



CETAP
Centre for Educational
Testing for Access and
Placement

Annual Report 2017



24 Ten additional venues were established as part of CETAP's ongoing strategy to increase access to NBT venues for writers particularly from rural areas.



18 Naziema Jappie attended the Global Access to Postsecondary Education (GAPS) Learning and Connecting Symposium in Brazil.



21 Associate Professor Francois de Kock, from Organisational Psychology, was a guest speaker at CETAP's Brown bag seminar in September.



Naziema Jappie
Director

CENTRE FOR EDUCATIONAL TESTING
FOR ACCESS AND PLACEMENT (CETAP)

Executive Summary

CETAP, the Centre for Educational Testing for Access and Placement, was established to improve empirical evidence about education reform and student performance. CETAP supports educational upliftment and assists institutions, organizations and policymakers in using reliable research on assessment to evaluate the performance of Grade 12 learners in terms of their readiness for higher education. CETAP's valuable insight helps educators and learners strengthen their focus on the results from the National Benchmark Tests (NBT) to determine student support and curriculum design.

This report highlights some interesting research which contributes to teaching and learning. It is evident that the throughput and graduation rates at South African higher education institutions are very low compared to other third world countries. Therefore it is crucial that we are able to identify students who are at risk entering postsecondary education so that extra support can be provided to enhance their learning efforts.

A number of teaching and learning workshops were held in 2017 with educators at various institutions. Educators found the diagnostic analysis of the NBT results valuable in aiding them to provide wrap-around support to first year students. In addition, CETAP also provided a national report to all institutions. 2017 was not without challenges. Funding was and still is a serious challenge and CETAP, together with the Michael & Susan Dell Foundation have agreed on a joint project to conduct a diagnostic review of the department with a view to ensuring future sustainability.

CETAP has expanded its footprint by increasing NBT test venues from 95 in 2015 to 121 for 2018 and the number of test sessions from 849 in 2015 to 1345 for the 2018 test cycle. This shows that more students are able to access the tests, especially in the rural areas where CETAP has given priority to learners in Quintile 1–3 schools (non-fee paying schools).

The highest overall priorities proposed for the next five years are to enhance our research and development capacity, collaborations with other institutions and expanding the suite of tests. Such priorities are timely and important because of the need to anticipate and be proactive about forthcoming challenges in higher education. CETAP has attracted excellent staff who have special skills and now the emphasis is on promoting and recognizing excellence and leadership in research, scholarship and creativity. Testing for Success is our motto and this forms an integral component of our work and commitment to quality service delivery.

Educational Testing

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), and 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).

Placement Test in English for Educational Purposes (PTEEP) (2½ hours)

A test of verbal reasoning, which aims to assess entry-level students' abilities in terms of the following:

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

Mathematics Achievement Test (MACH) (1½ hours)

The objective of this test 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.

A great deal of attention is given to problem-solving

Mathematics Comprehension Test (MCOM) (1½ hours)

Designed to provide information about a candidate's potential to learn new mathematical knowledge and skills. This test is designed in accordance with dynamic testing principles.

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 which differ in complexity.

Academic Literacy Test of Academic Potential (ALTAP)

A test of a student's potential to read and write in English for academic purposes. 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). Questions in the test are carefully sequenced to enable the student to learn to respond to new tasks or to re-learn how to respond to academic tasks that you may have forgotten. The test is based on what should have been encountered in school learning, such as in subjects such as English and Mathematics Literacy. One cannot and need not prepare for the test – all the information that required to respond to the test tasks is contained in the test itself.

