



CETAP
Centre for Educational
Testing for Access and
Placement

Annual Report 2016



1 - Executive Summary

This report provides an analysis and evaluation of the 2016 activities of the Centre for Educational Testing for Access & Placement (CETAP).

Today's educational system is becoming increasingly competitive for both students and institutions. Students need to obtain a marketable qualification, and universities need to provide this to them.

It is an Institution's job to provide information to students in the most effective way possible. In the future, the educational system will become even more competitive, and the need for effective teaching methods and student support will increase. One of the outcomes of effective teaching and learning is an improved throughput rate in the higher education sector. That is why the National Benchmark Tests (NBTs), unique to South Africa, have the potential to become a very effective tool for increasing student access and success.

This report finds the prospects of the CETAP in its current position very positive and productive. In 2016 there was a substantial amount of collaborative research and workshops with various institutions and organizations. Despite the #FeesMustFall protests, CETAP continued to work and testing was uninterrupted across the country. The Centre grew in its ability to produce more communications to writers and diagnostic reports to institutions. There was also an increase in international and local collaboration with important organizations like ETS (USA), the MS Dell Foundation and UMALUSI.



A major challenge facing the Centre, however, is the termination of funding which has hindered any further human capacity growth for the NBT Project. The major areas of concern require further discussion and action by stakeholders and management.

Recommendations include:

- Improving the reach to disadvantaged learners in rural school districts, targeting quintile 1/2/3 schools
- Increasing the foot print of the NBT by having more accessible test venues
- Keeping the test fees at a reasonable charge of R80
- Fundraising initiatives to become more aggressive since the Standard Bank and UCT funding has terminated
- Fuller participation from the public higher education sector.

As educational institutions become more competitive, and are required to increase their standards, we believe the NBT will become a very useful tool for the higher education sector. We strongly believe this will prove to be a very worthwhile and profitable investment in the future of education in South Africa.

Naziema B Jappie

2 - Mission, aims & objectives

The Centre for Educational Testing for Access and Placement (CETAP) is a department in the Centre for Higher Educational Development (CHED) at the University of Cape Town. CETAP has progressively become the largest educational testing department in South Africa and uses the most up-to-date test processes, practices and measurement theories. CETAP has developed numerous testing instruments and is continuously engaged with the post school sector to develop further tests which will serve particular niche purposes. For example, CETAP is currently engaged in the development of tests for the recognition of prior learning and for postgraduate studies.

CETAP's mission is to be the nationally preferred provider of meaningful research and testing that contributes to access and success in higher and further education and training.

In order to realize this vision, CETAP strives to:

- Develop tests in Academic Literacy, Quantitative Literacy, Scientific Reasoning and Mathematics that are valid predictors of performance in educational contexts – especially for students from educationally disadvantaged backgrounds. These tests are developed nationally by discipline experts and tap competencies that are required by these educational contexts.
 - Do research into the reliability and validity of these tests; explore different methodologies investigating this capacity; look into the factors that predict student success; build extensive databases on student throughput; and to subject the tests to scrutiny (reliability; validity; bias; coherence and internal consistency).
 - Provide excellent client services; to organize, arrange, develop and create tests and testing infrastructure (national and international); to provide resulting and reporting information in the areas of access, placement, diagnosis and prediction; and to be efficient, professional, and reliable and offer quick turnarounds.
- Essentially, the purpose of CETAP is the following:
- To identify talented but educationally disadvantaged students whose schooling might not have allowed them to demonstrate their full ability.
 - To contribute to ensuring that students who are identified as having potential in terms of the tests also receive offers of academic places and support (such as academic development opportunities, financial aid, residence places, and so on).
 - To contribute to the diagnosis of all incoming students' academic strengths and weaknesses, in order to feed into the design of learning and teaching support and curriculum development.
 - To act as a complementary assessment measure to the school-leaving examination – especially given that the school-leaving certificates, such as that provided through the National Senior Certificate (NSC) and other such bodies, are made up of different school leaving subjects and that scores on these subjects are norm-referenced and often difficult to interpret by the post school education systems.

CETAP has a number of tests available, such as the Placement Test in English for Educational Purposes (PTEEP), the Mathematics Achievement Test (MACH) the Scientific Reasoning Test (SRT), the Quantitative Literacy Test (QLT), the Academic Literacy Test of Academic Potential (ALTAP), the Mathematics Comprehension Test (MCOM), the Advanced Academic and Quantitative Literacy Test (AQL+). Most significantly, however, it is home to the National Benchmark Tests Project (NBTP). The National Benchmark Test comprises three tests: the National Benchmark Test in Academic Literacy (NBT AL), the National Benchmark Test in Quantitative Literacy (NBT QL) and the National Benchmark Test in Mathematics (NBT MAT).

The National Benchmark Tests Project (NBTP) was commissioned in 2005 by Higher Education South Africa (HESA), now called Universities South Africa. The main objective of the project was to assess the entry level academic skills of students in Academic Literacy (AL), Quantitative Literacy (QL) and Mathematics (MAT). In addition, the project also provided a service to Higher Education Institutions requiring additional information to assist in selection and placement of students in appropriate curricular routes. The project has also assisted with curriculum development through first year teaching and learning forums and in relation to foundation, extended and augmented courses.

