained on the content of their subjects as well as the new syllabus. Furthermore, HOD 4 states that there are always workshops and training opportunities for specific lecturers and subjects such as math, literature, communications, and so on. The HODs brief or remind lecturers and senior lecturers, according to HOD 2, about the assessment policy and its implementation.

#### ***4.3.1 Summary of responses from interviews***

All HODs interviewed have been involved in the assessment process for a period of two (2) to six (6) years. The purpose of asking them about their involvement duration in the assessment processes was to determine if they had the necessary experience to ensure that the assessment processes were carried out properly. Their responsibilities include assessment administration, ICASS training, and coordination of all assessment tasks. They also expressed their opinions on the assessment policy's implementation and emphasised the importance of it being implemented and followed. Participants emphasised the consequences of non-compliance with the policy. They also expressed concern about lecturers who are responsible for the same subject but do not collaborate. Soni (2020:47) holds the view that the role of teamwork can be attributed to achieving successful goals and targets in comparison with the sole efforts of any individual.

The HODs raised the issue of tasks that are not of the required quality, which is caused by lecturers who do not allow themselves enough time to set quality tasks. According to the HODs, another issue is that students do not verify their marks before they are sent to DHET. The vast majority of HODs also confirmed that senior lecturers monitor and moderate every assessment process to ensure that lecturers implement and follow the assessment policy. HOD 8 confirmed that a monitoring tool is in place to help keep track of assessment tasks throughout the year. HOD 6 believes that assessment policy implementation is at 80% in their college. Furthermore, HOD 11 believes that the assessment policy must be strictly followed as a guiding tool. HOD 1 stated that their college does not have a monitoring tool; instead, they use Coltech to check the tasks that have been written. HOD 5, on the other hand, stated that they have two monitoring tools, namely the department management plan and the college assessment schedule. For theme 8, all HODs agreed that all lecturers receive training at the beginning of each year. Rodriguez and Walters (2017:208) state that every organisation is responsible for improving employees' performance by implementing relevant and effective training and development programs. Therefore, the participants' confirmation that they are receiving training is beneficial for colleges.

#### **4.4 Conclusion**

The aim of the study was to investigate the implementation of assessment policies at TVET colleges in the Free State. It goes without saying that assessment is an important component of teaching and learning, so it is critical to always check to see if the assessment policy in TVET colleges is followed and implemented. The researcher used the services of a professional statistical analyst to accurately analyse the data collected through a questionnaire. The researcher transcribed and analysed the other data, which was gathered through interviews.

Both sets of data revealed that reasonable efforts are being made to ensure that the assessment policy is followed. However, some flaws must be addressed, which will be discussed in the recommendation section of this study.

## CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

### 5.1 Introduction

This chapter provides a summary of the findings, conclusions, and recommendations based on questionnaire and interview responses from senior lecturers and department heads who participated in the study. Furthermore, the chapter responds to the study's aim, research questions, and objectives.

Chapter 1 covered the study's introduction and background, and the same chapter expanded on the research problem, research questions, research aim and objectives, and research methodology used. The problem statement of the study is to identify and evaluate the uncertainties and any contextual factors that impede the implementation of the assessment policy and guidelines. The following question was asked: "Are TVET College lecturers competent and confident in the management and control of the assessment tasks set out in the Internal Continuous Assessment of the National Vocational (Certificates) programmes?" The study explored and appreciated the responsiveness of all participants in attempting to elicit the real issues concerning the implementation of assessment policy in TVET colleges in the Free State. As stated in Chapter 1, the primary aim of the study is to investigate the implementation of the assessment policy at TVET colleges in the Free State.

Furthermore, the level of success in achieving the following objectives that informed this study is summarised in this chapter:

- To identify and justify the need to implement the assessment policy at TVET colleges.
- To determine how various components of an assessment are administered by TVET colleges.
- To identify and circumvent the threats to the implementation of the assessment policy at TVET colleges.
- To find and test best practises that will complement the implementation of the assessment policy at TVET colleges.



The importance of assessment policy and guidelines is highlighted in the National Certificate (Vocational) ICASS Guidelines (2019:5), which gave rise to the primary research question of the study, which was stated as:

*What are the challenges and implications of the implementation of Assessment Policy in the curriculum of TVET Colleges?*

Following that, the following subsidiary questions were raised:

- What is the purpose of the internal continuous assessment in the TVET College's curriculum?
- How do the TVET colleges administer the internal common assessments and assessment tasks throughout the year?
- What are the impacts of accuracy or inaccuracy in determining the candidate's assessment marks?

Finally, this chapter discusses the concerns expressed by the participants during data collection. The researcher makes recommendations based on his experience as a lecturer at TVET College and, at some point, as an examination officer on an ad hoc basis. Furthermore, the researcher makes some recommendations based on what he discovers or learns while conducting this study.

Although computer algorithms are increasingly being used to predict people's preferences and make recommendations because they are inexpensive to scale, we do not know how they compare to human judgement (Yeomans, Shah, Mullainathan & Kleinberg, 2019). According to Zhang and Chen (2020:1), explainable recommendations attempt to develop models to generate not only high-quality recommendations but also intuitive explanations. As a result, the recommendations in this study are based on the human judgement of the researcher.

## **5.2 Summary of the findings**

### ***5.2.1 Responses of the senior lecturers in the questionnaire***

#### ***5.2.1.1 The management and administration of the assessment for the National Certificate (Vocational) programme at TVET College.***

The findings in Table 4.4 under theme A show that senior lecturers have a reasonable understanding of the management and administration of the assessment for the National Certificate (Vocational) programme at TVET College. According to the findings in A1 and A2, senior lecturers understand the requirements in terms of the assessment components that students must complete to obtain complete results on both fundamental and vocational subjects. Furthermore, many participants confirmed in statements A3 to A6 that they have the necessary skills to manage and administer the assessment components. It was also revealed that senior lecturers understand the importance of moderating tasks, marked evidence, and portfolios for both lecturers and students by providing results indicating strong agreement on A7, A8, A9, and A10 (see table 4.4) and further agreement on A11, A12, and A13 in table 4.5 that they are responsible for managing the quality of assessment components. The results in table 4.4 on statements A15 to A19 show that senior lecturers understand the weighting system used on the assessment components of the National Certificate (Vocational) programme. According to Table 4.6, A20, most senior lecturers disagreed that National Certificate (Vocational) Levels 2 and 3 must write the internal examination instead of the common external examination from DHET.

#### ***5.2.1.2 The significance of assessment policy at TVET College***

The questionnaire statements under theme B were analysed to ascertain senior lecturers' perspectives on the importance of the assessment policy at TVET College. The results in B21 (see table 4.7) revealed that senior lecturers agreed that assessment policy establishes a framework for the management, administration, and implementation of all assessments. Furthermore, they agreed in B22, B24, and B25 of Table 4.7 that the assessment policy has well-defined sections and annexures and should be read in

conjunction with other guidelines relevant to their subjects. Senior lecturers in B26 to B29 (see table 4.7) have demonstrated their understanding of assessment policy issues by indicating that they are aware of the assessment policy's influence on student achievement as well as the misconduct associated with failure to implement policy. Half (50%) of the senior lecturers who participated in this study believed that their HODs used the assessment policy as a punitive tool to always reprimand them, while the other half (see table 4.8) disagreed. According to the findings in Table 4.9, a significant number of senior lecturers disagreed that the assessment policy is open to their discretion and subject to variation.

#### *5.2.1.3 Attitudes of senior lecturers towards the implementation of assessment policy*

The questionnaire statements (see Annexure A) under theme C were designed to determine the attitudes of senior lecturers toward the implementation of assessment policies. The study revealed in C31 and C36 (see table 4.10) that senior lecturers confirm their understanding of their roles and responsibilities in the assessment processes, as well as their knowledge of various assessment components. Senior lecturers agreed in C38 of table 4.10 that they know the level of accountability in terms of the annual report that their respective colleges should provide DHET, and they also agreed in C40 that their colleges have developed an ICASS policy as required by DHET (see table 4.10). Table 4.10 (C34 and C39) and Table 4.11 (C42, C45, and C48) revealed that senior lecturers agreed and appreciated the support they received from their immediate supervisors during the assessment process. Finally, senior lecturers agreed in Table 4.10, C41, that their colleges have the capacity and strategies to implement the assessment policy. Senior lecturers in C44 and C46 in Table 4.11 agreed that lecturers act as change agents for assessment policy implementation and that the lecturer's capacity, skill, and ability determine the student's success. According to the findings in C49, table 4.11, senior lecturers agreed that ISAT plays an important role in the progression of students. The results of Table 4.12, C32, C33, and C35 showed that senior lecturers disagreed that a lack of training and a heavy workload make it difficult to implement the assessment policy; they also disagreed that the assessment policy is only for the college's management to implement. In Table 4.12, statement C37, the majority of senior lecturers disagreed that

revising the assessment guidelines on an annual basis is inconvenient and unnecessary. According to the results of C42 in Table 4.12, senior lecturers disagree that they are involved in developing the assessment policy for TVET colleges. Finally, Table 4.13 shows a divide in opinion among those who agreed or disagreed that there is a disconnect between management and lecturers in terms of assessment development and policy implementation.

### ***5.2.2 Interview responses from the Heads of Departments***

The interviews were conducted, digitally recorded, transcribed, and analysed, and the following themes emerged because of this process:

#### **Theme 1: Participation in the assessment process**

The HODs who participated in this study were involved in the assessment process for a period ranging from two (2) to six (6) years, according to the results in Table 4.14 in Chapter 4.

#### **Theme 2: Roles and responsibilities**

The results in Table 4.15 revealed that HODs perform the following roles and responsibilities:

- Assessment administration planning.
- Provide ICASS training.
- Coordination of all assessment tasks in accordance with the college's assessment management programme.
- Ensure that all tasks that will be administered are prepared and up to standard; monitor the implementation of the assessment policy.
- Make certain that the assessment guidelines are followed.
- Ensure that students receive feedback after the task is completed.
- Ensure that the assessments are curriculum-aligned.