The National Benchmark Tests

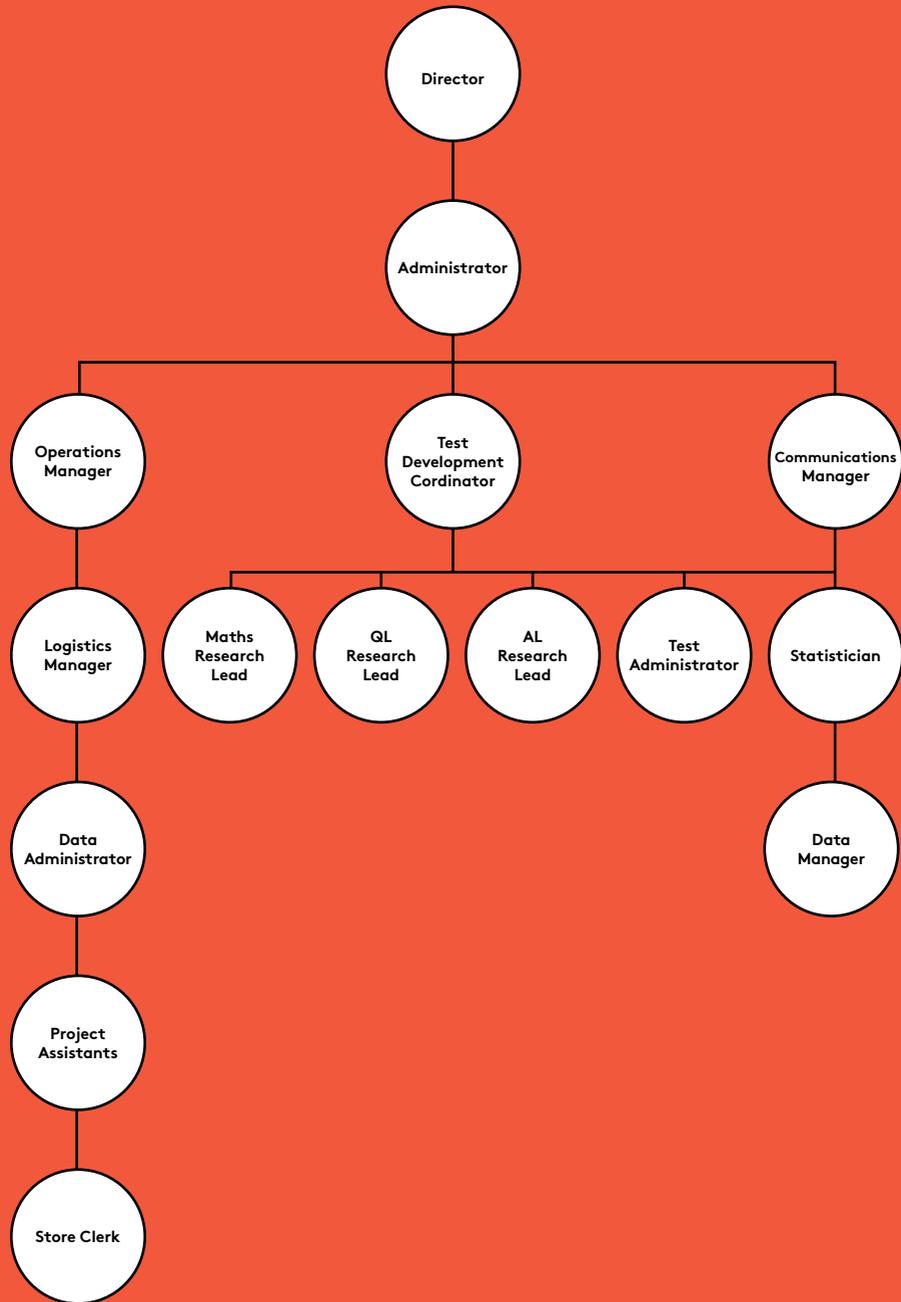
The National Benchmark Tests (NBT) are designed to provide complementary criterion-referenced information to supplement norm-referenced school-leaving results such as those provided by the National Senior Certificate (NSC).

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

The National Benchmark Tests Project (NBTP) is a project of Universities South Africa (USAf). The main objective of the project is to assess the entry level academic skills of students in Academic Literacy (AL), Quantitative Literacy (QL) and Mathematics (MAT). In addition, the project also provides 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.

Essentially, the purpose of NBT 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.



Emlyn Balarin (l) and Robert Prince (r) present to participants at the Item Review workshop



Participants at the WSU workshop



Naziema Jappie presenting an overview of the NBTs at the VUT workshop

Meetings and Workshops

Stellenbosch University

CETAP staff were invited to participate in the Community of Practice for the Teaching and Learning of Mathematics meeting at Stellenbosch University in February.

