



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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**TO: PRINCIPALS OF PUBLIC TVET AND PRIVATE COLLEGES
DEPUTY PRINCIPALS: ACADEMIC
CURRICULUM MANAGERS
CAMPUS MANAGERS
REGIONAL OFFICIALS
EXAMINATION OFFICERS**

MEMORANDUM TE05 OF 2026

SIGNED PROTOCOL ON ISAT/ PAT PLANNING, CONDUCT, MONITORING, MODERATION, DEVELOPMENT AND REVIEW AND RELATED ASSESSMENT MATTERS

Kindly find the approved Protocol on the Integrated Summative Assessment Task (ISAT) and Practical Assessment Planning (PAT) Planning, Conduct, Monitoring, Moderation, Development and Review for your attention and adherence.

Deputy Principals: Academic and/ or Curriculum Managers are directed to undertake the following activities following the publication of this document:

Item No.	Activity	Due dates
01.	Conduct information-sharing sessions to advocate on the Protocol document and implementation implications	27 February 2026
02	Submit college PAT/ ISAT Implementation Plans	13 February 2026

DR MD. RAMOROKA
ACTING CHIEF DIRECTOR: NATIONAL EXAMINATIONS & ASSESSMENT
DATE: 02/02/2026

PROTOCOL ON THE
INTEGRATED
SUMMATIVE
ASSESSMENT TASK
(ISAT) AND
PRACTICAL
ASSESSMENT TASK
(PAT) PLANNING,
CONDUCT,
MONITORING,
MODERATION,
DEVELOPMENT AND
REVIEW

ISAT/PAT PROTOCOL



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REPUBLIC OF SOUTH AFRICA

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FOREWORD

Practical Assessment Tasks (PATs) were developed to reflect the type of practical tasks students would be expected to perform in the workplace and prove to industry the level of applied competence achieved by the National Certificate: Vocational (NC [V]) student. The aim is that these tasks will cumulatively assess the student and collectively cover the outcomes in terms of applied competence required by the curriculum.

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

Both the PAT and ISAT form part of the compulsory resulting processes and must therefore be subjected to quality assurance mechanisms by both the Department of Higher Education and Training (DHET) as the assessment body and Umalusi as the quality assurance council for NC(V) programmes.

In accordance with *Section 5 sub-section (5) of the national Policy Pertaining to the Conduct, Administration and Management of the examinations of colleges Established, Declared or Registered in terms of the Continuing Education and Training Act No. 16 of 2006, published in Government Gazette No. 45649 of December 2021*, "the Department or accredited private assessment body may issue directives aimed at providing assistance to lecturers in ensuring greater authenticity to SBA / ICASS / PAT / oral assessment tasks".

This document therefore aims to provide guidelines aimed at enhancing the conduct of PAT/ISAT to promote reliability and validity of marks generated through the administration of these tasks.

It has been widely consulted upon both internally and externally and while providing space for continual review, it is regarded as an important building block to ensure that all examination centres offering NC(V) programmes conduct PAT and ISAT in accordance with specified requirements and standards.

This document is approved by the Acting Chief Director, Dr M. Ramoroka, as the National Chief Examinations Officer for immediate implementation. It is therefore compulsory and no deviations are allowed from its provisions without express permission from the Office of the Chief Director.

Stakeholders are invited to make suggestions and/or recommendations on the contents of this document which will be taken into consideration for subsequent annual reviews.