### **Theme 3: Importance of assessment policy implementation**

Table 4.16 shows that the majority of HODs believe that if all stakeholders follow the assessment policy to the best of their abilities, the moderation tasks should be done in accordance with the policy to ensure that the tasks are fair, credible, and authentic. They also believed that the proper moderation process could produce tasks of high technical and content quality. One of the HODs expresses concern that unjustified policy deviations could lead to unnecessary disputes and appeals, ultimately costing the college money and credibility. The results for theme 3 indicate that the HODs recognise the importance of implementing the assessment policy to maintain uniformity and order.

### **Theme 4: Obstacles**

The researcher decided to discuss the difficult factors impeding the implementation of assessment policy, which falls under theme 4, in Section 5.4.1 below because all of the HOD's responses qualify as concerns.

### **Theme 5: Compliance**

Theme 5 addressed the issue of compliance by asking the HODs how they ensure that all parties involved follow and implement the assessment policy. The HODs confirmed that they monitor and moderate policy adherence. They also stated in Table 4.18 that they moderated the portfolios of lecturers (POA) and students (POE). One of the HODs mentioned that their department has formed a WhatsApp group where they keep each other updated on any assessment matters on a regular basis. In addition, the same HOD does not rule out any other form of communication in their department. The majority of HODs stated that they communicate with their lecturers and remind them of proper assessment procedures according to the policy. According to some HODs in Table 4.18, their colleges have a checklist and a monitoring tool that determine whether timeframes are met. They also confirmed that the monitoring is carried out monthly. Furthermore, the HODs confirmed that all monitoring tools are filed in their POAs, allowing them to effectively track all assessment processes.

## **Theme 6: Opinion**

According to the results in Table 4.19, all the participants have expressed their general opinion on the implementation of the assessment policy. They are all in agreement that the assessment policy serves as a guideline for best practices. According to the findings in Table 4.19, HOD 6 confidently stated that their assessment implementation rate may be as high as 80%, which the researcher believes should be commended. HOD responses to theme 6 indicate that they all agree that the assessment policy has been declared a guiding tool.

## **Theme 7: The monitoring tool for compliance**

The HODs' responses appear to reflect a variety of perspectives on the compliance monitoring tool. Table 4.20 demonstrates that there may be some confusion regarding the monitoring tools for compliance in the assessment process. HOD 1 and HOD 11 stated that they use Coltech as a monitoring tool, and HOD 2 and HOD 8 added that they have a monitoring tool for files. HOD 3 stated that they have monitoring but did not mention the tool and that the tool is underutilised because noncompliance continues. HOD 4 stated that it is known as the ICASS monitoring tool, and HOD 5 stated that they have two tools: the department management plan and the college assessment schedule. In addition, HOD 6 and HOD 11 stated that the monitoring tool is used for more than just policy implementation but also for moderation policy implementation and ICASS guidelines, which is a DHET ICASS curriculum instruction. HOD 7 agreed that they have monitoring and went on to explain that it checks all the documents that must be attached to the assessment. "We use the DHET tool for internal monitoring, and for external moderation, an official from DHET or Umalusi comes to the college to monitor the assessment using the same tool used for internal moderation," said HOD 9.

## **Theme 8: Training and/or Workshop**

Table 4.21 discusses HODs' perspectives on assessment policy training and workshops provided to lecturers. Every HOD confirmed that an ICASS guidelines training is held each year. The purpose of annual training, according to the HODs, is to remind

stakeholders about the policy. Every HOD confirmed that all lecturers receive training every year as soon as the new year begins.

### **5.3 Conclusions**

The findings of the study have led to two conclusions. These two conclusions are related to the questionnaire discussion as well as the interview discussion.

#### **5.3.1 Conclusion 1**

From the findings on the questionnaire, the researcher has concluded that the management and administration of the assessment at TVET colleges enjoy reasonable competencies from all stakeholders (see Tables 4.4 and 4.5). However, it appears that there is an urgent need for a small-scale remedy in this regard (see Table 4.6). Regarding the significance of the assessment policy at TVET College, it appears that everyone recognises and comprehends its significance. Similarly, flaws have emerged that require immediate attention, as shown in Tables 4.8 and 4.9. In tables 4.10, 4.11, 4.12, and 4.13, the attitude of lecturers toward the implementation of the assessment policy did not receive convincing agreement, indicating the need for immediate action.

#### **5.3.2 Conclusion 2**

The findings of the interviews with department heads are summarised in this section of the study (see tables 4.14 to 4.21). The findings clearly indicated that all HODs understand their roles and responsibilities. The HODs agreed in no uncertain terms on the importance of implementing the assessment policy. It cannot be argued that the HODs, in their majority, are able and capable of ensuring that all parties involved follow and implement the assessment policy, as stated in their responses to theme 5. Furthermore, they are all in agreement and committed to putting the assessment policy into action. According to the HODs, training for all assessment matters appears to take place every year, particularly at the start of the year.

Some deficiencies are identified based on the conclusions presented above. The recommendations that may help correct those deficiencies are listed below. Finally, to

obtain the results, the researcher tested and measured the study's aim and objectives, as well as the questions that were tested and measured.

## **5.4 Recommendations of the study**

The purpose of the assessment policy is to offer the necessary policy support and assistance in developing, organising, structuring, and implementing an assessment framework for the National Certificate (Vocational) DOE (2007:1). Therefore, scrutinising the implementation of the assessment policy is critical to promote consistency. If the recommendations are deemed to have been articulated in good faith, they can bring about some changes and support.

### ***5.4.1 Concerns raised by Heads of Departments***

The following issues were raised by HODs:

- Some lecturers deliberately disregard the assessment policy and guidelines because they constantly complain about the amount of administrative work and workload.
- If you have two lecturers teaching the same subject, one of them may fail to cover all topics.
- Some lecturers assign poor tasks because they set them close to the deadline.
- Students who are frequently absent from writing tasks.
- The policy is unclear about the timeframes for students to take the second opportunity because they missed the first one and have proof.
- Inadequate assessment process monitoring by some senior lecturers.
- Lecturers moderate tasks for subjects that are outside of their area of expertise.

### ***5.4.2 Recommendations by the researcher***

The researcher recommends that TVET colleges:

- Should have monitoring tools and implement annual monitoring training to prepare HODs and senior lecturers for assessment monitoring in general.



- Should ensure that tasks are moderated by lecturers with subject matter expertise.
- Should consider conducting ICASS training twice a year, at the start of the year and the start of the third term.
- Should encourage all stakeholders to consult the assessment policy, subject guidelines, and ICASS guidelines on a regular basis.

## REFERENCES

- Adejimi, A. Oyediran, O.S. and Ogunsanmi, E.B. 2010. Employing Qualitatively Enriched Semi Structured Questionnaire in Evaluating ICT Impact on Nigerian 'Construction Chain Integration'. *The Built and Human Environment Review* 3(1):49-62.
- Adil, H., Rao, C.V.K. and Shinwari, A. 2021. The Relation of Training and Development Programmes and its Impact on Employee's Performance: A Case of Nangarhar-Based Banks of Afghanistan. *Innovations* 76(2):67-75.
- Ahmad, I. and Ahmad, S. 2018. Multiple Skills and Medium Enterprises' Performance in Punjab Pakistan: A Pilot Study. *The Journal of Social Sciences Research* 44-49.
- Ahmed, R. and Lodhi, K.M. 2021. Do Project Managers' Emotional Leadership Competencies Affect the Success of Public Sector Projects in Pakistan? *International Journal of Information Technology Project Management* 12(2):83-98.
- Alhojailan, M.I. 2012. Thematic Analysis: A Critical Review of its Process and Evaluation. *West East Journal of Social Sciences* 1(1):39-47.
- Alkin, M.C. (Ed.). 2004. *Evaluation Roots: Tracing Theorists' Views and Influence*. London: Sage Publication.
- Allal, L. 1991. *On the practice of formative assessment*. Brussels: De Boek.
- Almalki, S. 2016. Integrating Quantitative and Qualitative Data in Mixed Methods Research – Challenges and Benefits. *Journal of Education and Learning* 5(3):288-296.
- Alshenqeeti, H. 2014. Interviewing as a Data Collection Method: A Critical Review. *English Linguistic Research* 3(1):39-45.
- AlYahmady, H.H. and Saleh, S.A. 2013. Using NVIVO for Data Analysis in Qualitative Research. *International Interdisciplinary Journal of Education* 2(2):1-6.
- Aquino, K. and Bradfield, M. 2000. Perceived Victimization in the Workplace: The Role of Situational Factors and Victim Characteristics. *Organization Science*, 11(5):525-537.

Arfo, E.B. 2015. *A Comparative Analysis of Technical and Vocational Education and Training Policy in Selected African Countries*. (Unpublished Ph.D. thesis.) Durban: University of KwaZulu-Natal, South Africa.

Armstrong, M. 2001. *A handbook of Human Resource Management Practice*. 8<sup>th</sup> ed. London: Kogan Page.

Ayomnike, C.S., Okwelle, P.C and Okeke, B.C. 2015. Towards Quality Technical Vocational Education and Training (TVET) Programmes in Nigeria: Challenges and Improvement Strategies. *Journal of Education and Learning* 4(1):25-34.

Bacchi, C. 2014. *Analysing Policy: What's the problem represented to be?* Australia: Pearson.

Badenhorst, J.W. and Radile, R.S. 2018. Poor Performance at TVET Colleges: Conceptualising a Distributed Instructional Leadership Approach as a Solution. *Africa Solution Review* 15(3):91-112.

Badu, S.Q. 2013. The implementation of Kirkpatrick's Evaluation Model in the Learning of Initial Value and Boundary Condition Problems. *International Journal of Learning and Development* 3(5):74-88.