The NBT report for 2016 and a report on the Collaborative Maths Project were tabled. An overview of the Project and a discussion on the Quantitative Literacy and Mathematics tests was presented with emphasis on the National Senior Certificate and the NBTs and what they tell us about student preparedness.

Universities South Africa

CETAP staff were invited to attend a meeting at the Universities South Africa (USAf) offices, with officials from Universities South Africa (USAf), the Department of Higher Education and Training (DHET), the Central Application Service (CAS), and the Higher Education Management Information System (HEMIS). The meeting was convened principally to provide an overview of the NBT project and its goals, and data derived from the project; to explore possible funding (for 2018) for a collaborative NBT Project Proposal in light of the national value of the NBT data; and to discuss developments across the different units within DHET such as Teaching and Learning Development, Foundation provisioning and CAS, as well as the DBE, and possible linkages and partnerships with the NBT project.

Cape Peninsula University of Technology (CPUT)

The Cape Peninsula University of Technology (CPUT) held special NBT test sessions for their first-year students on extended curriculum programmes in May 2017.

CETAP facilitated three workshops in which the results of the test scores were communicated to the participating faculties and departments. At these workshops, the profile of their students was shared as well as information on the test results and their implications for teaching and learning.

Walter Sisulu University (WSU)

CETAP held three collaborative teaching and learning workshops with WSU staff. They hosted two 2-day workshops in East London and a 1-day workshop at WSU's Butterworth campus.

The workshops were grouped by Faculty with the first being held on Monday 24 & Tuesday 25 July for the Faculties of Engineering and Natural Sciences. In attendance were the deans, heads of departments, lecturing staff from the various departments, staff from Institutional Research and Planning (IRP) and staff from their Centre for Learning and Teaching Development (CLTD).

On the first day, CETAP research leads and staff from CLTD and IRP gave presentations on their various portfolios to provide context to the workshop. The second day involved brainstorming and discussing how staff can use the NBT results, the type of student cohort at WSU and the use of technology to develop curricula or interventions to support students academically.

A similar workshop was held for the Accounting and Business group on Thursday 27 & Friday 28 July.

The workshops were very well received by WSU staff.

The meeting was very constructive with a number of positive outcomes which included the provision of data to support the collaborative project, clarification of funding priorities and confirming the role of CETAP in future initiatives.

Vaal University of Technology (VUT)

CETAP was invited by Vaal University of Technology (VUT) to conduct a workshop titled "Best practice and benefits of the NBTs", which discussed VUT students' patterns of performance on the NBTs, how to use the information provided by the NBT results, how to implement the use of the NBTs, and how CETAP could assist them.

Teachers' workshop

CETAP held its first Educators' NBT Workshop at the University of Cape Town in June. Called "Demystifying the NBTs", the workshop was attended by 14 educators from the Western Cape Metro South education district and was very well received. There is a plan to present this information digitally to more educators across the country.

Test Development Workshops

- Item Development Workshop: 27-29 October
- Item Review Workshop: 17-19 November
- MAT Test Assembly Workshop: 11-13 December
- AQL Test Assembly Workshops: 19-26 January 2018
- MCOM Test Development Workshop: 19-21 January 2018

Brazil Delta 2017

CETAP Senior Lecturer: Mathematics Research Lead, Dr Pragashni Padayachee attended the 11th Delta Conference on the teaching and learning of undergraduate mathematics and statistics and presented her research entitled "Student Experience informs a supportive environment framework for online assessment in Moodle".

The conference took place in Gramado, a "German" town in Southern Brazil. The conference theme was "Think Diversity". Delta attracts a wide international audience of mathematicians, educators and researchers committed to improving undergraduate mathematics and statistics education. Brazil has large communities of Mathematicians, Applied Mathematicians, Statisticians and Mathematics Educators. The Brazilian Mathematics Education Society has a special interest group devoted to undergraduate mathematics.

IAEA 2017

Robert Prince attended the 43rd Annual Conference of the International Association for Educational Assessment from 2-6 October. The theme was "Assessment as a social lever". Robert gave a talk entitled, "Assessment as a Social Lever in Higher Education: norm-referenced and/or criterion-referenced assessments?"