Dr M Ramoroka

Acting Chief Director: National Examinations and Assessment

February 2026

1. GENERAL INFORMATION

- 1.1 National Certificate: Vocational (NC [V]) assessment includes an internal continuous assessment and an external examination component. Each of the internal continuous assessment and examination components are allocated a weighting in terms of the fundamental and vocational subjects.
- 1.2 NC(V) Internal Assessment Tasks comprise the following:
 - Written assessment tasks for all subjects conducted according to the requirements as specified in the subject assessment guidelines
 - Practical assessment tasks conducted according to the requirements as specified in the subject assessment guidelines
- 1.3 NC(V) external examinations comprise the following:
 - Written examinations for all subjects conducted according to the requirements as specified in the subject assessment guidelines
 - An Integrated Summative Assessment Task (ISAT) conducted according to the requirements specified in the subject assessment guidelines for vocational subjects
- 1.4 An Integrated Summative Assessment tests the student's cumulative skills and knowledge achieved throughout the year. The task requires integrated application of competencies and the student's performance is evaluated through direct and systematic observation.
- 1.5 Practical assessment tasks were developed to reflect the type of practical tasks students would be expected to perform in the workplace and prove to industry the level of applied competence achieved by the NC(V) student. The aim is that these tasks will cumulatively assess the student and collectively cover the outcomes in terms of applied competence required by the curriculum.
- 1.6 The written examination mark and the Integrated Summative Assessment Task mark will have a weighting of 50% of a final promotion mark.
- 1.7 The written examination mark will have a weighting of 70% (35%) and the Integrated Summative Assessment Task a weighting of 30% (15%) with reference to the combined 50% mark.
- 1.8 The ICASS will have a weighting of 50% of a final promotion mark.
- 1.9 Each of the practical assessment tasks for vocational subjects have a weighting of 25% ($2 \times 25\% = 50\%$) of the final ICASS marks and the written assessments for vocational subjects have a weighting of 50% of the final ICASS marks.
- 1.10 The written ICASS mark will have a weighting of 50% (25%) and the PATs ICASS mark a weighting of 50% (25%), with reference to the combined 50% of ICASS marks towards the final promotional mark.

- 1.11 The written examination at the end of the year, the PAT and ISAT must be subjected to a moderation process put in place by the Department of Higher Education and Training (DHET) and Umalusi.
- 1.12 The setting of the PAT and ISAT must be done in accordance with the various subject assessment guidelines of the NC(V) Levels 2, 3 and 4.
- 1.13 PAT and ISAT marks are compulsory components of the final promotion mark for all full-time and part-time students registered for the NC(V) programmes. Consequently, no full-time, part-time or private student presenting a subject listed in national policy at any level for the NC(V) is excluded from the requirements of the PAT and ISAT.
- 1.13 The composition of the PAT and ISAT marks and the method of assessment must be clearly outlined to learning centres through guidelines given by the DHET. It is the responsibility of the examination centres to ensure that all lecturers comply with the assessment requirements.
- 1.14 The PAT and ISAT marks must be subjected to a moderation and standardisation process put in place by the DHET and Umalusi.
- 1.15 The absence of a PAT and ISAT mark in an applicable subject will result in the student registered for that subject receiving an “incomplete” result.
- 1.16 The ISAT mark will be valid for a period of three years to enable a student to complete a qualification, while the PAT mark is valid for one academic year which includes sitting for the NC(V) supplementary examination.

2. RATIONALE AND BACKGROUND INFORMATION

As mandated by legislative requirements, Umalusi has conducted monitoring and moderation of the conduct of PAT and ISAT.

Through this process, it has been found and reported that several examination centres did not comply with PAT and ISAT requirements.

Based on previous Umalusi monitoring and moderation, some of the following non-compliances have been observed:

- 2.1 Outdated ISATs/ PATs were used in several subjects.
- 2.2. Assessors displayed lack of understanding of the expectations of the ISATs/ PATs in some subjects.
- 2.3. There were difficulties with the procurement of resources in certain sampled subjects (lack of necessary apparatuses, components, consumables, equipment, or tools to conduct the ISAT, delays in procurement).
- 2.4. In some instances, consumables and/or apparatuses were substituted to conduct ISAT

- 2.5. Exposure of candidates to environments that did not comply with health and safety regulations, posing potential risks to individuals and property.
- 2.6. Lecturers allowing extra time beyond what was prescribed in the ISAT guide, thus not adhering to the allocated time for each task/sub-task.
- 2.7. Lecturers conducting ISAT tasks as group work, when the instructions clearly indicate that the activities must be conducted individually, thus affecting the allocation of marks.
- 2.8. Inconsistent marking/scoring occurred where modifications were made to the ISAT, leading to deviations from the task specifications.
- 2.9. No evidence of the conduct of internal moderation in some cases.

Based on the afore said, it has become necessary to develop a PAT/ ISAT protocol document to outline measures to deal pro-actively with potential challenges with regards to the implementation of the PAT/ ISAT.