Bates, I. 1984. From Vocational Guidance to Life Skills: Historical perspectives on careers education. In Bates I., Clarke, J., Cohen, P., Finn, D., Moore, R. and Willis, P. (Eds). *Schooling for the Dole? The New Vocationalism*. London: Macmillan.

Bates, R. 2004. A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and Program Planning* 27(3):341-347.

Baumgartner, F.R. and Jones, B.D. (Eds). 2002. *Policy Dynamics*. Chicago: University of Chicago Press.

Bazeley, P. 2013. *Qualitative Data Analysis: Practical Strategies*. London: Sage Publications.

- Beauchamp, G.A. 1975. *Curriculum theory*. 3<sup>rd</sup> ed. Illinois: The Kagg Press.
- Benavot, A. 1983. The Rise and Decline of Vocational Education. *Sociology of Education* 56(2):63-76.
- Berman, P. and McLaughlin, M. 1976. Implementation of educational innovation. *The Educational Forum*, 40:345-370
- Betts, S.C. 2003. Contingency Theory: Science Or Technology? *Journal of Business and Economics Research* 1(8):123-130.
- Biggs, J. and Tang, C. 2017. *Teaching for Quality Learning at University*. 3<sup>rd</sup> ed. Open University Press.
- Biggs, J. 1998. Assessment and Classroom Learning: a role for summative assessment? *Assessment in Education: Principles, Policy and Practice* 5(1):103-110.
- Billet, S. 2011. *Vocational Education: Purposes, Traditions and Prospects*. London: Springer.
- Black, P. and Wiliam, D. 1998. Assessment and classroom learning. *Assessment in Education* 5(1):7-74.
- Black, P. and Wiliam, D. 2003. In praise of educational research: formative assessment. *British Educational Research Journal*, 29(5):623-637.
- Bloom, D., Canning, D. and Chan, K. 2006. *Higher Education and Economic Development in Africa*. Cambridge: Harvard University.
- Bottoms, G. and McNall, K. 2005. Actions States Can Take to Place a Highly Qualified Career/Technical Teacher in Every Classroom. ([http://publications.sreb.org/2005/05V73\\_career\\_tech\\_state\\_actions.pdf](http://publications.sreb.org/2005/05V73_career_tech_state_actions.pdf).) Retrieved on 15 March 2023.

Bourner, T. and Millican, J. 2011. Student-community engagement and graduate employability. *Widening Participation and Lifelong Learning* 13(2):68-85. <https://doi.org/10.5456/WPLL.13.2.68>.

Bowen, A.G. 2009. *Document Analysis as a Qualitative Research Method*. Western Carolina University.

Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative research in psychology* 3(2):77-101.

British Standard Institution. 1991. *Quality Vocabulary Part 2: Quality Concepts and Related Definitions*. London: BSI.

Broadfoot, P. and Black, P. 2004. Redefining assessment? The first ten years of "Assessment in Education". *Assessment in Education* 11(1):7-27.

Brockmann, M., Clarke, L., Mehaut, P. and Winch, C. 2008. Competence-Based Vocational Education and Training (VET): the Cases of England and France in a European Perspective. *Vocations and Learning* 1(3):227-244.

Bruce, C.S. 1999. Workplace experience of information literacy. *International Journal of Information Management* 19(1):33-47.

Bryce, T.G.K. and Robertson, I.J. 1985. What can they do? A review of practical assessment in Science. *Studies in Science Education* 12(1):1-24.

Brynard, P.A. 2009. Policy Implementation: Is policy learning a myth or an imperative? *Administratio Publica* 17(4):13-27.

Burns, RB. 2000. *Introduction to Research Method*. London: SAGE Publications.

Bush, T. 2008. From management to leadership: Semantic or meaningful change? *Educational, Management, Administration and Leadership* 36(2):271–288.

Buthelezi, Z. 2018. Lecturer experiences of TVET College challenges in the post-apartheid era: a case of unintended consequences of educational reform in South Africa. *Journal of Vocational Education and Training*, 70(3):364-383.

Buthelezi, Z.G. 2016. *At the Policy-practice Interface: Exploring Technical Vocational Education and Training (TVET) Lecturers' Post-apartheid Educational Reform Experiences*. (Unpublished PhD thesis.) Pietermaritzburg: University of KwaZulu-Natal, South Africa.

Byrne, M., Schroeter, K., Carter, S. and Mower, J. 2009. The Professional Portfolio: An Evidence-Based Assessment Method. *The Journal of Continuing Education in Nursing*, 40(12):545-552.

Cahapay, M.B. 2021. Kirkpatrick Model: Its Limitation as Used in Higher Education Evaluation. *International Journal of Assessment Tools in Education* 8(1):135-144.

Cairney, P. 2020. *Understanding Public Policy: Theories and issues*. 2<sup>nd</sup> ed. London. Red Globe Press.

Campos, P.A. and Reich, M.R. 2019. Political Analysis for Health Policy Implementation. *Health Systems & Reform* 5(3):224-235.

Casteel, A. and Bridier, N.L. 2021. Describing Populations and Samples in Doctoral Student Research. *International Journal of Doctoral Studies* 16(2021):339-362.

Centre for Disease Control and Prevention. 2021. *Policy Implementation*. (<https://www.cdc.gov/policy/polaris/policyprocess/implementation/index.html>) Retrieved on 22 June 2022.

Chaim, N. 2008. Sampling Knowledge: The Hermeneutics of Snowball Sampling in Qualitative Research. *International Journal of Social Research Methodology*, 11(4):327-344.

Chan, J.K., Beckman, S.L. and Lawrence, P.G. 2007. Workplace Design: A New Managerial Imperative. *California Management Review*, 49(2):6-22.

- Chen, X., Wu, D., Chen, L. and Teng, J.K.L. 2018. Sanction severity and employees' information security policy compliance: Investigating mediating, moderating, and control variables. *Information and Management*, 55(8):1049-1060.
- Coetzee, W. and Johl, R. 2008. The role of moderation in the National Senior Certificate examination. *Journal for Language Teaching*, 42(2):26-41.
- Colebatch, H.K. 2009. *Concepts in the Social Sciences: Policy*. 3<sup>rd</sup> ed. New York: Open University Press.
- Connolly, P., Keenan, C. and Urbanska, K. 2018. The trials of evidence-based practice in education: a systematic review of randomised controlled trials in education research 1990 – 2016. *Educational Research*, 60(3):276-291.
- Creswell, J.W. 2005. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 2<sup>nd</sup> ed. Upper Saddle River: Pearson Education.
- Creswell, J.W. 2013. *Qualitative Inquiry and Research Design: Choosing Among The Five Approaches*. (3<sup>rd</sup> Ed.). London: Sage.
- Creswell, J.W. 2014. *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- Creswell, J.W. and Garrett, A.L. 2008. The movement of mixed methods research and the role of educators. *South African Journal of Education* 28:321-333.
- Cuban, L. 1988. *The managerial imperative and the practice of leadership in schools*. New York: State University of New York Press.
- Dalimuthe, D.M.J. and Muda, I. 2017. The Empirical Effects of Education and Training to the Performance of Employees. *International Journal of Economic Research*, 14(17):403-413.
- DeLeon, P. and DeLeon L. 2002. *What Ever Happened to Policy Implementation?* Denver: University of Colorado.

Denzin, N.K. and Lincoln, Y.S. (Eds). 2011. *The SAGE Handbook of Qualitative Research*. 4<sup>th</sup> ed. Thousand Oaks: SAGE Publications.

Department of Education. 2002. *Revised National Curriculum Statement Grades R – 9 (Schools) policy*. Pretoria: Department of Education.

Department of Education. 2008. *Plan and conduct assessment. Advanced Certificate: Education (School Management and Leadership)*. Pretoria: Department of Education.

Department of Education. 1998. *Further Education and Training ACT No. 98 of 1998*. Vol 401. Pretoria: Department of Education.

Department of Education. 1998a. *Education White paper 4: A programme for the transformation of further education and training: Preparing for the twenty-first century through education, training, and work*. Pretoria: Department of Education.

Department of Education. 2007. *National Certificates (Vocational) Subject guidelines: Mathematical Literacy NQF Level 2*. Pretoria: Department of Education.

Department of Education. 2007. *National policy on conduct, administration, and management of the assessment of NC(V)*. Pretoria: Department of Education.

Department of Education. 2007. *National Policy on the Conduct, Administration, and Management of the Assessment of the National Certificate (Vocational)*. Pretoria: Department of Education.

Department of Education. 2008. *National Plan for Further Education and Training Colleges in South Africa*. Pretoria: Department of Education.

Department of Higher Education and Training. 2007. *Revised Internal Continuous Assessment (ICASS) guidelines for the NC(V) Qualifications*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training. 2012a. *Further Education and Training (FET) Amendment Bill 2012*. Pretoria: Department of Higher Education and Training.



Department of Higher Education and Training. 2012b. *Green paper for Post-School Education and Training*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training. 2013. *Policy on Professional Qualifications for Lecturers in Technical and Vocation Education and Training*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training. 2013. *White paper for post-school education and training: Building an expanded, effective and integrated post-school system*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training. 2015. *Qualification Profile of Lecturers Employed in Public Technical and Vocational Education and Training Colleges in South Africa*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training. 2018. *Assessment Guidelines: Introduction to Governance NQF Level 2*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training. 2019. *Internal Continuous Assessment (ICASS) Guidelines for the NC(V) Qualifications in TVET Colleges*. Pretoria: DHET.

Department of Higher Education and Training. 2019. *Revised Internal Continuous Assessment (ICASS) guidelines for the NC(V) Qualifications*. Pretoria: Department of Higher Education and Training.

Department of Higher Education and Training. 2023. *TVET CURRICULUM INSTRUCTION: Internal Continuous Assessment Guidelines (ICASS) for the NC(V) Qualifications*. Pretoria: Department of Higher Education and Training.

Dierckx de Casterle, B., Gastmans, C., Bryon, E. and Denier, Y. 2011. QUAGOL: A guide for qualitative data analysis. *International Journal of Nursing Studies*, 49(2012):360-371.