The National Benchmark Tests (NBT) are designed to provide complementary criterion-referenced information to supplement norm-referenced school-leaving results such as those provided by the National Senior Certificate (NSC).



Educational Testing

CETAP has a number of tests available:

Placement Test in English for Educational Purposes (PTEEP)

(2½ hours) Test of verbal reasoning and aims to assess entry-level students' abilities.

to make meaning from texts that they are likely to encounter in their studies;
to understand words and discourse signals in their contexts;
to identify and track academic argument;
to understand and evaluate the evidential basis of argument;
to extrapolate and draw inferences and conclusions from what is stated or given;
to identify main from supporting ideas in the overall organisation of a text;
to understand information presented visually (e.g. graphs, tables, flow-charts);
to understand basic numerical concepts and information used in text, including basic numerical manipulations.

Mathematics Achievement Test (MACH)

The objective of the Mathematics Achievement Test (MACH) (1½ hours) is to measure the extent of a candidate's backlog in basic mathematical knowledge and skills. The areas assessed were usually covered in the Grade 11 Standard Grade mathematics syllabus (and the syllabi preceding it), but the items in the test require somewhat more than what could be achieved through drill and practice.

Scientific Reasoning Test (SRT)

(1 hour) Aimed at assessing students' capacity to engage with the logical thinking typically required of students in Higher Education.

Quantitative Literacy Test (QLT)

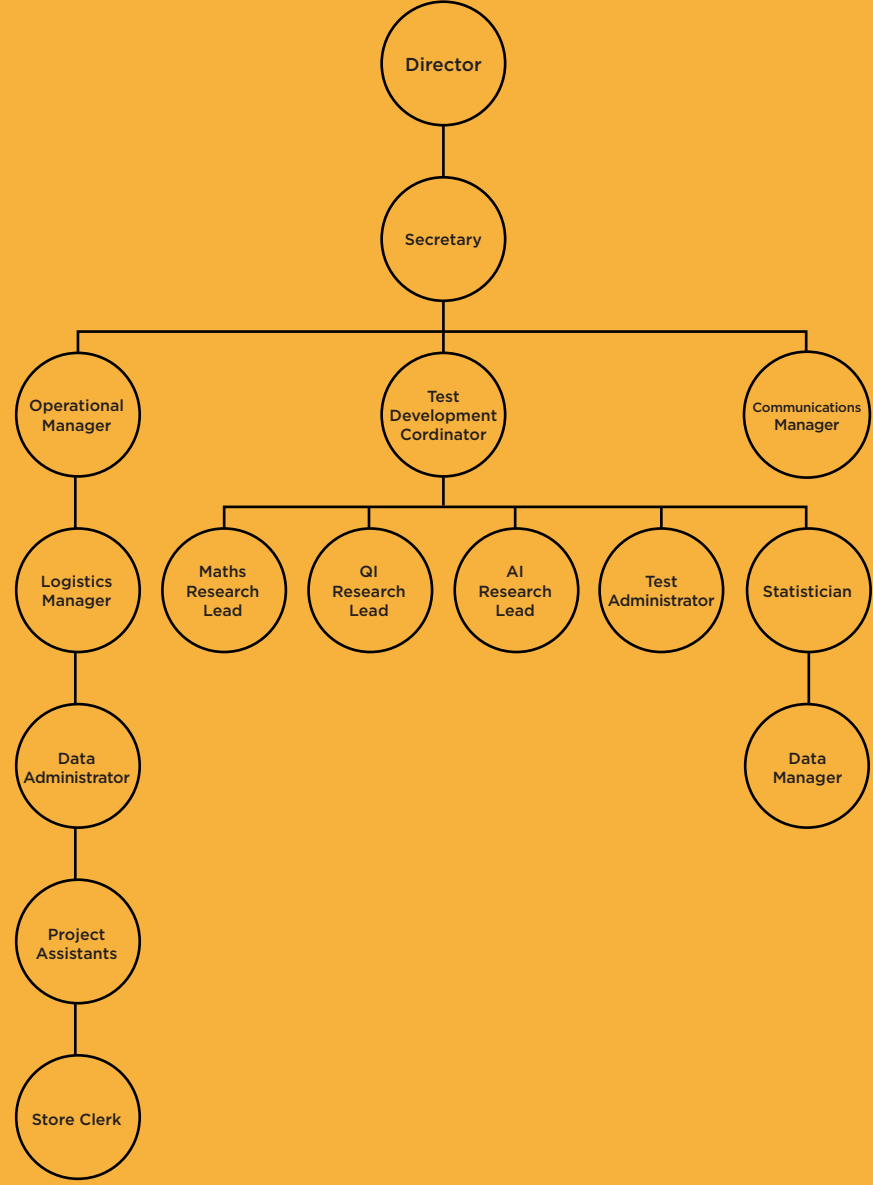
(1 hour) Aimed at assessing students' capacity to engage with the quantitative literacy typically required of students in Higher Education. The QLT consists of three sections.