Summary Report for the 2017 NBT AL Workshops

Two workshops were held for the NBT AL Domain in 2017, and are summarised as follows:

1.

AL Item Development Workshop – 27 to 29 October 2017. The 3-day Item Development Workshop took place from 27 to 29 October at Hotel Verde in Cape Town. The 8 participants in the workshop were drawn from 7 universities from across the country. Six texts were identified and adapted to serve as resources for this AL item development workshop. A total of 151 items were developed from the texts and 131 items were ultimately selected and compiled to be reviewed at a later workshop and to form the 6 trial sections to be piloted in the next test cycle. One of aims of this workshop was to create more items for section 6 of the tests as part of a new item bank for this section.

2.

AL Item Review Workshop – 17th to 19th November 2017. The AL Item Review Workshop was held from the 17th to 19th of November, again at Hotel Verde in Cape Town. We had 8 panellists from 8 different institutions who participated in this workshop. Over the three days participants reviewed the trial sections from the 2017 test cycle (2018 intake), a number of flagged items from operational sections, as well as the 131 new items that were selected for review. A total of 5 trial sections consisting of 17 items each (85 items in total) were reviewed, and psychometric reports on the piloting statistics were used to inform revision and refinement. Three of these sections will be re-piloted in the next test cycle. 56 items from operational sections were flagged during the test cycle and were selected for review. Of these items were altered and will be monitored during the next test cycle. 109 new items were selected for the 6 new trials sections and will be piloted during the 2018 test cycle (2019 intake).

Summary Report for the 2017 NBT QL Workshops

Two workshops were held for the NBT QL Domain in 2017, and are summarised as follows:

1.

QL Item Development Workshop – 27 to 29 October 2017. The 3-day Item Development Workshop took place from 27 to 29 October at Hotel Verde in Cape Town. The 8 participants in the workshop were drawn from 7 universities from across the country. Various texts and stimuli were identified and adapted to serve as resources for this QL item development workshop. A total of 151 items were developed from the texts and 131 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.

2.

QL Item Review Workshop – 17th to 19th November 2017. The QL Item Review Workshop was held from the 17th to 19th of November, again at Hotel Verde in Cape Town. We had 8 panellists from 8 different institutions who participated in this workshop. Over the three days participants reviewed the trial sections from the 2017 test cycle (2018 intake), a number of flagged items from operational sections, as well as the 131 new items that were selected for review. A total of 5 trial sections consisting of 20 items each (100 items in total) were reviewed and both the Iteman and Xcalibre reports on the piloting statistics were used to inform revision and refinement. 56 items from operational sections were flagged during the test cycle and were selected for review. Of these items were altered and will be monitored during the next test cycle. 100 new items were selected for the 5 new (2018) trial sections and will be piloted during the 2018 test cycle (2019 intake).

Summary Report for the 2017 NBT MAT Workshops

Three workshops were held for the NBT MAT Domain in 2017, and are summarised as follows:

1.

MAT Item Development Workshop – 27 to 29 October 2017. The 3-day Item Development Workshop took place from 27 to 29 October at Hotel Verde in Cape Town. The 9 participants in the workshop were drawn from 7 universities from across the country. A total of 146 potentially usable new items were developed. A significant number of additional items were developed but discarded by the group after discussions at the end of each of the three morning and afternoon sessions.

This Item Development session involved people who had not previously been involved in item development as well as experienced participants. Newcomers and experienced participants worked in pairs, with a view to sharing expertise and developing skill. Apart from creating new items, valuable assessment expertise is shared by participants.

2.

MAT Item Review Workshop – 17th to 19th November 2017. The AL Item Review Workshop was held from the 17th to 19th of November at Hotel Verde in Cape Town. Seven panellists from 7 different institutions participated in this workshop. Over the three days participants reviewed the trial items from the 2017 test cycle (2018 intake), a number of flagged items from operational sections, as well as the 146 new items that were selected for review. The Iteman and Xcalibre reports on the piloting statistics were used to inform revision and refinement. Of the items reviewed most needed some modification or are no longer appropriate in terms of the current curriculum (the CAPS). Where significant modification was needed the items will be given new numbers and will then be used as trial items in the next cycle. New items will be trialled and will be piloted during the 2018 test cycle (2019 intake).