- Dolin, J., Black, P., Harlen, W. and Tiberghien, A. 2018. Exploring Relations Between Formative and Summative Assessment. In Dolin, J., Evans, R. (Eds). *Transforming Assessment*. Contributions from Science Education Research, vol 4. Springer.
- Donaldson, L. 2001. *The Contingency of Organizations*. London: Sage Publications.
- Dougherty, K. 1988. Educational Policy-Making and the Relative Autonomy of the State: The Case of Occupational Education in the Community College. *Sociological Forum*, 3(3):400-432.
- Drage, K. 2010. Professional Development: Implications for Illinois Career and Technical Education Teachers. *Journal of Career and Technical Education*, 25(2):24-37.
- Drolet, M.J. and Hudon, A. 2015. Theoretical frameworks used to discuss ethical issues in private physiotherapy practice and proposal of a new ethical tool. *Medicine, Health Care and philosophy*, 18(2015):51-62.
- Dunn, W.N. 2016. *Public Policy Analysis*. 5<sup>th</sup> ed. London: Routledge.
- Durrheim, K. 2006. Research Design. In Terre Blanche, M.J., Durrheim, K. and Painter, D. (Eds). *Research in Practice: Methods of Social Sciences*. 2<sup>nd</sup> ed. Cape Town: University of Cape Town Press.
- Dusenbury, L., Brannigan, R., Falco, M. and Hansen, W. 2003. A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research*, 18(2):237-256.
- Eckerdal, J.R. and Hagstrom, C. 2016. Qualitative questionnaire as a method for information studies research. (Paper presented at the ninth International Conference: "Conceptions of Library and Information Science" held at Uppsala in Sweden on 27 to 29 June) University of Boras, Sweden.
- Ekong, M.O., George, W.K. and Ikpe, S.A. 2021. TVET Educators Competency and the Utilization of Modern Teaching Methods and Facilities in Colleges of Education in Nigeria. *African Journal of Educational Archives*, 7(1):1-12.

- Elliot, V. 2018. Thinking about the Coding Process in Qualitative Data Analysis. *The Qualitative Report*, 23(11):2850-2861.
- Elnaga, A. and Imran, A. 2013. The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4):137-147.
- Engvik, G. and Emstad, A.B. 2017. The importance of school leaders' engagement in socialising newly qualified teachers into the teaching profession. *International Journal of Leadership in Education*, 20(4):468-490.
- Erickson, F. 1986. Qualitative Methods in Research on Teaching. In M. Wittrockk (Ed.), *Handbook of Research on Teaching*. 3<sup>rd</sup> ed. New York: MacMillan.
- Falissard, B. 2011. *Analysis of Questionnaire Data with R*. Danvers. CRC Press.
- Fawaz-Yissi, M.J. and Vallejos-Cartes, R. 2020. Exploring the Linkage Between Secondary Technical and Vocational Education System, Labor Market and Family Setting. A Prospective Analysis from Central Chile. *Educational Studies*, 56(2):186-207.
- Federal Ministry of Education. 2009. *Roadmap to Nigerian Education Sector*. ([http://planipolis.iiep.unesco.org/upload/Nigeria/Nigeria\\_Roadmap.pdf](http://planipolis.iiep.unesco.org/upload/Nigeria/Nigeria_Roadmap.pdf)) Retrieved on 20 November 2021.
- Federal Ministry of Education. 2012. *4-Year Strategic Plan for the Development of the Education Sector*. Abuja. Government Press.
- Federal Republic of Nigeria. 2004. *National Policy on Education*. Yaba Lagos. NERDC Press.
- Fine, C., Sojo, V. and Lawford-Smith, H. 2020. Why Does Workplace Gender Diversity Matter? Justice, Organizational Benefits, and Policy. *Social Issues and Policy Review*, 14(1):36-72.
- Flinders, D.J. and Mills, G.E. (Eds). 1993. *Theory and concepts of qualitative research perspectives from the field*. New York: Teacher College Press.

- Fugate, M., Kinicki, A.J. and Ashforth, B.E. 2004. Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behaviour*, 65(1):14-38.
- Gill, P., Stewart, K., Treasure, E. and Chadwick, B. 2008. Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, 204(6):291-295.
- Goddard, D. and Melville, S. 2001. *Research Methodology and Introduction*. Lansdowne: Juta and co Ltd.
- Grbich, C. 2013. *Qualitative Data Analysis: An Introduction*. 2<sup>nd</sup> ed. London. Sage Publications.
- Greco, L.D., Walop, W. and McCarthy, R.H. 1987. Questionnaire development: 2. Validity and Reliability. *Clinical Epidemiology* 136(7):699-700.
- Green, B. 2018. Understanding curriculum? Notes towards a conceptual basis for curriculum inquiry. *Curriculum Perspectives* 38(1):81-84.
- Greener, I. 2002. 'Understanding NHS reform: the policy-transfer, social learning, and path-dependency perspectives', *Governance* 15(2): 161-183.
- Greiner, W.D. 2005. *Mass Vocational Education and Training in Europe: Cedefop Panorama Series 118*. Luxembourg: Office for Official Publications of the European Communities.
- Grindle, M.S. and Thomas, J.W. 1989. Policy makers, policy choices, and policy outcomes: The political economy of reform in developing countries. *Policy Sciences* 2:213-248.
- Gubrium, J.F., Holstein, J.A., Marvasti, A.B. and McKinney K.D. (Eds). 2012. *The SAGE Handbook of Interview Research: The Complexity of the Craft*. 2<sup>nd</sup> ed. London: Sage Publications.

Gundy, C., Meijers, F. and Kuijpers, M. 2011. The relationship between learning environment and career competencies of students in vocational education. *Journal of Vocational Behavior*, 78(1):21-30.

Gupta, M. and Gupta, D. 2011. *Research Methodology*. New Delhi: PHI Learning.

Gwebu, K.L., Wang, J. and Hu, M.Y. 2019. Information security policy noncompliance: An integrative social influence model. *Information Systems Journal* 30(2):220-269.

Hameed, A. and Waheed, A. 2011. Employee Development and its Effect on Employee Performance. *International Journal of Business and Social Science* 2(1):12-22.

Haolader, F.A. and Nickolaus, R. 2012. Technical and Vocational Education and Training–Curricula Reform Demand in Bangladesh. An Empirical Study of the Curricula of the Diploma-in-Engineering Programme in Bangladesh and the German Initial Vocational Training in the Dual System and the Curricular Effects. *Systematics, Cybernetics and Informatics* 10(4):36-40.

Henseke, G. 2019. Against the Grain? Assessing Graduate Labour Market Trends in Germany Through a Task-Based Indicator of Graduate Job. *Soc Indic Research*, 2019(141):809-840.

Heong, Y.M., Othman, W.B., Yunus, J.B.M., Kiong, T.T., Hassan, R.B. and Mohamad, M.M.B. 2011. The Level of Marzano Higher Order Thinking Skills among Technical Education Students. *International Journal of Social Science and Humanity* 1(2):121-125.

Holmqvist, M. 2019. Lack of Qualified Teachers: A Global Challenge for Future Knowledge Development. In Monyai, R. (Ed.). *Teacher Education in the 21<sup>st</sup> Century*. London: Intechopen.

Howlett, M. 1991. Policy Instruments, Policy Styles, and Policy Implementation: National Approaches to Theories of Instrument Choice. *The Policy Studies Journal*, 19(2):1-21.

Hudson, B., Hunter, D. and Peckham, S. 2019. Policy failure and policy-implementation gap: can policy support programs help? *Policy Design and Practice*, 2(1):1-14.

Hughes, C. and Tight, M. 1995. The myth of the learning society. *British Journal of Educational Studies*, 43(3):290–304.

Ibrahim, M.S, Yusof, M.S.B. and Abdul Rahim, A.F. 2021. Why assessment which carries no grades and marks is the key for the future education? *Education in Medicine Journal*, 13(2):91-95.

Idialu, E.E. 2007. Quality assurance in the teaching and examination of Vocational and Technical Education in Nigeria. *College Student Journal*, 41(3):53-67.

Irfan, M., Khan, S.Z., Hassan, N., Hassan, M., Habib, M., Khan, S. and Khan, H.H. 2021. Role of project planning and project manager competencies on public sector project success. *Sustainability*, 13 (3):1-19.

Jackson, D. and Tomlinson, M. 2022. The relative importance of work experience, extra-curricular and university-based activities on student employability. *Higher Education Research & Development*, 41(4):1119-1135.

James, C., Crawford, M. and Oplatka, I. 2018. An effective paradigm for educational leadership theory and practice: connecting effects, actions, power and influence. *International Journal of Leadership in Education*, 22(5):617-628.

Janghorban, R., Roudsari, R.L. and Taghipour, A. 2013. Pilot Study in Qualitative Research: The Roles and Values. *Hayat, Journal of School of Nursing and Midwifery* 19(4):1-5.

Jessup, G. 1991. *Outcomes: NVQs and the Emerging Model of Education and Training*. New York: Routledge Falmer.

Joel, J. and Jebaseelan, n.d. Role of Training Programme in wellbeing of Employees – A Conceptual Study. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)* e-ISSN:2279-0837:80-84.

John, P. 2012. *Analysing Public Policy*. 2<sup>nd</sup> ed. Canada: Routledge.

Jomud, P.D., Antiquina, L.M.M., Cericos, E.U., Bacus, J.A., Vallejo, J.H., Dionio, B.B., Bazar, J.S., Cocolan, J.V. Clarin, A.S. 2021. Teachers' workload in relation to burnout and work performance. *International Journal of Educational Policy Research and Review*, 8(2):48-53.

Jooste, K. 2004. Leadership: a new perspective. *Journal of Nursing Management*, 12(3):217-223.

Kallaway, P. (Ed.) 2002. *The History of Education Under Apartheid 1948 –1994: The Doors of Learning and Culture Shall be Opened*. Cape Town: Pearson Education.