3. PURPOSE, SCOPE AND METHODOLOGY

3.1 Purpose

The purpose of the protocol document is to develop measures and strategies to address the afore-mentioned non-compliances and pre-emptively anticipate and handle potential challenges that may happen during the conduct of PATs/ ISATs. This document therefore aims to offer guidance in relation to the conduct of PAT/ ISAT.

3.2 Scope

This document will cover the following topics

- 3.2.1 PAT/ ISAT Planning and Conduct
- 3.2.2 PAT/ ISAT Monitoring and Moderation
- 3.2.3 PAT/ ISAT Development and Review
- 3.2.4 Virtual Monitoring and Moderation

3.3. Methodology

This document has been initiated and developed by the Chief Directorate: National Examinations and Assessment because of the necessity to respond to some of the Umalusi directives for improvement.

As part of the development process, the following internal and external parties will be invited to make inputs before the document can be finalised for circulation and implementation:

- 3.3.1 CD: NEA Officials
- 3.3.2 CD: Curriculum Support
- 3.3.3 College Deputy Principals: Academic

3.3.4 Umalusi

This document, once consulted and agreed upon, will be subjected to an annual process of review to enable it to respond to current issues around the implementation of PAT/ ISAT.

While it may initially be distributed as a separate document, the possibility exists that it can be made part of the TVET Curriculum Instructions that are reviewed and published annually.

4. PROTOCOL TOPICS

4.1 PAT/ ISAT Planning and Conduct

- 4.1.1 Examination centres offering NC(V) programmes must develop an PAT/ISAT Implementation Plan at the start of each academic year (refer to **Annexure A1**).
- 4.1.2 This implementation plan must contain a list of NC(V) subjects registered for that particular year, signed off by the Campus Manager / Academic Manager to confirm all valid PATs/ ISATs are available at the centre.
- 4.1.3 The PAT/ISAT Implementation Plan must also have a timetable / roll-out schedule which must reflect actual dates of implementation, how the assessment will be carried out, and what the students will be expected to do or achieve.
- 4.1.4 A centre implementation plan must be developed together with a procurement plan for consumables/resources/materials to be used for the PAT/ISAT conduct and be kept at the centre for monitoring and moderation purposes.
- 4.1.5 Once developed, each examination centre must submit its implementation plan to the Deputy Principal: Academic (DP: A), who will consolidate centre PAT/ISAT Implementation Plans into a College PAT/ISAT Implementation Plan (**Annexure A2**) and submit this college plan to the CD: NEA before the end of the first quarter i.e. **28/29 February** of every year.
- 4.1.6 Examination centres are required to submit their State of Readiness (SoR) for the ISAT to be conducted by the end of March, prior to its implementation (refer to **Annexure A3**).
- 4.1.7 Colleges are urged to ensure that there is adherence to the submitted PAT/ISAT implementation plans. The DP: A must promptly communicate any foreseeable changes to the plans to the CD: NEA, who in turn will inform Umalusi of such.
- 4.1.8 All colleges should ensure that the ISAT tasks are completed and marked by **30 September** every year to enable external moderation before the commencement of the November examinations.

4.2 PAT/ISAT Monitoring, Moderation and evidence of conduct

4.2.1 PAT/ISAT internal and external monitoring and moderation must be conducted at various levels to ensure that PATs/ISATs are conducted in accordance with specified requirements and standards. Such monitoring and moderation may be off-site and/ or on-site.

Internal monitoring and moderation must be conducted across the following levels:

4.2.1.1 Within the examination centre conducted by the immediate supervisor of the lecturer/ assessor. Assessment evidence must be filed in the relevant Portfolio of Assessment of the said lecturer (refer to **Annexure B**).

4.2.1.2. Within the college (inter-campus) by college officials with the requisite knowledge and skills regarding the subjects for which PATs/ISATs are conducted. Deputy Principal: Academic must compile a Consolidated College PAT/ISAT Moderation Report that must be submitted to CD: NEA towards the end of October of every year.

4.2.2 External monitoring and moderation will be conducted by the following parties:

4.2.2.1 DHET Regions, DHET National Head-Office inclusive of CD: NEA and CD: Curriculum Support officials. DHET National Office reserves the right to appoint external individuals with the requisite knowledge, skills and experience to monitor and moderate the conduct of PAT/ISAT. PAT/ISAT moderation must be included in the annual national moderation session that is conducted by CD: NEA during October/November of every year.