Academic Literacy Test of Academic Potential (ALTAP)

Test of a student's potential to read and write in English for academic purposes. The test consists of three sections that require the student to read texts and to respond to a variety of verbal information (such as contained in reading comprehension texts) and quantitative information (such as contained in graphs and tables).



3 - Organisational structure & staffing of the unit



4 - Overview of activities in 2016

Institutional Visits; Collaboration & Workshops

Institutional visits by senior CETAP staff
 University of Free State
 University of Johannesburg
 University of Limpopo
 University of Pretoria
 University of Venda
 Vega College
 Varsity College
 University of the Witwatersrand

International visits by N Jappie (Director)

Mellon Foundation
 Educational Testing Services & Princeton
 University (New Jersey, USA)
 University of Washington (Seattle, USA)

Engagement with potential funders

CETAP has been actively pursuing additional funding for the units operations. Proposals have been developed and submitted to the following funders:

- Mellon Foundation
- DHET: Teaching Development Grant
- Dell Foundation



Institutional Workshops

- Workshop held with Vega University, 15 April 2016
- Workshop held with CPUT 19th July 2016 on NBT practice for Admission and Placement, 7 September 2016
- University of Venda requested CETAP involvement in their planning workshop for NBT use 25-27 September 2016.
- TUT requested the involvement of CETAP in their workshop "A case for selection/admissions testing in Higher Education" 19th September 2016.
- Workshop held with WSU on 12th and 14th September 2016 on "Benefits of NBT use for student admissions and placement" at their East London and Mthatha campuses respectively.
- Workshop held with Stellenbosch University, 7 September 2016, Admissions, Selection and Placement Workshop.

Test Development workshops

- AL, QL and MAT Item Review Workshops
18 - 22 January 2016
- AL, QL and MAT Item Development Workshops
27 - 29 January 2016
- MAT test Assembly Workshops
27 - 29 January 2016
- MCOM Item Review and Development Workshop
22 - 24 January 2016
- AL, QL and MAT Item Development Workshop
28 - 30 October 2016
- AL, QL and MAT Item Review Workshops
28 - 30 November 2016*
- AL, QL and MAT Test Assembly Workshops
7 - 9 December 2016*

Marketing & Communications

CETAP

- A CETAP brochure was designed and printed. Copies were distributed to potential donors and CETAP visitors. It is available for download from the CETAP website: www.cetap.uct.ac.za/sites/default/files/image_tool/images/216/CETAP_Brochure.pdf
- A monthly CETAP newsletter was introduced in July, and is distributed internally to CETAP and CHED staff.

National Benchmark Tests

- The institutional NBT usage survey was completed and distributed to the NBT Steering Committee.
- More than 3500 brochures and bookmarks were distributed at UCT's Open Day. Estelle Murray and Janine Dunlop gave three presentations about the NBTs at this event.
- NBT brochures and bookmarks were distributed via email to participating institutions for use at their Open Days.
- The NBT brochures were translated into all 11 South African languages and are available for download from the NBT website.
- 450 Zulu NBT brochures were posted to Quintile 1 and 2 schools in KwaZulu-Natal.
- Three emails were sent to more than 3000 schools to inform them about the NBTs.
- CETAP participated in a Kwazulu-Natal-initiated careers fair for 300 Grade 12 KZN learners. Naziema Jappie spoke about choosing a career path, and Janine Dunlop spoke about where to find information about the NBT. Brochures and bookmarks were distributed to the learners and their teachers.
- Three articles about the NBT were published on EduConnect and BizCommunity.
- Three new infographics were created and published on the NBT website and distributed via social media.
- The NBT Facebook page has continued to thrive. Established in January, 2015, it now has more than 1600 followers.

Research & development

- Sebolai, K. 2016. Distinguishing between English proficiency and academic literacy in English. *Language Matters*, v.47(1), pp. 45-60.
- Frith, V. and Robert Prince. 2016. Quantitative literacy of

school leavers aspiring to Higher Education in South Africa. *South African Journal of Higher Education*, v.30(1), pp. 138-161.

- Prince, R. and Simpson, Z. 2016. Quantitative Literacy practices in civil engineering study: designs for teaching and learning. *Proceedings of the 5th International Conference on Designs for Learning*. May 18-20, Copenhagen, Denmark.
- Prince, R. 2016. Predicting Success in Higher Education: The Value of Criterion and Norm-referenced Assessments. *Practitioner Research in Higher Education: Assessment Special Edition*, v.10(1), pp. 22-38.