Kampschroer, K. and Heerwagen, J.H. 2005. The strategic workplace: Development and evaluation. *Building Research and Information*, 33(4):326-337.

Kandel, B. 2020. Qualitative Versus Quantitative Research. *Marsyangdi*, 1(2020):1-5.

Kelly, A.V. 2009. *The Curriculum Theory and Practice*. 6<sup>th</sup> ed. London: Sage Publications.

Kendall, L. 2008. The Conduct of Qualitative Interviews: Research Questions, Methodological Issues, and Researching Online. In Coiro, J, Knobel, M, Lankshear, C and Leu, D. (Eds). *Handbook of Research on New Literacies*. London: Routledge.

Khan, M. 2023. Shifting Gender Roles in Society and Workplace: Implications for Environmental Sustainability. *Politica*, 1(1):9-25.

Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. 2<sup>nd</sup> ed. New Delhi: New Age International Publishers.

Kibble, J.D. 2017. Best practices in summative assessment. *Advances in Physiology Education*, 41(1):110-119.

Kim, J. 2004. A Delphi study of education fever in Korea. Paper presented in annual meeting of American Education Research Association, San Diego, CA.

Knight, P.T. 2002. Summative Assessment in Higher Education: practice in disarray. *Studies in Higher Education*, 27(3):274-286.

Knill, C. and Tosun, J. 2020. *Public Policy: A New Introduction*. 2<sup>nd</sup> ed. London: Bloomsbury Publishing Plc.

Kotter, J.P. 2007. What leaders Really Do. In Vecchio, R.P. (Ed.). *Leadership: Understanding the Dynamics of Power and Influence in Organizations*. 2<sup>nd</sup> ed. Indiana: University of Notre Dame Press.

Kramer, R.M. and Neale, M.A. (Eds). 1998. *Power and Influence in Organizations*. London: Sage Publications.

Kumara, B.T.G.S., Brahmana, A. and Paik, I. 2019. Bloom's Taxonomy and Rules Based Question Analysis Approach for Measuring the Quality of Examination Papers. *International Journal of Knowledge Engineering*, 5(1):20-24.

La Belle, T.J. 1982. Formal, Nonformal and Informal Education: A Holistic Perspective on Lifelong Learning. *International Review of Education*, 28(2):159-175.

Lawal, A.W. 2013. Technical and Vocational Education, a Tool for National Development in Nigeria. *Mediterranean Journal of Social Sciences*, 4(8):85-89.

Lawrence, J. and Tar, U. 2013. The use of Grounded Theory Technique as a Practical Tool for Qualitative Data Collection and Analysis. *The Electronic Journal of Business Research Methods*, 11(1):29-40.

Leedy, P.D. (Ed.). 1993. *Research methodology: Qualitative or quantitative? Practical research planning and design*. New Jersey: Prentice-Hall.

Leedy, P.D. and Ormrod, J.E. 2001. *Practical Research: Planning and design*. 7<sup>th</sup> ed. New Jersey: Prentice-Hall.

Leeuw, F.L. and Donaldson, S.I. 2015. Theory in evaluation: Reducing confusion and encouraging debate. *Evaluation*, 21(4):467-480.

Lunenburg, F.C. 2010. Managing Change. *International Journal of Management, Business, and Administration*, 13(1):1-6.



- Lynton, R.P. and Pareek, U. 2011. *Training for Development*. 3<sup>rd</sup> ed. India: Sage Publications.
- Lyons, J.E., Randhawa, B.S. and Paulson, N.A. 1991. The Development of Vocational Education in Canada. *Canadian Journal of Education*, 16(2):137-150.
- Malaji, S.A. and Hassan, A.M. 2012. Assessing the Unemployment Initiative Programmes in Collaboration with Technical Vocational Education and Training (TVET) Institutions in Nigeria. *UPI International Conference on TVET*, 2(1):94-104.
- McAdam, R., Miller, K., and McSorley, R. 2019. Towards a contingency theory perspective of quality management in enabling strategic alignment. *International Journal of Production Economics*, 207(2019):195-209.
- Maeko, M.A.S. 2013. *Practical Activities in Civil Technology: A Case Study of Three Technical Schools in the Eastern Cape Province*. (Med Dissertation). Pretoria: Tshwane University of Technology.
- Maharaj, L.R., Nkosi, T.P. and Mkhize, M.C. 2016. Teachers' Experiences of the Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Three Primary Schools in KwaZulu Natal. *Africa's Public Service Delivery Review*, 4(3):371-388.
- Maila, M.W. 2003. *Issues and challenges regarding the implementation of Environmental Education policy in formal education in South Africa*. (Unpublished Doctoral Thesis). University of South Africa.
- Makgato, M. 2003. Student's viewpoint on the importance of industry partnerships in the engineering and technology teacher training. *World Transaction on Engineering and Technology Education*, 2(1):1-172.
- Maree, K. 2016. *First steps in research*. 2<sup>nd</sup> ed. Pretoria: Van Schaik.
- Marshall, M.N. 1996. Sampling for Qualitative Research. *Family Practice*, 13(6):522-525.
- May, P.J. 1992. Policy learning and failure. *Journal of Public Policy* 12(4):331-354.

- McGrath, S. 2011. Where to now for vocational education and training in Africa? *International Journal for Training Research*, 9(1-2):35-48.
- Van Meter, D.S. and Van Horn, C.E. 1975. The policy implementation process: A conceptual framework. *Administration & society*, 6(4):445-488.
- Miles, B., Huberman, A. and Saldana, J. 2018. *Qualitative Data Analysis*. 4<sup>th</sup> Ed. London: SAGE Publications.
- Miles, M.B. and Huberman, A.M. 1994. *Qualitative Data Analysis*. 2<sup>nd</sup> ed. London: Sage Publications.
- Mishra, P. 2006. *Quality Assurance in Higher Education*. Bangalore: National Assessment and Accreditation Council (NAAC).
- Modisaotsile, B.M. 2012. The Failing Standard of Basic Education in South Africa. *Policy brief*, 72(1):1-7.
- Mokhothu, K.G. 2015. *The Integration of Technical Subjects in Civil Technology Curriculum with Special Reference to FET Technical Schools*. (Unpublished M.Ed. dissertation). Bloemfontein: Central University of Technology, South Africa.
- Mollo, P.P. 2019. *Exploring integration of Information Communications Technology (ICT) in curriculum of pre-service teacher education and training in South Africa*. (Unpublished Ph.D. thesis). Bloemfontein: Central University of Technology, South Africa.
- Moloi, S.W.F. 2010. *Exploring the role of school management developers (SMDS) as providers of In-Service Education and Training (INSET) to SSE*. Unpublished Doctoral Thesis. Vanderbijlpark. North-West University.
- Moodie, G. 2002. Identifying vocational education and training. *Journal of Vocational Education and Training*, 54(2):249-266.
- Moseholm, E. and Feters, M.D. 2017. Conceptual models to guide integration during analysis in convergent mixed methods studies. *Methodological Innovations*, 10(2):1-11.

- Muijs, D. 2004. *Doing quantitative research in education*. London: Sage Publication.
- Mukhtar, M.A. and Ahmad, J. 2014. Assessment for Learning: Practice in TVET. *Procedia-Social and Behavioral Sciences*, 204(2015):119-126.
- Munhall, P.L. 1988. Ethical considerations in Qualitative Research. *Western Journal of Nursing Research*, 10(2):150-162.
- Musgrave, P.W. 1964. The definition of technical education: 1860-1910. *The Vocational Aspect of Secondary and Further Education*, 16(34):105-111.
- Nassazi, N. 2013. *Effects of training on employee performance: Evidence from Uganda*. (Unpublished Ph.D. thesis). Finland: University of Applied Sciences.
- Ndleleni, P.E., Mollo, P.P. and Mokhothu, K.G. 2023. Investigating the Implementation and Administering of Assessment Policy at Technical Vocational Education and Training (TVET) College in the Free State. (Paper presented at the Education and New Developments (END,2023), conference held at Lisbon in Portugal on 24 to 26.) World Institute for Advanced Research and Science, Portugal.
- Nelson, D.L. 1988. Occupation: Form and Performance. *The American Journal of Occupational Therapy*, 42(10):633-641.
- Newman, I. and Benz, C.R. 1998. *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*. United States of America. Southern Illinois University Press.
- Ngulube, P. and Ngulube, B. 2015. Mixed Methods Research. *South African Journal of Economic and Management Science*, 18(1):1-13.
- Ngulube, P., Mokwatlo, K. and Ndwandwe, S. 2009. Utilisation and prevalence of mixed methods research in library and information research in South Africa 2002-2008. *South African Journal Library and Information Science*, 75(2):105-116.

- Nilsson, A. 2010. Vocational education and training – an engine for economic growth and a vehicle for social inclusion? *International Journal of Training and Development*, 14(4):251-272.
- O'Toole Jr, L.J. 2000. Research on Policy Implementation: Assessment and Prospects. *Journal of Public Administration Research and Theory*, 10(2):263-288.
- Odo, J.U., Okafor, W.C., Odo, A.L., Ejikeugwu, L.N. and Ugwuoke, CN. 2017. Technical Education – The Key to Sustainable Technological Development. *Universal Journal of Educational Research* 5(11):1878-1884.
- Odu, O.K., 2011. Philosophical and Sociological Overview of Vocational Technical Education in Nigeria. *International Journal of Academic Research in Business and Social Sciences* 1(Special Issue):167-175.ISSN:2222-6990.
- Okorafor, A.O. and Nnajiifo, F.N. 2017. TVET Policies and Practices in Nigeria: Why the Gap. *European Journal of Education Studies*, 3(4):612-623.
- Onwuegbuzie, A.J. and Johnson, R.B. 2021. (Eds). *The Routledge Review's Guide to Mixed Methods Analysis*. New York: Routledge.
- Orland-Barak, L. 2014. Mediation in mentoring: A synthesis of studies in Teaching and Teacher Education. *Teaching and Teacher Education*, 44(2014):180-188.
- Otley, D. 2016. The contingency theory of management accounting and control: 1980-2014. *Management Accounting Research*, 31(2016):45-62.
- Oviawe, J.I. 2018. Revamping Technical Vocational Education and Training through Public-Private Partnerships for Skills Development. *Makerere Journal of Higher Education*, 10(1):73-91.
- Paloniemi, S. 2006. Experience, competence, and workplace learning. *Journal of Workplace Learning*, 18(7-8):439-450.