4.2.2.2 Umalusi serves as the quality assessor.

4.2.3 Evidence of the conduct of PAT/ISAT must be kept as follows:

4.2.3.1 Completed PAT/ISAT moderation report to be filed in lecturer's Portfolio of Assessment as well as the learners' Portfolios of Evidence.

4.2.3.2 For all L2-L3 subjects, photos clearly marked to depict evidence of what was done and achieved during the PAT/ISAT implementation.

4.2.3.3 For all L4 subjects, videos clearly marked to depict evidence of what was done and achieved during the PAT/ISAT implementation.

4.2.3.4 Evidence must be kept intact up until the resulting processes have been completed for that academic year.

4.3 PAT/ISAT Development and Review

4.3.1 PAT and ISAT Development and Review

Noting that PATs and ISATs have different development and review dates as evidenced by the fact that L2 ISATs were reviewed in 2020, L3 were reviewed in 2022 and L4 were reviewed in 2023, the following directives must be adhered to:

4.3.1.1 All PATs and ISATs must be developed at the same time to enhance better coordination of related processes.

4.3.1.2 New PATs and ISATs documents will be developed in 2026 for implementation in 2027 in NC(V) L2-L4.

4.3.1.3 The validity period for PAT/ ISAT development and review will be 3 years.

4.3.1.4 Notwithstanding the above, should any PAT/ISAT be deemed conceptually flawed or practically impossible to implement while the validity has not lapsed, such PAT/ISAT will be immediately reviewed, and the validity period will be aligned with the rest of the other PATs/ISATs.

4.3.1.5 Programme ISATs for L2 be done away with and the DHET will develop and implement Subject ISATs for L2 in 2026 for implementation in 2027.

4.3.1.6 Information on reviewed PATs and ISATs be made available to colleges and examination centres using multiple modes of communication e.g. internal memos send to colleges, specifically to DP: As and Campus Managers, DHET web-site Curriculum Documents with instructions on how they can be accessed, NOLS, etc.

4.3.1.7 DHET reserves the right to appoint qualified individuals, who may include examiners and internal moderators, to set PATs and ISATs. This process will be transparent, open and conform to all standards of good practice regarding recruitment and selection to ensure that qualified and experienced personnel are appointed for this purpose.

4.3.1.8 A list of officials who may be contacted regarding PAT/ISAT inquiries (availability of ISATs/PATs, etc) is included as **Annexure C**.

4.4 Virtual monitoring and moderation

4.4.1 Understanding virtual monitoring and moderation

4.4.1.1 Virtual moderation is an approach whereby the assessment centres submit the virtual (video) of PAT/ISAT evidence electronically via SharePoint for external moderation by Umalusi.

4.4.1.2 This involves reviewing and validating the digital evidence (videos) captured by the assessment centres using virtual tools and platforms to ensure fairness, reliability and validity of the PAT/ISAT assessments.

4.4.1.3 The assessment centres are required to capture the **full video evidence of the PAT/ISAT assessment activities**.

4.4.1.4 Umalusi examines the evidence and dispatches it to the relevant external moderators to verify the judgement provided by the assessor and internal moderator on the assessment.