Conference Presentations

- Robert Prince and Ingrid Rewitzky gave a presentation entitled "Unlocking Test Data Information to Enhance Teaching and Learning of Mathematics: Towards Solutions through Collaboration" at the South African Mathematical Society's 59th annual congress in November.
- Robert Prince presented a paper at the Southern Africa Mathematical Sciences Association (SAMSA) conference in November, (co-authored by Carol Bohlmann) titled "Access to Tertiary Mathematics: Pro-files, Challenges and Opportunities".
- Natalie le Roux and Kasturi Behari-Leak (CILT) presented their paper, "The ethical dilemmas of Third Space professionals in a changing university context: between a rock and a hard place!" at the International Consortium for Educational Development/HELTASA conference held in Cape Town 23 - 25 November.
- Naziema Jappie - presented paper "NBT as an Assessment for improving student support and fostering student success" at the International Testing Commission (ITC) Conference in Vancouver, Canada held from 1 - 4 July 2016
- Naziema Jappie - presentation on NBTs context and use at the Youth Seminar in the UGU District. KZN held 29-30 September 2016

Reports & Technical Documents

- Institutional Reports and Statistical Summary reports have been produced for the following Universities: UFS, UJ, CPU, Vega, TUT, UCT, UL, VUT, WITS and WSU.
- NBT National Report for the 2016 Intake
- Review of the use of the NBT at UCT: Report to the Admissions committee

5 - Staff Development in 2016

- Academic Research Lead, Kabelo Sebolai received his PhD in Applied Linguistics at the University of the Free State. The title of his thesis was: The incremental validity of three tests of academic literacy in the context of a South African university of technology.
- The Data manager Peter Chifamba completed a “Business Intelligence, Development and Maintenance” course.
- The Data Administrator completed a short course in Technical Writing.
- The Logistics Coordinator Estelle Murray completed a course in financial management.
- The Project Assistant Juandre Alarde completed an Excel Intermediate course.
- The following CETAP Staff attended Writers Retreat organized by the University of Cape Town – Darlington Mutakwa; Kabelo Sebolai and Naziema Jappie in Stellenbosch held 29-31 August 2016

6 - Environmental scan

With the current austerity measures at the University of Cape Town, the University imposed measures on CETAP that reduces current GOB budget by R2.7m by 2019. This means that CETAP will retain a single GOB staff member. This This has placed enormous financial strain on CETAP and will require the NBT project to carry the cost of almost all its current GOB staffing.

The student protests disrupted the operations to a certain degree within 2016 with many productive man hours lost. However, no sessions were cancelled in this intake cycle through the diligence and hard work of the CETAP team. The protests have, however, focused attention on fees at a time that CETAP may be required to increase fees of the NBT to cover the loss of UCT funding. CETAP has chosen to retain the current fee structure to avoid exacerbating a volatile situation and is actively seeking additional funders.

CETAP is currently experiencing a significant space squeeze which has necessitated space sharing by academic personnel. This is not an ideal environment for the academic enterprise. Additionally, CETAP is desperately short of storage space.

7 - Distinguished visitors to unit

CETAP had the pleasure of hosting Prof. Michael Nettles from Educational Testing Service (ETS). Prof. Nettles heads the Policy Evaluation and Research Centre. He gave us some fascinating insight into educational testing in the US and his presentation was followed by lively discussion.



8 - Plans for 2017

Overview video of CETAP

NBT Website

The NBT website has been re-arranged and updated and will be launched in January 2017.

Future product & services

1. Post graduate test development
2. Pilot phase – online testing
3. Automated reports
4. Survey and tracking of registered students
5. Detailed reports for learners

Expansion of the NBT footprint

As part of the ongoing strategy of CETAP to ensure that all prospective writers have access to venues, CETAP embarked on a GIS study of its footprint to identify areas that are under-represented in the 2016 footprint. CETAP identified and contacted 44 potential venues and these will be evaluated to establish if they meet the required standard for a national session venue.

Optimising CETAP processes

CETAP will be engaging with a number of potential partners to optimise some of its processes. These include:

- Piloting online testing. Expertise will be sought from its partner, ETS.
- Investigating automation for reporting.

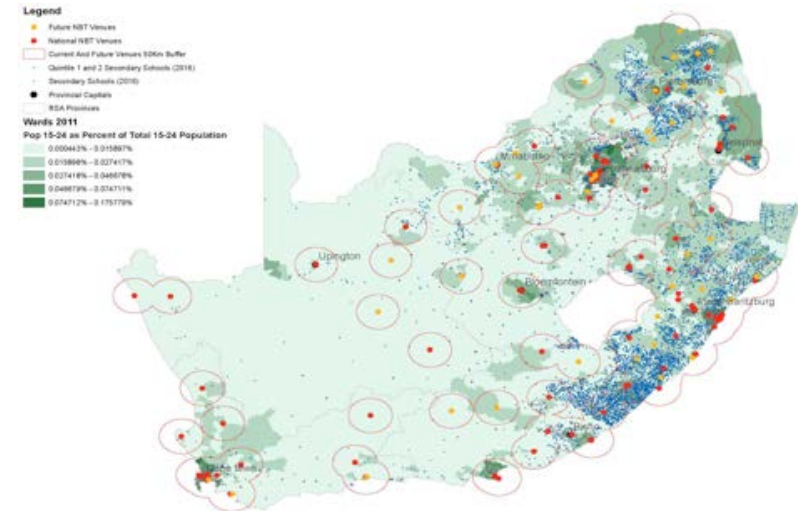


Figure 1: Map of Proposed and Current NBT venues and all Secondary Schools

Expansion of the NBT User base

CETAP will continue to engage with the few outstanding universities that do not use the NBT. Emphasis will be placed on the KZN institutions. Additionally CETAP will engage proactively with the growing number of private accredited institutions offering degrees and diplomas.