Partington, G. 2003. Why indigenous issues are an essential component of teacher education programs. *Australian Journal of Teacher Education*, 27(2), 39-48.

Pathak, V., Jena, B. and Kalra, S. 2013. Qualitative research. *Perspectives in Clinical Research*, 4(3):179-192.

Patton, M.Q. 1987. *How to Use Qualitative Methods in Evaluation*. London: Sage Publications.

Peltier, T.R. 2013. *Information Security Policies and Procedures: A Practitioner's Reference*. 2<sup>nd</sup> ed. London: Auerbach Publications.

Pinar, W.F. 2012. *What is curriculum theory?* 2<sup>nd</sup> ed. New York: Routledge.

Polit, D. and Hungler, B. 1999. *Nursing Research: Principle and Method*. 6<sup>th</sup> ed. Philadelphia: Lippincott Company.

Pressman, J.L. and Wildavsky, A. 1984. *Implementation: How Great Expectations in Washington are Dashed in Oakland*. 3<sup>rd</sup> ed. London: University of California Press.

Raitskaya, L., and Tikhonova, E. 2019. Skills and Competencies in Higher Education and Beyond. *Journal of Language and Education*, 5(4):4-8.

Rasul, M.S., Ashari, Z.H.M., Azman, N. and Abdul Rauf, R.A. 2015. Transforming TVET in Malaysia: Harmonizing the Governance Structure in a Multiple Stakeholder Setting. *Accelerating the world's research*, 1(4):1-12.

Rauscher, W. 2009. *The technological knowledge used by technology education students in capability tasks*. (Unpublished Ph.D. thesis.) Pretoria: University of Pretoria, South Africa.

Republic of South Africa. 1995. *Education and Training in a Democratic South Africa*. Pretoria: Government Printers.

Republic of South Africa. 2006. *Continuing Education and Training Act. (Act 16 of 2006 as amended)*. Pretoria: Government Printers.

Republic of South Africa. 2012. *Further Education and Training Amendment Act. (Act, 3 of 2012 as amended)*. Pretoria: Government Printers.

Republic of South Africa. 2013. *White Paper for Post-School Education and Training*. Pretoria: Government Printer.

Roberts-Gray, C., Gingiss, P.M., and Boerm, M. 2007. Evaluating school capacity to implement new programs. *Evaluation and Program Planning*, 30(3):247-257.

Rochera, M.J. and Llanos, M.N. 2007. Fostering self-regulated learning in an assessment situation. *Education and Psychology*, 5(3):805-824.

Rodriguez, J. and Walters, K. 2017. The Importance of Training and Development in Employee Performance and Evaluation. *Worldwide Journal of Multidisciplinary Research and Development*, 3(10):206-212.

Roopa, S. and Rani, M.S. 2012. Questionnaire Design for a survey. *The journal of Indian Orthodontic Society*, 46(4):273-277.

Roshaidai, M.A. 2018. Ethical Considerations in Qualitative Study. *International Journal of Care Scholars*, 1(2):30-33.

Roulston, K. and Choi, M. 2018. Qualitative Interviews. In Flick, U. (Ed.). *The SAGE Handbook of Qualitative Data Collection*. London: Sage Publications.

Roux, N.L. 2005. *Unrest at the Local Sphere of Government in South Africa: Unrealistic Expectations or the Inability to Implement Policies?* Pretoria: University of Pretoria, South Africa.

Sada, A.M., Mohd, Z.A., Adnan, A. and Yusri, K. 2016. Prospects of Problem-Based Learning in Building Critical Thinking Skills among Technical College Students in Nigeria. *Mediterranean Journal of Social Sciences*, 7(3):356-365.

- Saetren, H. 2005. Facts and Myths about Research on Public Policy Implementation: Out-of-Fashion, Allegedly Dead, But Still Very Much Alive and Relevant. *The Policy Studies Journal*, 33(4):559-582.
- Salkind, N.J. (Ed). 2010. *Encyclopedia of Research Design*. 3<sup>rd</sup> ed. London: Sage Publications.
- Sari, N.M., Idris, M.S. and Ariffin, L.M. 2019. The Potential and Dual TVET System Players in Co-curricular Activities – an approach from Malaysia. *Journal for Technical and Vocational Education and Training in Asia*, 13:1-14.
- Schiro, M.S. 2013. *Curriculum theory: Conflicting Visions and Enduring Concerns*. London: Sage Publications.
- Schmid, Y. and Dowling, M. 2020. New work: New motivation? A comprehensive literature review on the impact of workplace technologies. *Management Review Quarterly*, 72(2022):59-86.
- Schuetze, H.G. and Sweet, R. 2003. *Integrating School and Workplace Learning in Canada: Principles and practices of Alternation Education and Training*. London: McGill-Queen's University Press.
- Shepard, L.A. 2000. The role of assessment in a learning culture. *Educational Research*, 29(7):4-14.
- Smith, T.B. 1973. The policy implementation process. *Policy Sciences*, 4(2):197-209.
- Soni, V.D. 2020. Importance and Strategic Planning of Team Management. *International Journal of Innovative Research in Technology*, 7(2):47-50.
- Spring. J. 2000. *The Universal Right to Education: Justification, Definition, and Guidelines*. London: LEA Publishers.

Stephens, G.E. 2015. Uncertified and teaching: industry professionals in career and technical education classrooms. *International journal for research in vocational education and training*, 2(2):119-135.

Stufflebeam, D.L. and Coryn, C.L.S. 2014. *Evaluation Theory, Models, and Applications*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.

Tahseen, F., Hukam, D.M. and Aisha, B. 2022. An Appraisal of Secondary School Certificate's Examination Papers of Pakistan Studies in the Perspective of Higher Order Thinking. *Research Journal of Social Sciences and Economics Review*, 2(4):47-54.

Taylor, S.J., Bogdan, R. and DeVault, M.L. 2016. *Introduction to Qualitative Research Methods: A Guidebook and Resource*. 4<sup>th</sup> ed. New Jersey: Wiley.

Teane, F.M. 2021. Teachers' Views on Knowledge Progression in the Development of the Curriculum and Assessment Policy Statement for Life Sciences. In Sosibo, Z. L. and Ivala, E. (Eds.). 2021. *Creating Effective Teaching and Learning Spaces: Shaping Futures and Envisioning Unity in Diversity and Transformation*. Wilmington, United States: Vernon Press.

Terblanche, T.E. 2017. *Technical and Vocational Education and Training (TVET) Colleges in South Africa: A framework for leading curriculum change*. (Unpublished Ph.D. thesis) Stellenbosch: Stellenbosch University, South Africa.

Tezera, D. 2019. Factors for the Successful Implementation of Policies. *Merit Research Journals*, 7(8):92-95.

Thelen, K. 2004. *How Institutions Evolve. The Political Economy of Skills in Germany, Britain, the United States, and Japan*. Cambridge: Cambridge University Press.

Thiel, G. 2012. The Importance of Assessment for the World-Wide Comparability of TVET. *UPI International Conference on TVET* 2(1):56-62.

Tillema, H.H. and Smith, K. 2000. Learning from portfolios: Differential use of feedback in portfolio construction. *Studies in Educational Evaluation* 26(1):193-210.



Uleanya, C. and Gamede, B.T. 2017. Comparative Learning Challenges among Undergraduate University Students in Nigeria and South Africa. *International Journal of Comparative Education and Development* 20(2): 90-100.

Uleanya, C. and Gamede, B.T. 2019. Factors Impacting Entrepreneurship Education in TVET Colleges: A Case of South Africa. *Journal of Entrepreneurship Education* 22(3):1-12.

United Nations Educational, Scientific and Cultural Organisation and UNEVOC International Centre for Technical and Vocational Education and Training. 2012. *World TVET Database: Germany*. Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

United Nations Educational, Scientific and Cultural Organisation and UNEVOC International Centre for Technical and Vocational Education and Training. 2013. *World TVET Database: Canada*. Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

United Nations Educational, Scientific and Cultural Organisation and UNEVOC International Centre for Technical and Vocational Education and Training. 2019. *TVET Country Profile: Nigeria*. Nigeria: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

Uwaifo, V.W. 2010. Technical Education and its challenges in Nigeria in the 21<sup>st</sup> Century. *International NGO Journal*, 5(2):40-44.

Valley, K.L. and Thompson, T.A. 1998. Sticky Ties and Bad Attitudes: Relational and Individual Bases of Resistance to Change in Organizational Structure. In Kramer, R.M. and Neale, M.A. (Eds). *Power and Influence in Organizations*. London: Sage Publications.

Van der Bijl, A. and Taylor, V. 2016. Nature and dynamics of industry-based workplace learning for South African TVET lecturers. *Industry & Higher Education* 30(2):98-108.

Vischer, J.C. 2007. The concept of Workplace Performance and its Value Managers. *California*, 49(2):62-79.