4.4.1.5 The electronic portfolio of evidence is monitored to validate the implementation process.

4.4.2 Objectives of conducting virtual PAT/ISAT Moderation

4.4.2.1 Increase the number of PAT/ISAT moderation samples to ensure fair representation.

4.4.2.2 Improve the quality of the PAT/ISAT implementation at the colleges.

4.4.2.3 Minimize the cost of PAT/ISAT moderation.

4.4.2.4 Improve the PAT/ISAT assessment evidence presented for the practical subjects.

4.4.2.5 Advance the use of technology in the quality assurance of assessments.

4.4.3 Assessment Centre Expectations

- a. Record a separate full-length (complete) quality video of the whole PAT/ISAT tasks of five or 10% selected individual students or groups performing the PAT/ISAT.
- b. Umalusi will moderate the internally moderated students.
- c. The video should contain all PAT/ISAT activities conducted by the student/s from start to finish.
- d. Record a video showing the layout of the following:
 - i. Workshop outside and inside
 - ii. Toilets and water facilities with running water
 - iii. The storeroom and arrangement of the tools
 - iv. All equipment, tools, and materials required for PAT/ISAT
 - v. Record a short class group video of all students performing the tasks simultaneously
 - vi. The selected students should introduce themselves and state their ID numbers before commencement of the practical activities.
- e. The minimum video camera requirements are:
 - i. Type: 22.3 x 14.9mm CMOS
 - ii. Effective pixels: Approx. 18.0 megapixels
 - iii. Total pixels: Approx. 18.5 megapixels
 - iv. Aspect ratio: 3:2
 - v. Low pass filter: Built in/fixed
 - vi. Sensor cleaning: EOS integrated cleaning system
 - vii. Colour filter type: primary colour

- f. The video file type should be MP4 and should have a date and time displayed on the screen.
- g. The assessment centres should ensure compliance in terms of the POPIA ACT when capturing the students' video.
- h. Alternatively, the college with the capacity can invite Umalusi for online live moderation via Microsoft Teams.

4.4.4 Saving the PAT/ISAT videos

- 4.4.4.1 Individual videos of the students should be saved with the surname, initials and ID number.
- 4.4.4.2 The layout of the workshop outside and inside, storeroom, equipment, tools, and materials video should be saved as *Workshop layout*.
- 4.4.4.3 The videos of the task conducted in the group should be labelled with a group name. Additionally, the list of students in each group should be provided in a separate document.
- 4.4.4.4 The short group video showing all students conducting PAT/ISAT should be saved as a class group.

4.4.5 Documents required for verification

- 4.4.5.1 The PAT/ISAT management plan
- 4.4.5.2 Copies of the candidates' identity documents (in colour)
- 4.4.5.3 Student declaration forms
- 4.4.5.4 The marked PAT 1, PAT 2, and ISAT documents
- 4.4.5.5 Proof of PAT/ISAT equipment, tools, and materials procurement (invoice or delivery note)
- 4.4.5.6 Assessment attendance register
- 4.4.5.7 Electronic mark sheet with all candidates
- 4.4.5.8 The profile of the assessor and the moderator
- 4.4.5.9 Post-moderation checklist
- 4.4.5.10 Proof of students' PAT/ISAT induction and preparations (attendance register)
- 4.4.5.11 Evidence of Personal Protective Equipment (PPEs) procurement (e.g. actual PPE availability, invoice)
- 4.4.5.12 Fire extinguishers service certificate
- 4.4.5.13 Occupational Health and Safety (OHS) Certificate
- 4.4.5.14 Evidence of certified first aider and fire fighter
- 4.4.5.15 Evacuation plan in case of emergencies

NB: The student's electronic PoE should be signed by the assessor and the candidate and provided with the assessment centre stamp.

4.4.6 External Moderators' Expectations

a. The external moderator will receive the videos and the supporting documents via SharePoint:

- i. Individual/group video
- ii. Class group
- iii. Workshop, equipment, materials and tools video.

b. Select a minimum of three out of the five students' portfolios and videos submitted.

c. Open the ID and the video of the sampled student to verify the candidate.

d. View the student and workshop, equipment, materials and tools video vigorously.

e. Compare the marks provided on the student's documents with performance.

f. Mark the student document using a PDF.

g. Complete the report and submit it to Umalusi.

h. Umalusi will organise the online Microsoft Teams meeting between the assessment centre and the external moderator to provide feedback for professional development. For the tasks that are research and role-playing, students may be required to conduct online interviews or present their work.

i. Umalusi is ready to conduct live online moderation with the assessment centres which have the necessary capacity.

CAMPUS NAME: CENTRE NUMBER:

PART A: PAT AND ISAT IMPLEMENTATION PLAN

NB: Provide a list of NC(V) programmes offered by the examination centres

Programme	Task Description e.g. PAT 1	Subject Name and Level	Assessor	Moderator	Pre-moderation dates (where applicable)	Actual administration dates	Marking dates	Post- moderation dates	Dates for verification of marks

PART B: RESOURCE PLANNING AND PROCUREMENT

RESOURCES NEEDED PER PROGRAMME		PROCUREMENT DATE	Expected Delivery Date	Procurement Official Responsible
Equipment needed	Materials needed			

PART C: CONFIRMATION BY CAMPUS MANAGER

It is hereby confirmed that:

- All relevant/valid PATs/ISATs for the subjects registered for this academic year are available
- The availability of equipment and materials for the PATs/ISATs has been verified

SIGNATURE OF CAMPUS MANAGER

DATE

Annexure A2
COLLEGE LETTERHEAD.....