Collaboration

Educational Testing Service
ITC – International Test Commission
UMALUSI
MS Dell Foundation
Provincial Education departments

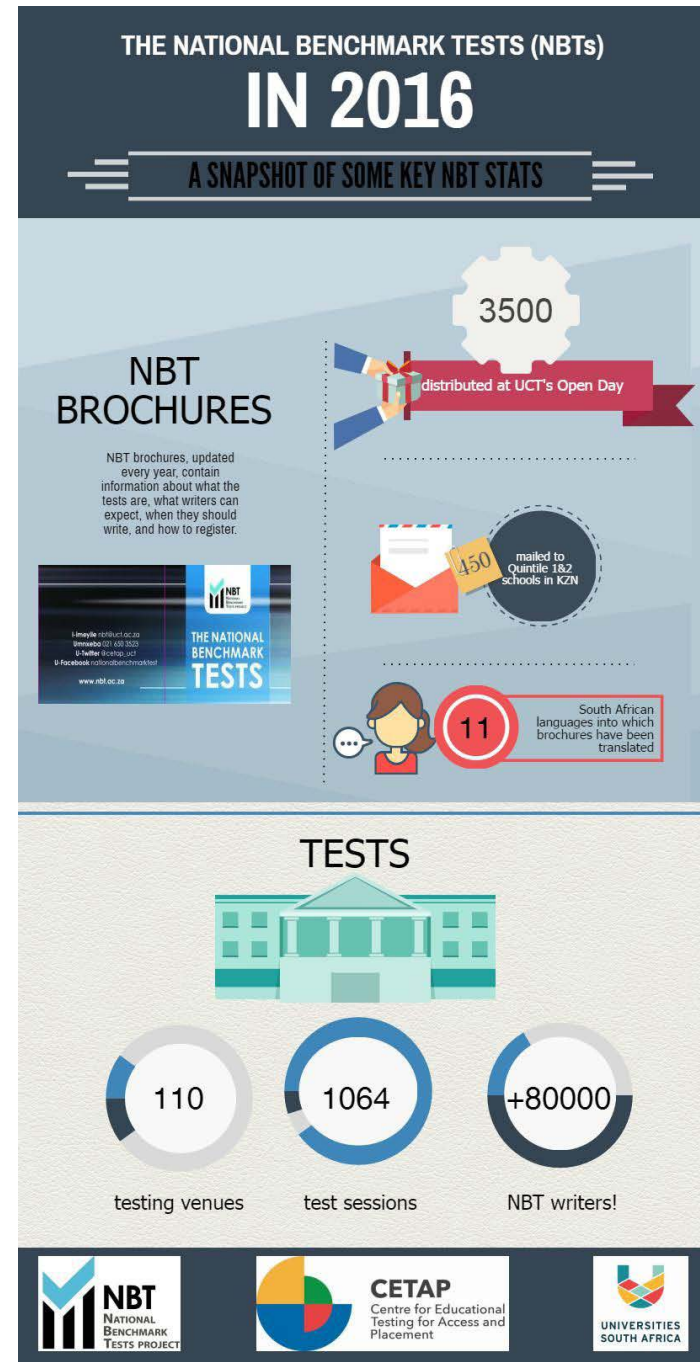
This aggressive expansion of the NBT footprint should now address the few areas that were not adequately covered within the existing venue footprint and ensure easy access to all writers.

The coverage of the current venues are as follows.

- Secondary Schools within 50km - 68% / and within 100km - 93%
- Quintile 1 and 2 Secondary Schools within 50km - 58% / and within 100 km 90%
- Population of 15 – 25 year olds (2011 Census) within 50km - 79% / and within 100 km - 96%

The NBT project has achieved over 90% coverage for all secondary schools in South Africa within 100km. The NBT project is cognisant that travel is costly and hence the NBT aims to provide coverage to 75% of all potential writers within 50km. The NBT project has proposed 44 potential new venues for the 2018 Intake Cycle. This will further improve coverage. These new venues are presented in the Figure 1 above. These proposed venues will improve the NBT coverage to:

- Schools within 50Km of NBT Venue: 78% (10% increase in coverage)
- 1 & 2 Quintile Schools within 50Km of NBT Venue: 71% (13% increase in coverage)
- 2011 Ward 15-24 Population within 50Km of NBT Venue: 88% (9% increase in coverage)



Institutions

Institutions Using the NBT

Cape Peninsula University of Technology (CPUT)
 Central University of Technology (CUT)
 Durban University of Technology (DUT)
 University of Limpopo (UL)
 Monash University
 Rhodes University (RU)
 Stellenbosch University (SU)
 University of Cape Town (UCT)
 University of Forte Hare (UFH)
 University Free State (UFS)
 University of Johannesburg (UJ)
 University of Pretoria (UP)
 University of Western Cape Town (UWC)
 Vaal University of Technology (VUT)
 Varsity College
 Vega School
 University of Witwatersrand (Wits)
 Walter Sisulu University (WSU)