3.

MAT test assembly workshop 11-13 December 2017. The final workshop – Test Assembly—took place at UCT in December 2017. Some additional items that had not been reviewed in the Review Workshop were first reviewed so as to have a few more trial items for the 2017 test cycle tests. Sixteen new versions of the MAT tests were assembled. Two lecturers worked alongside the facilitator in this workshop. By the end of the workshop all suggested modifications had been noted, and the tests, together with their criterion tables, were finalised in the test assembly workshop.



Marketing

National Benchmark Tests

- CETAP conducted an NBT writers' survey which was completed and distributed in two phases: 1-15 August to writers from 20 May until 15 July; 5-19 December to writers from 16 July–14 October.
- Participation in a radio interview about the NBTs on CCFM
- Three presentations about the NBTs were delivered at UCT's Open Day. Logistics staff managed a stall on the UCT plaza, where NBT information was shared with learners.
- NBT brochures and bookmarks were distributed via email to participating institutions for use at their Open Days.
- The NBT educators' handbooks were translated into Xhosa and Zulu and made available for download from the NBT website.
- 750 Zulu NBT brochures were posted to Quintile 1 and 2 schools in KwaZulu-Natal and the Eastern Cape.
- Two emails were sent to more than 3000 schools to inform them about the NBTs.
- An NBT workshop was held on UCT upper campus for educators from the Metro South district. The presentations were recorded and made available on the NBT website and the NBT YouTube page.
- The NBT Facebook page has continued to thrive. Established in January, 2015, it now has more than 2200 followers.
- NBT stickers were designed and printed.

Website analytics was conducted on the NBT website, using Google Analytics.

The graphic on the right illustrates key findings.

CETAP

- A CETAP video was scripted and filmed by UCT TV and made available on the CETAP website and NBT YouTube channel.
- CETAP lanyards were printed.
- The CETAP Communications Plan was updated.

NBT Website Analytics

Jan 2016 - Jan 2017



FREQUENTLY DOWNLOADED ITEMS

MAT booklet for schools	23669
NBT exemplar questions	20493
AQL booklet for schools	19817

42168

The number of times the NBT brochure, available in all SA languages, was downloaded



Learners in the 100UP programme listen to presentations about applying to university



CETAP's video being filmed

Research & Development

Reports

CETAP routinely produces NBT performance reports for institutions. These reports include data presented in graphic and tabular form on registered students' performance on their NBTs, and how their performance compares with the national pool of NBT writers.

In 2017, CETAP distributed the following reports: Institutional Reports and Statistical Summary reports have been produced for the following Universities and Institutions: Central University of Technology, University of Venda, University of the Western Cape, Walter Sisulu University, Tshwane University of Technology, Stellenbosch University, University of Johannesburg, Nelson Mandela University, University of Fort Hare, University of Cape Town, Vaal University of Technology, Independent Examinations Board, Mangosuthu University of Technology. NBT National Report for the 2017 Intake Faculty Review of the use of the NBT at University of Cape Town: Report to the VC

Academic papers

- Bohlmann, C., Prince, R., Deacon, A. 2017. Mathematical errors made by high performing candidates writing the National Benchmark Tests. Pythagoras, 1
- Kapp, R; Badenhorst, E; Bangeni, B; Craig, T. S; Janse van Rensburg, V; Le Roux, K, Prince, R; Pym, J; van Pletzen, E. 2017. Students' negotiation of Learning and Identity in Working-class Schooling. In B. Bangeni and R. Kapp (Ed) Negotiating Learning and Identity in Higher Education: Access, Persistence and Retention... pp. 1 - 29.
- Le Roux, Natalie and Sebolai, Kabelo. 2017. The National Benchmark Test of quantitative literacy: does it complement the Grade 12 Mathematical Literacy examination? South African Journal of Education, v.37(1).
- Prince, R., Mutakwa, D, Dunlop, J. 2017. "School-leaving and university entrance assessments in explaining performance in Engineering studies". Proceedings of the 4th Biennial Conference of the South African Society for Engineering Education, 14-15 June.
- Prince, R & V. Frith. 2017. The quantitative literacy of South African school-leavers who qualify for higher education. Pythagoras, v.38(1).
- Sebolai, Kabelo. 2017. The incremental validity of three tests of academic literacy in the context of a South African university of technology. PhD, University of the Free State