COLLEGE NAME:

PART A: COLLEGE PAT AND ISAT IMPLEMENTATION PLAN

CAMPUS A									
Programme	Task Description e.g. PAT 1	Subject Name and Level	Assessor	Moderator	Pre-moderation dates (where applicable)	Actual administration dates	Marking dates	Post- moderation dates	Dates for verification of marks
CAMPUS B									
Programme	Task Description e.g. PAT 1	Subject Name and Level	Assessor	Moderator	Pre-moderation dates (where applicable)	Actual administration dates	Marking dates	Post- moderation dates	Dates for verification of marks

SIGNATURE OF DPA/ ACADEMIC MANAGER

_____ **DATE**

It is mandatory for EVERY examination centre (campus) to submit a fully completed PAT/ISAT State of Readiness Report (SOR tool) to the DHET EMM as indicated below:

REQUIREMENTS – COMPULSORY SUBMISSION TO DHET [A copy is to be filed at the Exam Centre for inspection and verification purposes]		DUE DATES
PAT/ISAT State of Readiness Checklist	To be completed for the NC(V) programmes.	30 JUNE 2026

EXAMINATION CENTRE DETAILS (PLEASE COMPLETE ALL SECTIONS, CLEARLY)

NAME OF EXAMINATION CENTRE:	
EXAM CENTRE'S PHYSICAL ADDRESS:	

NAME OF CAMPUS MANAGER CONTACT DETAILS CAMPUS MANAGER	TEL:	
	CELL:	
	EMAIL:	
NAME OF CURRICULUM MANAGER CONTACT DETAILS OF CURRICULUM MANAGER	TEL:	
	CELL:	
	EMAIL:	
NAME OF DEPUTY PRINCIPAL: ACADEMIC CONTACT DETAILS OF DEPUTY PRINCIPAL: ACADEMIC	TEL:	
	CELL:	
	EMAIL:	

NB: Attach a separate list of National Certificate: Vocational programmes and subjects offered at the examination centre

1. POLICIES, GUIDELINES AND PLANS		Yes	No	If not available, what measures are to be taken to rectify
1.1	Is the examination centre in possession of the following policies and guidelines?			
1.1.1	Latest TVET Curriculum Instructions/ ICASS Guidelines			
1.1.2	Signed Protocol document on ISAT/PAT Planning, Conduct			
1.1.3	Monitoring, Moderation, Development and Review			
1.1.3	Correct and valid ISAT/PAT guideline document			
1.1.4	ISAT/PAT Implementation plan			
1.2	Has the ISAT/PAT Implementation Plan been submitted to Deputy Principal: Academic?			
1.3	Does the ISAT/PAT Implementation Plan indicate marking and moderation dates?			
1.4	Has the examination centre verified that the DP: A has submitted ISAT/PAT Implementation Plans to DHET?			
1.5	Has the centre compiled a procurement plan for ISAT/PAT resources and consumables?			

2. AUDIT OF CENTRE RESOURCES FOR ISAT/PAT		Yes	No	If not available, what measures are to be taken to rectify
2.1	Has an infrastructural/resource/equipment audit conducted and by whom?			
2.2	Is an infrastructural/resource/equipment audit report available?			
2.3	Does the centre have adequate and appropriate infrastructure/resources/equipment for the enrolled programmes and candidates?			
2.4	Have all students received appropriate Personal Protective Equipment (PPE) as required in various programmes?			
2.5	Does the centre have a valid Occupational Health and Safety (OHS) certificate?			
2.6	Have fire extinguishers being serviced as required on an annual basis?			
2.7	Do ISAT/PAT implementation venues have electrical certificate of compliance or is an electrical compliance certificate available for the centre?			
2.8	Does the centre have an evacuation plan in case of emergencies?			
2.9	Are the ISAT/PAT implementation venues hygienic and well-kept?			