Institutions in Consultation for Future Use

Nelson Mandela Metropolitan University (NMMU)
 Tshwane University of Technology (TUT)
 University of Venda (Univen)

Institutions Not Using the NBT

University of Mpumalanga (UM)
 Mangosuthu University of Technology
 North West University (NWU)
 Sol Plaatje University (SPU)
 University of Kwa Zulu Natal (UKZN)
 University of South Africa (UNISA)
 University of Zululand (UNIZUL)



Appendices

Appendix 1: Unit's Staff Committee participation in 2016

Staff member (first name & surname)	Committee's Name in full	Acronym	Committee of - (Council, Senate, IF, Joint Senate & Council, Working Groups, Management)	Capacity
Balarin, Emlyn	Employee's Union Faculty Admissions Advisory Committee (Alternate) Gender Policy Committee UCTRF Section 37C Committee UCTRF Communications Committee UCTRF Board of Trustees OpsMag	EU FAAC	CHED	EU Executive member
Chifamba, Peter	CHED IT committee		CHED	
Dunlop, Janine	CHED Board CHED Communications and Marketing Committee		CHED	CETAP Communications Manager
Fortuin, Lynia	Health and Safety			
Jappie, Naziema	UCT Senate Institutional Forum Admissions Committee Senior Staff Management Advisory Group CHED DAC MANCOM Teaching n Learning Comm CHED Board CHED Planning and Budget committee	IF SSMG	CHED	

Staff member (first name & surname)	Committee's Name in full	Acronym	Committee of - (Council, Senate, IF, Joint Senate & Council, Working Groups, Management)	Capacity
Le Roux, Natalie				
Msusa, Naomi	CHED Transformation Committee Events Subcommittee of the Transformation Committee		CHED	
Murray, Estelle			CHED	
Prince, Robert	Faculty of Health Science's Admission Committee Senate Executive Committee's Admissions Committee (invited member)		HS SENATE	
Sebolai, Kabelo	CHED Faculty Research Committee		CHED	

Appendix 2: Summary Statistics for the NBT Project

Table 1: Top 10 venues for the 2017 Intake Cycle (up till end Dec 2016)

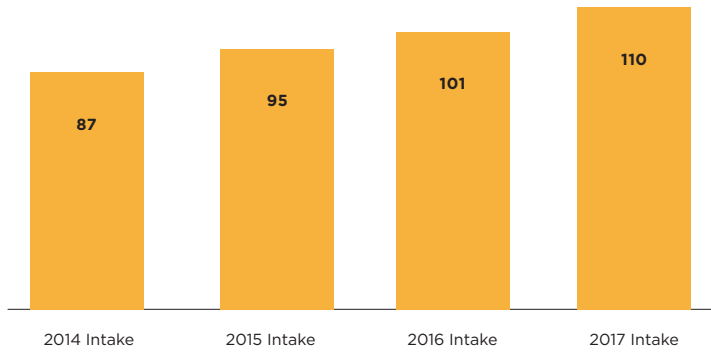
TOP 10 VENUES 2017 INTAKE			
	Numbers of Writers AQL	Numbers of Writers MAT	TOTAL WRITERS
UCT Upper Campus	6208	4282	6208
Pretoria Main Campus Thuto Bld	5690	4539	5690
UJ Auckland Park	4401	3394	4401
UL Turfloop Campus OCH	3747	3130	3747
JHB Vega Bordeaux	3305	2541	3305
UWC Bellville	2478	1284	2479
Durban Girls HS	2266	1732	2266
University of Stellenbosch	2263	1536	2263
UFS Bloemfontein Campus	2213	1621	2213
Thohoyandou	2046	1921	2046

Table 2: Breakdown of Writer Numbers in Session Categories

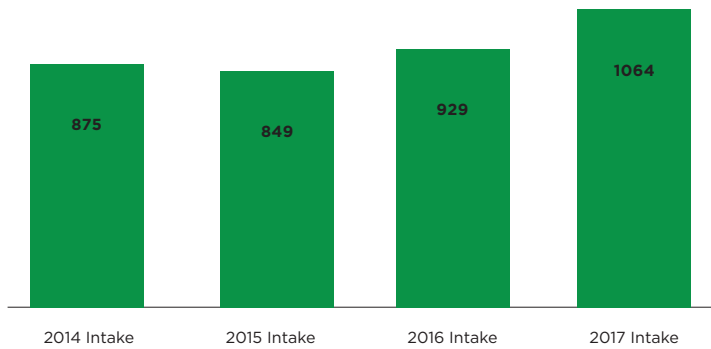
TOTAL WRITER NUMBERS IN SESSION CATEGORIES			
Session type	Numbers of Writers AQL	Numbers of Writers MAT	TOTAL WRITERS
National	73880	55532	
Special	3958	3261	
Remote	146	108	
Disability	291	177	
Grand Total	78275	59078	