Conference Presentations

- Padayachee, P. 2017. Student Experience informs a Supportive-Environmental Framework for Online Assessment in Moodle. The Brazil delta Conference , Gramado, Brazil.
- Prince, R., Mutakwa, D, Dunlop, J. 2017. "School-leaving and university entrance assessments in explaining performance in Engineering studies". Proceedings of the 4th Biennial Conference of the South African Society for Engineering Education, 14-15 June.
- Prince, R & V. Frith. 2017. The quantitative literacy of South African school-leavers who qualify for higher education. Pythagoras, v.38(1).
- Jappie, Naziema. 2017. Creating Pathways for Learners in Postsecondary Education, Brics Symposium, Xiamen University, China
- Jappie, Naziema. 2017. Postsecondary Education for a Sustainable Future, GAPS Learning and Connecting Symposium, University of Campinas, Brazil
- Msusa, Naomi.2017. Analysis of Writer Performance Ranges on the NBT Academic Literacy Test, The Second International Legitimation Code Theory Conference, Sydney, Australia
- Prince, Robert. 2017. Formative assessment for First Year Learning in Higher Education. Assessment in HE Conference, Manchester, UK.
- Prince, R., 2017. Assessment as a Social Lever in Higher Education: norm-referenced and/or criterion-referenced assessments? 43rd International Association for Educational Assessment (IAEA) Conference. Georgia, 2 – 6 October.

- Prince, R. 2017. Quantitative literacy practices in civil engineering study: responding to a changing higher education landscape. South African Society for Engineering Education: 4th Biennial Conference
- Prince, R. and Simpson, Z. 2017. "Teaching, learning, and frameworks as performance in quantitative literacy events" 8th International Conference on Multimodality.
- Mutakwa, Darlington. 2017. The predictive validity of standardised tests on first year performance at university. European Association for Institutional Research, Porto, Portugal.
- Steyn, Sanet. 2017. Testing language ability in two languages: Some lessons form a project. Conference of the Language Associations of South Africa, Rhodes University, Grahamstown, 26 - 29 June 2017.



Staff Development in 2017

- 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. (Dr Sebolai resigned in 2017 from UCT)
- The Data manager Peter Chifamba completed a "Business Intelligence, Development and Maintenance" course. (Mr Chifamba resigned in 2017 from UCT)
- 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 Alard completed an Excel Intermediate course.
- Linsli Dykes is attending two courses in Database Management. Funding was provided through the Strategic Development Grant.
- Robert Prince, Naziema Jappie, Darlington Mutakwa, Naomi Msusa and Pragashni Padayachee received URC Grants for conference travel.



Naziema Jappie (second from right) attending the GAPS Learning and Connecting Symposium



L-R: Ashley Niekerk, Pragashni Padayachee, Naziema Jappie, Tamara Bezuidenhout, Robert Prince

Distinguished visitors



Acting DVC for Teaching and Learning, Professor Daya Reddy, visited CETAP in August. The meeting provided him an opportunity to get an overview of CETAP and its strategic future direction. Prof Reddy provided some useful insights into how the work of CETAP can address the areas of access and success and student support.



Associate Professor Francois de Kock, from Organisational Psychology, was a guest speaker at CETAP's Brown bag seminar in September. He presented a study entitled: "Examining the Value of Biodata in Predicting Medical School Success: A Comparison between Students with Low and High Disadvantage Levels in South Africa".



Ms Tamara Bezuidenhout, the newly appointed Director for the department of Institutional Planning (IPD) at UCT visited CETAP and discussed various issues of collaborations between the two departments.

NBT Operations

Expansion of the NBT footprint

CETAP has increased the footprint in 2017 to ensure that all prospective writers have access to venues, by embarking on a GIS study to identify areas that are under-represented. For the 2018 Intake Cycle 10 additional venues were established as part of CETAP's ongoing strategy to increase access to NBT venues for writers particularly from rural areas. Venues in underrepresented areas have been identified and have been implemented in the 2018 Intake Cycle.