3. ISAT/PAT CONDUCT		Yes	No	If not available, what measures are to be taken to rectify
3.1.	Has the examination centre taken measures to ensure the following?			
3.1.1	All lecturers understand ISAT/PAT requirements and expectations for their various subjects.			
3.1.2	Time-allocation per task/sub-task will be in line with ISAT/PAT requirements.			
3.1.3	Tasks will be administered under examination conditions as required.			
3.1.4	Marks will be allocated in line with specific ISAT/PAT requirements.			
3.1.5	Lecturers have been exposed to latest technological trends in their subjects in line with ISAT/PAT requirements.			
3.1.6	An ISAT/PAT implementation timetable/schedule is available.			
3.2	Have all students been informed of ISAT/PAT assessment dates?			
3.3	Are measures taken to ensure that candidates understand ISAT/PAT requirements and expectations?			
3.4	Are arrangements in place to ensure that both photographic and video evidence of ISAT/PAT conduct will be kept for all L4 subjects as per the ISAT/PAT protocol document?			
3.5.	Are arrangements in place to ensure that photographic evidence of ISAT/PAT conduct will be kept for all L3 and L2 subjects as per the ISAT/PAT protocol document?			

4. ISAT/PAT INTERNAL MODERATION		Yes	No	If not available, what measures are to be taken to rectify
4.1.	Has the centre allocated internal moderators for each of the ISAT/PAT tasks to be administered?			
4.2.	Are mechanisms in place to ensure that internal moderators know and understand what is expected of them?			
4.3.	Does the centre have the appropriate tools for the moderation of practical assessments?			
4.4.	Are there any feedback processes and procedures embedded in the moderation process?			
4.5.	Are mechanisms in place to compile a centre moderation ISAT/PAT moderation report?			

5. ISAT/PAT MONITORING AND REPORTING		
	Yes	No
5.1. Is there a centre monitoring plan to monitor and give support regarding the following issues?		
5.1.1. Has the centre/college developed an ICASS/ISAT/PAT improvement plan for 2026?		
5.1.2 What progress can be reported with regards to 5.1.1 above?		
5.2. How will the findings of the monitoring plan be communicated?		

6. DECLARATION/CONFIRMATION

The undersigned officials confirm that the information provided in this document is to the best of our knowledge true and accurate

SIGNATURES	PRINT NAME	SIGNATURE	DATE
CAMPUS MANAGER			
DPA/ CURRICULUM MANAGER			
<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <p>CENTRE STAMP</p> </div>			



higher education
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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

ANNEXURE B

POST-ASSESSMENT MODERATION TOOL FOR PRACTICAL ASSESSMENTS			
LECTURER:		MODERATOR:	
SUBJECT:		ASSESSMENT TASK:	
The following checklist must be completed by the Moderator			
Number of students assessed			
Number of answers sheets/scripts/assignments moderated			
ID numbers and names of students whose scripts/assignments were moderated			
NAMES AND SURNAMES	ID/ EXAM NOS	Assessed Mark	Moderated Mark
1.			
2.			
3.			
4.			
5.			
6.			
CRITERIA			Moderator Score
Score key:	0=non-existent	n/a=not applicable	1=does not meet the requirement
	2=partially meets the requirement	3=meets the requirement	4=outstanding
1. The assessment was in accordance with the assessment plan, and the approved task was used.			
2. Where applicable, students were not advantaged/disadvantaged in their choice of optional tasks.			

3.	Alternative answers, methods, applications have been accommodated where relevant.	
4.	All assessment responses from students have been assessed.	
5.	Assessment responses have been assessed and marks allocated in accordance with the assessment tool.	
6.	The marks for each task have been totalled correctly.	
7.	The total mark achieved for the task has been correctly recorded on the record-sheet.	
8.	The lecturer was consistent in the evaluation of the entire batch of assessments.	
9.	The lecturer provided feedback on each task assessed.	
10.	There was proof of authenticity for all assessment evidence without direct supervision.	
11.	Corrective measures were discussed with the lecturer.	

RECOMMENDED AREAS FOR IMPROVEMENT IN THE ASSESSMENT OF PERFORMANCE:

(This section should be completed by the moderator)

ITEM NUMBER	RECOMMENDED IMPROVEMENT	MOTIVATION

GENERAL COMMENTS:

MODERATOR:	Signature	Date

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