- Wahyudi, W. 2018. The Influence of Job Satisfaction and Work Experience on Lecturer Performance of Pamulang University. *Scientific Journal Reflection: Economic, Accounting, Management and Business* 1(2):221-230.
- Wallace, H., Pollack, M.A., Roederer-Rynning, C. and Young, A.R. (Eds). 2020. *Policy-Making in the European Union*. 8<sup>th</sup> ed. United Kingdom: Oxford University Press.
- Weiermair, K. 1984. *Apprenticeship training in Canada: A theoretical and empirical analysis*. Ottawa: Economic Council of Canada.
- Weigel, T., Mulder, M. and Collins, K. 2007. The concept of competence in the development of vocational education and training in selected EU member states. *Journal of Vocational Education and Training*, 59(1):53-66.
- Willig, C. 2014. Interpretation and Analysis. In Flick, U. (Ed.). *The SAGE Handbook of Qualitative Data Analysis*. London: Sage Publications.
- Willmott, P.K. 1979. Composing, Marking and Moderating Examination Questions. *Scientific Horticulture*, 30(1979):20-30.
- Wilson, D.N. 1993. Reforming Technical and Technological Education. *The Vocational Aspect of Education* 45(3):265-284.
- Wilson, E. and Fox, A. 2013. Data Collection. In Wilson, E. (Ed.). *Schools-based Research: A guide for education students*. 2<sup>nd</sup> ed. London: Sage Publications.
- Winch, C. 2000. *Education, work and social capital*. London: Routledge.
- Wiseman, A.W. 2012. A framework for understanding international perspectives on education. In Popov, N. (Ed.). *International Perspectives on Education*. Bulgaria: Bulgarian Comparative Education Society (BCES).
- Yeomans, M., Shah, A., Mullainathan, S., and Kleinberg, J. 2019. Making sense of recommendations. *Behavioural Decision Making* 32(4):403-414.

- Yin, R.K. 2003. Case Study Research: *Design and Methods*, 3<sup>rd</sup> Edition. New Delhi: Sage Publications.
- Young, M. 2014. Curriculum Theory: What it is and Why it is important. *Cadernos de Peasquisa* 44(151):191-201.
- Young T.J. 2016. Questionnaires and Surveys. In Zhu H, (Ed.). *Research Methods in Intercultural Communication: A Practical Guide*. Oxford: Wiley.
- Yusof, I.J. and Rahim, F.E.A. 2022. Preliminary Study of Teachers Formative Assessment Perceptions in Special Education in Malaysia. *International Journal of Advanced Research in Education and Society*, 4(4):140-146.
- Zhang, Y., and Chen, X. 2020. Explainable Recommendation: A Survey and New Perspectives. *Foundations and Trends in Information Retrieval*, 14(1):1-101.
- Zulu, W.V. and Mutereko S. 2020. Exploring the Causes of Student Attrition in South African TVET Colleges: A Case of One KwaZulu-Natal Technical and Vocational Education and Training College. *Interchange*, 51, 385-407.

## APPENDICES

### APPENDIX A: Questionnaire for Senior Lecturers

#### SECTION A

#### BIOGRAPHICAL INFORMATION

Please answer each item, or make an **X** where necessary, and select the options that apply to you.

• JOB TITLE:

1. PROGRAM:

☐

NC(V) business studies

☐

NC(V) engineering studies

Please mark an appropriate block with an (**X**).

|   |                              |         |        |               |                 |       |                  |   |   |
|---|------------------------------|---------|--------|---------------|-----------------|-------|------------------|---|---|
| 2 | <b>AGE GROUP</b>             | 21-30   | 31-40  | 41-50         | 51-60           | 61-70 | <b>3. GENDER</b> | M | F |
| 4 | <b>HIGHEST QUALIFICATION</b> | Diploma | Degree | Honors Degree | Master's Degree | PhD   | Other, specify   |   |   |
| 5 | <b>WORK EXPERIENCE</b>       | Under 2 | 3-5    | 6-10          | 11-15           | 16-20 | Over 21          |   |   |

#### PROFESSIONAL DEVELOPMENT

6. Have you received any training in implementing the assessment policy?

☐

YES

☐

NO

7. Have you attended any workshops on assessment for TVET colleges?

☐ YES

☐ NO

8. Have you been trained as an assessor?

☐ YES

☐ NO

## SECTION B: ASSESSMENT, ASSESSMENT POLICY AND IMPLEMENTATION

Please answer the following CLOSED statements by rating the on a scale 1-4.

|          |                                                                                                                                                           | Strongly disagree | Disagree | Agree | Strongly agree |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|-------|----------------|
| <b>A</b> | <b>The management and administration of the assessment for the National Certificate (Vocational) programme at TVET College.</b>                           |                   |          |       |                |
| 1.       | For National Certificate (Vocational) (NC(V)) student to receive the complete result, the mark of two components for fundamental subjects are compulsory. | 1                 | 2        | 3     | 4              |
| 2.       | For NC(V) student to receive the complete result, the mark of three components for vocational subjects are compulsory.                                    | 1                 | 2        | 3     | 4              |
| 3.       | The forms of assessment used in the Internal Continuous Assessment (ICASS) component are always appropriate to my subject.                                | 1                 | 2        | 3     | 4              |
| 4.       | I possess the necessary skills to manage and administer the assessment components.                                                                        | 1                 | 2        | 3     | 4              |
| 5.       | The tasks in the ICASS component cover the curriculum topics in a subject progressively and collectively.                                                 | 1                 | 2        | 3     | 4              |
| 6.       | I always construct my practical assessments in such a way that they are not a duplicate of the Integrated Summative Assessment Task (ISAT).               | 1                 | 2        | 3     | 4              |
| 7.       | A lecturer who is a subject expert moderate and approve my task before I administer it to the students.                                                   | 1                 | 2        | 3     | 4              |

8. The post-assessment moderation is always conducted on marked evidence after the administration assessment tasks.
9. I have a Lecturer Portfolio of Assessment and all the necessary documents.
10. My students have Students Portfolio of Evidence, and all the necessary documents.
11. Students are able to demonstrate their ability to perform to acceptable standards across all assessment components.
12. If one of the ICASS components is overlooked during the process, the student's outcome will be marked as "incomplete" result.
13. In a college, lecturers are responsible for monitoring the quality of assessment components.
14. The head of department assists lecturers in becoming trained to plan, implement and evaluate assessments.
15. I always follow the weighting system assigned to fundamental and vocational subjects.
16. ICASS and ISAT marks must be assigned in accordance with the various Subject Assessment Guidelines.
17. I check, evaluate, and authenticate my students' work before presenting it as evidence in their portfolio.
18. The ICASS mark of 25% assigned to the Portfolio of Evidence for fundamental subject is reasonable and appropriate given the amount of work covered on ICASS.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

19. Given the amount of work covered on the examination, the final examination mark of 75% assigned to the task is reasonable and appropriate.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

20. NC(V) Level 2 and 3 students do not require an external common examination; instead, their examination paper must be internal.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

| <b>B The significance of Assessment policy at TVET College.</b> |                                                                                                                                                                                                                                       |   |   |   |   |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 21.                                                             | Assessment policy establishes a framework for the management, administration, and implementation of all assessments.                                                                                                                  | 1 | 2 | 3 | 4 |
| 22.                                                             | Assessment policies have well-defined sections and annexures that are easily implemented.                                                                                                                                             | 1 | 2 | 3 | 4 |
| 23.                                                             | My head of department appears to be using the assessment policy as a punitive tool to reprimand me at all times.                                                                                                                      | 1 | 2 | 3 | 4 |
| 24.                                                             | Assessment policy for NC(V) articulate seamlessly into our programme.                                                                                                                                                                 | 1 | 2 | 3 | 4 |
| 25.                                                             | I read the ICASS guidelines in conjunction with my subject guideline and assessment guideline and the National Policy on the conduct, administration and Management of the Assessment of the National Certificate (Vocational), 2007. | 1 | 2 | 3 | 4 |
| 26.                                                             | Our students' development includes assessment.                                                                                                                                                                                        | 1 | 2 | 3 | 4 |



27. Our assessment components incorporate a mix of practical and theory.
28. I am aware of the assessment policy's influence on student achievement.
29. I am aware that failing to maintain a portfolio is a form of misconduct.
30. The assessment policy is open to my discretion and is subject to variation.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

| C   | Attitudes of lecturers toward the implementation of assessment policy.                                                                                                           |   |   |   |   |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 31. | I understand my roles and responsibilities in the conduct, administration, and management of assessment, and it is my responsibility to assess students according to the policy. | 1 | 2 | 3 | 4 |
| 32. | Due to a lack of training, I am finding it difficult to implement the assessment policy.                                                                                         | 1 | 2 | 3 | 4 |
| 33. | Policies, including assessment policy are only for the management of the college to implement.                                                                                   | 1 | 2 | 3 | 4 |
| 34. | To be able to implement the assessment policy, I need more support and guidance from my department head.                                                                         | 1 | 2 | 3 | 4 |
| 35. | Due to a large amount of administration and a heavy workload, I am unable to implement the assessment policy.                                                                    | 1 | 2 | 3 | 4 |

36. I understand the difference between Internal Continuous Assessment (ICASS), Integrated Summative Assessment Tasks (ISAT) and Examination in National Certificate (Vocational) NC(V) qualification.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

37. The annual revision of assessment guidelines is inconvenient and unnecessary.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

38. To account for assessment policy implementation, the college must submit an annual report to DHET.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

39. My immediate supervisor oversees and verifies my work to ensure that all assessment components are carried out in accordance with policy.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

40. The college has developed a policy for internal assessment to cover all aspects in the complete assessment process, i.e., student appeals, irregularities, etc.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

41. The capacity and strategy for putting the assessment policy into action are in place.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

42. I am involved in developing the assessment policy for TVET colleges.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

43. My immediate supervisor provides me with the necessary skills in order to implement the assessment policy in a systematic manner.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

44. Lecturers act as change agents for assessment policy implementation.
45. The head of department coordinates the efforts of all groups and individuals working on assessment policy problems if any exist.
46. The learner's success is determined by the lecturer's capacity, skill, and ability.
47. There is a disconnect between management and lecturers in terms of assessment development and policy implementation.
48. My supervisor enforces proper discipline and is strict in adhering to the assessment policy.
49. Integrated Summative Assessment Task (ISAT) is significant and serves its purpose in terms of progression.
50. The above statements would elicit the same response from all lecturers.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

**Thank you for taking the survey.**

## **APPENDIX B: Interview questions for the Heads of Departments**

1. How long have you been involved in the assessment process, particularly as a Head of Department?
2. What are your roles and responsibilities in the assessment process?
3. Why, in your opinion, is it critical that the assessment policy be implemented at all times?
4. What do you consider to be a difficult factor impeding the implementation of assessment policy?
5. How do your senior lecturers, and lecturers perceive the implementation of the assessment policy?
6. How do you ensure that all parties involved follow and implement the assessment policy?
7. What is your general opinion on the implementation of the assessment policy in your college?
8. As an experienced person in the system, what is your view concerning the noncompliance with the implementation of the assessment policy?
9. Does your faculty have a monitoring tool in place to detect noncompliance with the implementation of the assessment policy?
10. How do you normally handle situations in which lecturers do not adhere to the assessment policy?
11. How do you ensure that senior lecturers and lecturers are kept up to date on developments in their professional area, particularly the assessment guidelines, which are updated on a regular basis?
12. How frequently do you conduct training/workshops to acquaint senior lecturers, and lecturers with their roles and responsibilities in the conduct, administration, and management of the NC(V) assessments?