Figures 1-4 : NBT Summary statistics for venue numbers, sessions and writers numbers across sessions

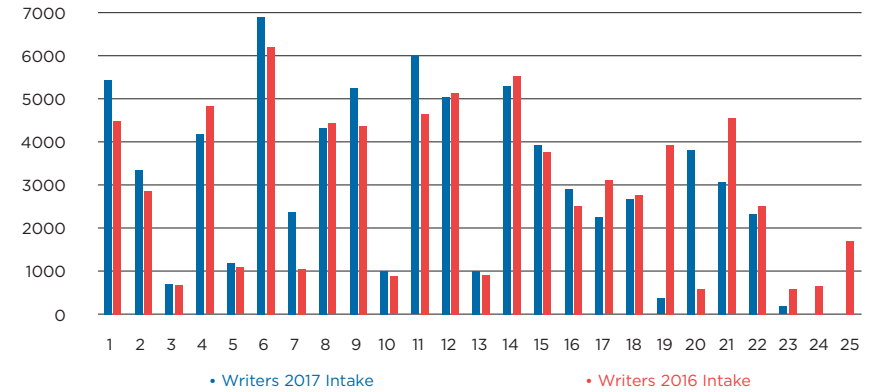
NUMBER OF NBT VENUES



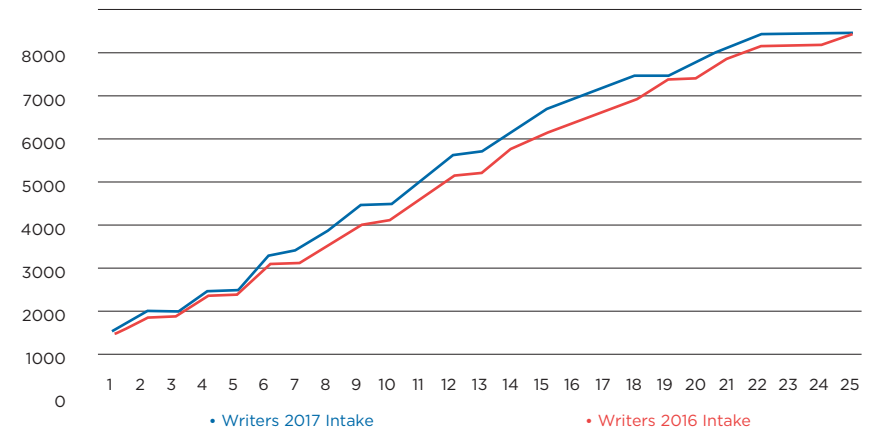
NBT SESSIONS



WRITER NUMBERS 2016 & 2017 PER NATIONAL SESSION



WRITER NUMBERS 2016 & 2017 CUMULATIVE ACROSS SESSIONS



Appendix 3: Summary Reports, Test Development Workshops

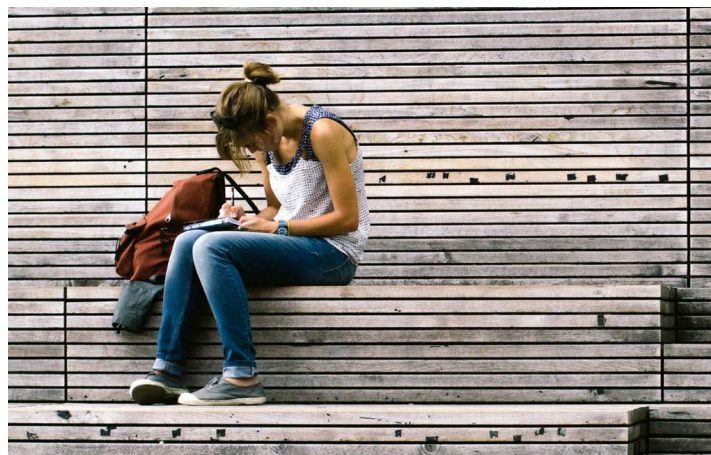
Summary Report for the 2016 NBT AL Workshops

Two workshops were held for the NBT AL Domain in 2016, and are summarised as follows:

1. AL Item Development Workshop – 28 to 30 October 2016.
The 3-day Item Development Workshop took place from 28 to 30 October at Hotel Verde in Cape Town. The participants in the workshop were drawn from several universities as shown in the table below.

Participant	University
Dr John Boughey	University of Zululand (Retired)
Ms Alanna Riley	University of Fort Hare
Ms Joni Van Heerden	University of Fort Hare
Dr Graham Dampier	University of Johannesburg
Ms Fiona Standford	Stellenbosch University
Ms Nirmi Ziegler	Durban University of Technology

Six texts were identified and adapted to serve as resources for this AL item development workshop. A total of 136 items were developed from the texts and 85 items were ultimately selected and compiled to be reviewed at a later workshop and to form the 5 trial sections to be piloted in the next test cycle. Furthermore, a section that was piloted in test 59 in 2015 and most of which was not reviewed favourably in the January 2016 item review workshop was reworked and modified so that it could be reviewed again in the Item Review workshop whose details are dealt with in the section below.



