

SAQA's PROJECT FOR THE MODERATION AND VERIFICATION OF THE RESULTS OF THE DBE's KHA RI GUDE LITERACY PROGRAMME 2015-2016:

A brief synopsis, 2 August 2016

Overview

The KRG programme has run for six months annually for the last eight years. Voluntary educators teach the programme to locally recruited classes of 18 adults, in informal settings. The voluntary educators receive a stipend and are supported by local Supervisors and regional Coordinators, under provincial and national supervision. Brief educator training and substantial resources are provided (workbooks, educator guides and tools etc.) In former years over 600,000 learners were recruited. In the last year this fell to less than 300,000 – partly due to saturation.

SAQA's role from the beginning has been to ascertain the integrity of the results obtained by the learners with a view to possible recording on the NLRD.

SAQA's project centres on three key activities:

1. Site visits to verify the reality and identity of the learners and to conduct independent tests to assess the validity of the results on KRG's internal summative learner achievement portfolios (LAPs).
2. SAQA oversight of a national workshop to moderate the marking of the LAPs and process the site visit results against matching LAPs.
3. Statistical analysis and qualitative reporting on the process leading to a recommendation regarding SAQA's recognition of the results.

The site visits in 2016

During May, over 300 site visits were conducted in all nine provinces according to a range of criteria aimed at broad representation of KRG implementation in 2015-2016. The site visits were conducted, often in remote areas, under delegated SAQA guidance by two agencies: Hubutani and Tembaletu. Although a number of site visits enjoyed full attendance (18), serious constraints of timing meant that the average was just less than 10 learners per visit. Nonetheless, the yield of matching sets was better than expected (see below). The site visitors made brief evaluations of every visit.

The moderation workshop

This took place on 19-21 June, and consisted of three processes:

1. The moderation of the marking of the Learner Achievement Portfolios (LAPs): This was carried out by 100 KRG regional Coordinators acting as Moderators, plus 9 Senior Moderators - all supervised by an external team of 5 Senior Verifiers under SAQA oversight. Everyone worked intensely to targets for the 2 1/2 days. The process yielded a sample of 17,150 moderated LAPs, or approximately 6.75% of the estimated total of LAPs produced by KRG in 2016 (around 254,000). The sample was drawn according to strict guidelines intended to ensure that every Coordinator grouping is reflected in a representative sample of provinces and languages. (The LAPs of deaf candidates were processed by a dedicated sign-language team.)
2. The moderation of the Braille LAPs by a team of blind Moderators was supported by sighted assistants, and was overseen by one Senior Verifier. All 2,623 Braille LAPs for 2016 were moderated.
3. 2,881 Individual Site Visit Records were processed by 30 KRG Coordinators acting as Verifiers under the supervision of 2 external Senior Verifiers. Of these, 1,996 could be matched to LAPs. The intensive process involved matching independent tests conducted during the site visits with the LAPs of the same candidates. Test marks were set against the Moderators' marks for parallel items on the LAPs and against the Voluntary Educators' marks for the same LAPs. Handwriting and other elements were examined for authenticity.

Analysis and reporting

Most data and narrative reports have been processed analysed and the report is being compiled. Although some figures are still outstanding (because of late completions in KRG) a final draft is expected to be submitted to SAQA for review by mid-August.

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