The coverage of the current venues for the 2018 Intake Cycle are reflected in the map on

pages 24 and 25. As part of CETAP's strategy to be accessible to all writers with a particular emphasis on Quintile 1- 3 schools, this map reflects all schools, with Quintile 1-3 schools with bachelors passes highlighted in green.

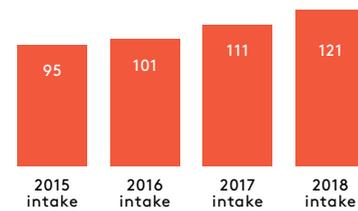
Expansion of the NBT User base

CETAP will continue to engage with the universities that do not currently use the NBT. Emphasis will be placed on the KwaZulu-Natal institutions. In addition there will be ongoing engagement with the growing number of private accredited institutions offering degrees and diplomas as well as higher education institutions in Africa.

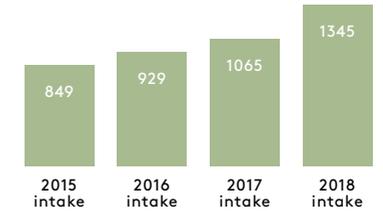
TOP 10 VENUES 2018 INTAKE : NATIONAL SESSIONS to June 2018

	Numbers of Writers AQL	Numbers of Writers MAT	TOTAL WRITERS
UCT Upper Campus	5564	3944	5564
Pretoria Main Campus Thuto Bld	4547	3638	4547
UJ Auckland Park	4077	3046	4077
UL Turfloop Campus OCH	2766	2414	2766
University of Stellenbosch	2159	1556	2159
UWC Bellville	2151	1162	2151
JHB Vega Bordeaux	2001	1551	2001
Thohoyandou	1990	1901	1990
UJ Soweto	1680	1267	1680
Sefako Makgatho University	1627	1402	1627

NBT Venues



NBT Sessions



Writer Numbers by Session Type (Up till 10/11/2017)

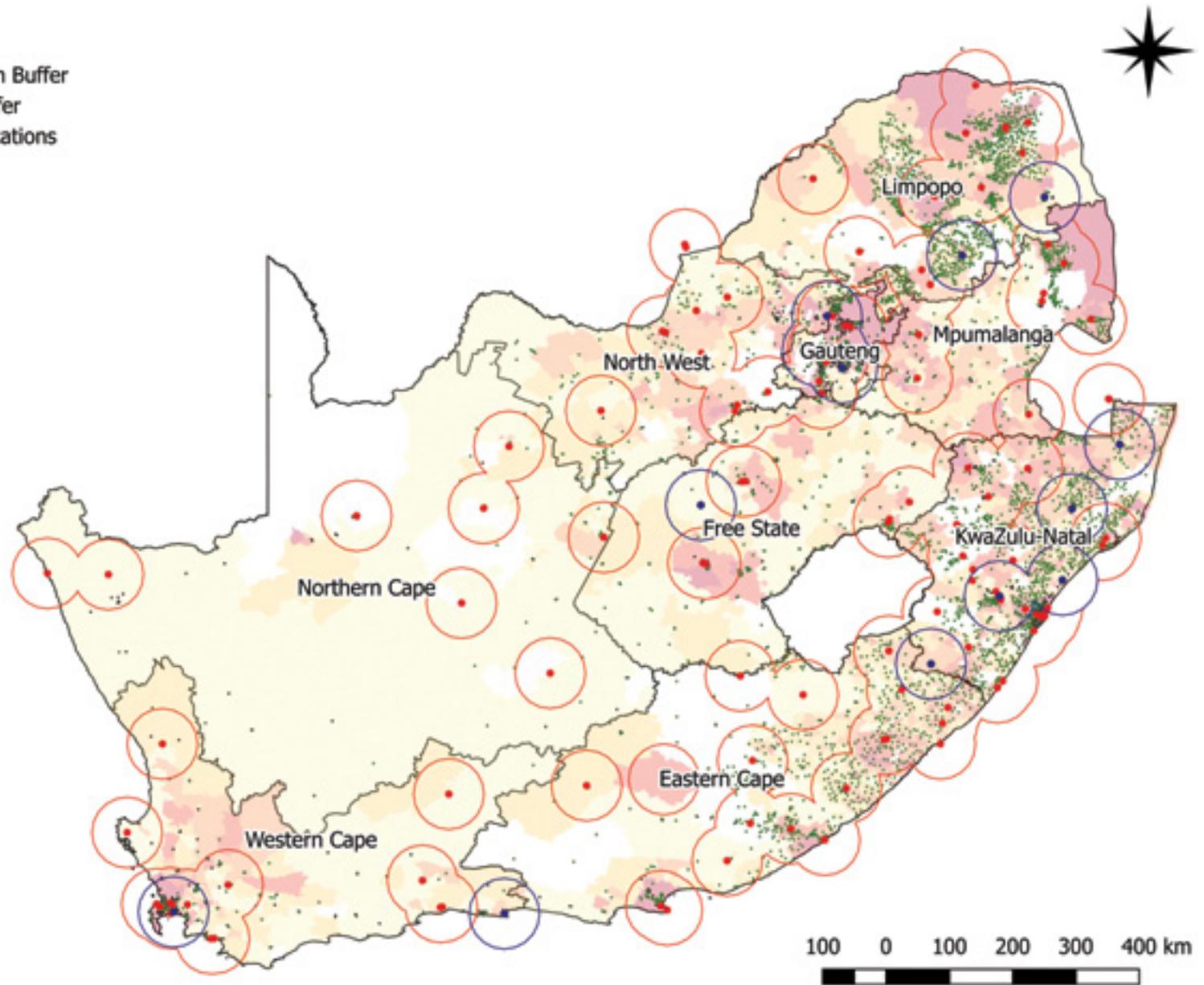
National Sessions	68724
Special Sessions	3601
Disability	240
Remote Sessions	95