2. AL Item Review Workshop – 28th to 31st November 2016.

The AL Item Review Workshop was held from the 28th to the 30th of November 2016 also at Hotel Verde in Cape Town. As shown in the table below, a total of 11 panellists participated in this workshop.

Participant	Institution
Dr Zach Simpson	UJ
Ms Alanna Riley	UFH
Ms Joni Van Heerden	UFH
Mrs Cynthia Olmesdahl	Vega
Prof Adelia Carstens	UP
Dr John Boughey	Uni Zululand
Dr Ellen Hurst	UCT
Dr Laura Dison	Wits
Ms Yolisa Torres	WSU
Dr Desiree Scholts	CPUT
Dr Caroline Van der Mescht	RU

A total of 10 sections consisting of 17 items each (170 items in total) were reviewed. Half of these sections were those that were piloted in the 2017 test cycle while the other half comprised new items that were developed in the item development workshop held a month before and whose details were provided in the section above. Furthermore, the trial section in test 59 referred to in the section above was also reviewed and further reworked for piloting in the future. Finally, a total of 11 operational items from the 2017 test cycle were reviewed. Mainly, these were items that were flagged by Iteman.

Summary Report for the 2016 NBT QL Workshops

The purpose of this document is to summarise the ql workshops that took place in 2016. There were four ql workshops that took place during the year. The information that follows below gives a summary of these workshops and the outcomes.

1. QI Item Review Workshop - Monday 18th To Wednesday 20th January 2016

The item review workshop started on Monday with an introduction of the national benchmark tests and specific focus on the ql construct. A total of 111 items were included for review. The trial sections comprised of two section 3s and three section 4s. These sections were trialled in 2015 for the 2016 intake cycle. There were 11 additional items that were also taken to the review process. The list of panellists for this workshop can be found in Table 1.

Table 1: Panellists for Item Review Workshop (January 2016)

Panellists	Institution	City
Aadil Docrat	Durban University of Technology	Durban
Michael Grobler	University of Johannesburg	Johannesburg
Darlington Hove	Mangosotho University of Technology	Durban
Thulisile Dlamini	University of Zululand	Empangeni
Joel Timire	Central University of Technology	Durban

2. QL Item Development Workshop – Thursday 21st And Friday 22nd January 2016.

The quantitative literacy item development workshop took place on the 21st and 22nd January 2016 at uct. The panellists in this workshop were the same panellists who were involved in the item development process reflected in the Table 2.

Table 2: Panellists for Item Development (January 2016)

Panellists	Institution	City
Aadil Docrat	Durban University of Technology	Durban
Michael Grobler	University of Johannesburg	Johannesburg
Darlington Hove	Mangosotho University of Technology	Durban
Thulisile Dlamini	University of Zululand	Empangeni
Joel Timire	Central University of Technology	Durban

The purpose of the item development workshop was to develop QL items based on the QL template. These items, after refinement, could be considered for inclusion in the operational tests. The panellists opted to work individually to develop their items. On the first day, everyone started off working on section 4 items. On the second day and due to the slow progress made by the panellists, I decided that some panellists would start from the last item and move forward and other panellists to start from the beginning and move to the next item. In this way, all items would be covered and an item would be developed.

3. QL Item Development Workshop - Friday 28th To Sunday 30th October 2016

The item development workshop took place at Hotel Verde in Cape Town. Table 3 has a list of the panellists who took part in the item development workshop.

Table 3: Panellists for Item Development Workshop (October 2016)

Panellists	Institution	City
Aadil Docrat	Durban University of Technology	Durban
Kennedy Erlwanger	Wits	Johannesburg
Carla Coetzee	Tshwane University of Technology	Pretoria
Lynton Hazelhurst	Tshwane University of Technology	Pretoria
Cynthia Olmesdahl	Vega School	Johannesburg
Nombulelo Phewa	UNISA	Pretoria
Zach Simpson	University of Johannesburg	Johannesburg
Michelle Henry	University of Cape Town	Cape Town
Duncan Mhakure	University of Cape Town	Cape Town

An overview of the QL construct and what it entails was done. The panellists were each given a template of the items that needed to be developed. A few items were developed together as a group to ease the process of item development. There were 4 panellists that had developed items before and 5 panellists that were developing QL items for the first time. It was clear the panellists that had developed items before and were familiar with the QL construct were more adept at developing their items as opposed to the inexperienced item developers.

4. QL Item Review Workshop – Monday 28th To Wednesday 30th November 2016

The 5 piloted sections in the 2017 Intake cycle (100 items) were included for review. The trial sections comprised of two section 3s, two section 4s and a new low ability section. A further 80 newly developed items were reviewed. The panellists in this workshop are in Table 4 below.

Table 4: Panellists for item development workshop (October 2016)

Panellists	Institution	City
Leonora Jackson	University of Kwa Zulu Natal	Durban
Mari van Wyk	Tshwane University of Technology	Pretoria
Carla Coetzee	Tshwane University of Technology	Pretoria
Muntuwenkosi Chili	Mangosuthu University of Technology	Durban
Joel Timire	Central University of Technology	Durban



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