## APPENDIX C: Request to conduct research

Central University of Technology, Free State

Private Bag X20539

BLOEMFONTEIN

9300

25 August 2022

Dear Sir/Madam,

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

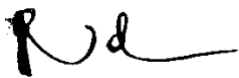
I am Mr NDLELENI PASEKA ERNEST, a Master of Education student (221013888) at Central University of Technology.

I am kindly requesting permission to conduct a research study at your college in October/November 2022, or at any time that will be convenient for the participants as per our agreement. The request is made to conduct a research survey through interviews with heads of departments (HODs) and questionnaire completion by senior lecturers.

The title of the study is: **Investigating the Implementation of assessment policy at Technical Vocational Education and Training (TVET) Colleges in the Free State.**

The survey results will be analysed, interpreted, and discussed for the purposes of this study, and strict confidentiality measures will be followed. All responses will be combined in such a way that anonymity is maintained. The names of participants and institutions will not be mentioned in the study's final report.

For any questions or concerns, please contact Mr Ndleleni at 078 4737 109 or [ndlelenipaseka@gmail.com](mailto:ndlelenipaseka@gmail.com)



Yours faithfully,

NDLELENI PASEKA ERNEST

25 August 2022

## APPENDIX D: Approvals to conduct research



### higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



Enquiries: Dr RS Radile  
Email: [dobsradile@goldfieldstvet.edu.za](mailto:dobsradile@goldfieldstvet.edu.za)  
Contact: 057 910 6000

By email: [ndlelenip@webmail.co.za](mailto:ndlelenip@webmail.co.za)

07 October 2022

**Ms PE Ndleleni**  
Central University of Technology  
Private Bag X20539  
BLOEMFONTEIN  
9323

Dear Mr Ndleleni

#### RE: PERMISSION TO CONDUCT RESEARCH AT GOLDFIELDS TVET COLLEGE

Kindly be advised that permission has been granted for you to conduct research at Goldfields TVET College under the topic "INVESTIGATING THE IMPLEMENTATION OF ASSESSMENT POLICY AT TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES IN THE FREE STATE".

The condition of this permission is subject to your compliance with the ethical considerations as stipulated in your application (Section 6) as well non-interference with teaching and learning activities at the college.

Goldfields TVET College wishes you success in your studies and would eagerly await to be informed of the outcome of your research.

Yours faithfully

  
**MR FS MAHLANGU**  
PRINCIPAL: GOLDFIELDS TVET COLLEGE

PRIVATE BAG X 95  
WELKOM  
9460  
[admin@goldfieldstvet.edu.za](mailto:admin@goldfieldstvet.edu.za)  
[www.goldfieldstvet.edu.za](http://www.goldfieldstvet.edu.za)  
  
CENTRAL OFFICE  
36 BUREN STREET  
FLAMINGO PARK  
WELKOM  
9459  
  
TEL: 057 910 6000  
FAX: 057 392 1082  
  
TOSA CAMPUS  
14107 NDAKI ROAD  
THABONG  
WELKOM  
9463  
  
TEL: 057 910 6700  
FAX: 057 395 1304  
  
WELKOM CAMPUS  
CNR PETRUS BOSCH &  
TORONTO ROAD  
JAN CILLIERS PARK  
WELKOM  
9459  
  
TEL: 057 910 1600  
FAX: 057 353 2298



Central Office  
Mampoi Road  
Private Bag X870  
Witsieshoek  
9870  
Tel: 058 713 6100  
Fax: 058 713 6975  
officeman.cent@malutitvet.co.za



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

MLT-ADM-Letterhead-2014-R01

2017-09-15

Page 1 of 1

KLM/alm

19/09/2022

Dear Paseka Ndleleni

**RE: REQUEST TO CONDUCT RESEARCH**

I acknowledge receipt of your request for permission to conduct research at Maluti TVET College on the topic: 'Investigating the implementation of assessment policy at Technical Vocational and Training (TVET) Colleges in the Free State'.

It is my pleasure to inform you that approval to your request to conduct the above research has been granted. As part of your research, it is noted you will conduct individual interviews with college leadership members.

You are requested to attach the following documents when communicating with the participants:

- Copy of this letter.
- Ethical clearance certificate from the Central University of Technology.

You are furthermore requested to protect the participants as well as the institution and will secure that no harm or damage will be caused to the institution in the research process.

The college wishes you all the best in your research efforts.

Yours sincerely



E Els

Acting Deputy Principal: Academic



## higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



MOTHEO TVET COLLEGE

CENTRAL OFFICE

Ref: P Ndleleni

### Investigating the implementation of assessment policy at Technical Vocational Education and Training (TVET) colleges in the Free State.

The College has evaluated your request and has decided to grant you permission to undertake the above research.

As part of your research it is noted that you will request participation of ACM Academic Affairs and HOD's through data collection using mixed method approach. You are advised to obtain further permission from the participants before commencing with your study.

The topic of your research is of great interest to the College and will therefore be appreciated if you could share the findings of your research with the College upon completion.

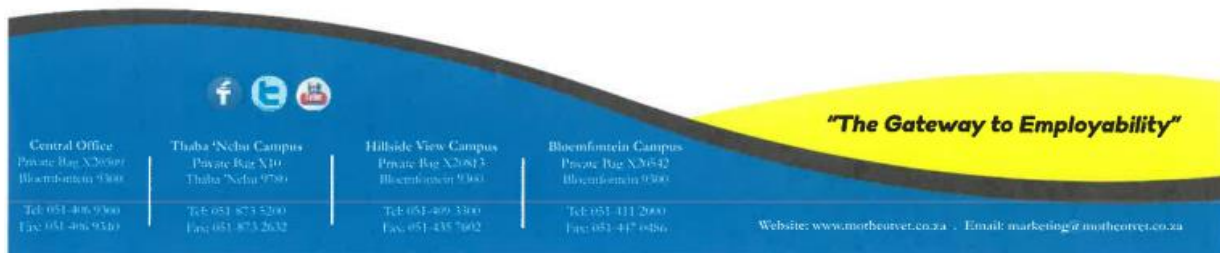
Yours faithfully



Prof MDM Phutsisi

Principal| Motheo TVET College

Date: 11/10/2022



**"The Gateway to Employability"**

| Central Office                          | Thaba 'Nchu Campus                     | Hillside View Campus                    | Bloemfontein Campus                     |
|-----------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|
| Private Bag X20509<br>Bloemfontein 9300 | Private Bag X10<br>Thaba 'Nchu 9780    | Private Bag X20813<br>Bloemfontein 9300 | Private Bag X20542<br>Bloemfontein 9300 |
| Tel: 051-406 9300<br>Fax: 051-406 9310  | Tel: 051-873 5200<br>Fax: 051-873 2632 | Tel: 051-409 3300<br>Fax: 051-435 7002  | Tel: 051-411 2000<br>Fax: 051-417 0486  |

Website: [www.mothoetvet.co.za](http://www.mothoetvet.co.za) | Email: [marketing@mothoetvet.co.za](mailto:marketing@mothoetvet.co.za)



## APPENDIX E: Ethics certificate



### RESEARCH ETHICS APPROVAL

**Date: 23 August 2022**

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee [01/06/16] in view of the CUT Research Ethics and Integrity Framework, 2016.

**Ethical clearance number:**

[HREIC 06/21/07 ST.M.Ed]

|                                              |                                                                                                                                         |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Applicant's Name and student number          | PE Ndleleni<br>221013888                                                                                                                |
| Supervisor's Name for Student Project        | Dr. P Mollo<br>Mr KG Mokhothu                                                                                                           |
| Level of Qualification for Student's Project | M.Ed                                                                                                                                    |
| Title of research project                    | Investigating the implementation of assessment policy at Technical Vocational Education and Training (TVET) colleges in the Free State. |
| FRIC approval number                         | FRIC 09/21/07                                                                                                                           |

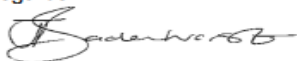
All conditions as set out below have to be met as set out in your LS 262 a form.

As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the assurance that the information collected will be kept confidential;
- informing the participants from the outset that their participation will be voluntary, and that they may withdraw from the research should they wish to;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project.

Regards



Prof JW Badenhorst  
(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)

## APPENDIX F: Editor's confirmation letter

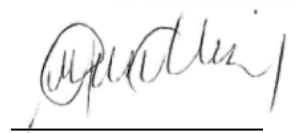


**Marieta Grundling (MBA)**

366 Rosemary Street  
Grootfontein Country Estates  
Pretoria, 0081  
081 354 1596  
edit@profeditmba.co.za  
22 September 2023

To Whom It May Concern

This serves to confirm that the dissertation: **Investigating the Implementation of Assessment Policy at Technical Vocational Education and Training (TVET) Colleges in the Free State** by *Paseka Ernest Ndleleni* was edited. The language, presentation, referencing system (both in-text and against the Reference List), were checked and corrected.



M Grundling  
22 September 2023