Writer Numbers 2016, 2017 and 2018 Cumulative Across National Sessions



Legend

- New National Venues 50km Buffer
 - National Venues 50km Buffer
 - NBT new 2018 national locations
 - National NBT Venues
 - Quintile 1-3 schools
 - All Schools
- Ages 15-24 per ward %**
- 0.000 - 0.012
 - 0.012 - 0.016
 - 0.016 - 0.021
 - 0.021 - 0.032
 - 0.032 - 0.176
 - RSA Provinces



Map with 50 km buffers on "old" venues and "new" venues in different colour overlaid with Census data, and all schools in grey dots and quintile 1-3 schools in different colour

NBT Outreach

Training

Training of NBT Site Coordinators from all the nine provinces was carried out in March in four major centres: Durban, Johannesburg, Bloemfontein, East London, and a fifth and final session in Cape Town. This training is provided to NBT Site Coordinators, both new and experienced, every two years to ensure that the highest standards of test administration are maintained. Site coordinators are equipped to further train their own invigilator teams.

The training is also an excellent opportunity for Site Coordinators to provide feedback on their own experiences to their colleagues. It is important for Site Coordinators to understand the work that is done by CETAP as well as the value of the NBT and how the operations work.

The 2017 cohort training was extremely successful and well attended with 20 site coordinators attending the Durban session, 25 in Gauteng, eight in Bloemfontein and eight in East London.

NBT registration assistance team

In May, a new NBT venue, Jane Furse Comprehensive School in Limpopo, organised their own NBT registration assistance team for any prospective writers who needed help or did not have access to the internet.

Taking the NBTs in luxury

Who said testing had to be boring? In December, CETAP received this image from a writer who had to arrange a proctor on his boat in Spain!

Reaching out to learners in KwaZulu-Natal

CETAP, in collaboration with the KwaZulu-Natal Department of Education, embarked on a pilot project to cover the cost of the NBT for writers from non-fee paying schools (quintiles 1 to 3). The pilot was launched in May 2016 with 300 of the top achievers in these schools. The project continues and CETAP is invited to deliver a presentation to these learners at a career guidance seminar organised by the Department of Education at various districts in KwaZulu-Natal.



Jane Furse comprehensive school registers learners for the NBTs



Taking the NBTs in luxury: Test-taker on the left, with proctor on the right



Learners at a career guidance seminar in KwaZulu-Natal



CETAP

Centre for Educational
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Placement

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