

QUALITY MANAGEMENT SYSTEM

D.8

TITLE: POLICY: MODERATION

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1. PURPOSE

Moderation of assessments is viewed as a “review” that should lead to verification of the assessment process and procedures, the assessment tools and the assessment results. However, specific emphasis is placed on the fact that a secondary aim is to ensure that consensus is reached, that the student was treated fairly and that the facilitator and assessor had opportunities to learn (professional growth). The purpose of this moderation policy is to:

- ensure fairness, validity and credibility of moderation of assessment activities at the Hugenate Kollege.
- establish procedures to ensure the quality of internal and external moderation processes.
- provide feedback to the assessors on the quality of assessments;
- ensure that assessment standards compare favourably to best practices of the relevant regulating authorities.

2. SCOPE

This policy is applicable to all registered moderators in full-time, contract or temporary employment with the College.

3. REFERENCES

- Hugenate Kollege Assessment Policy.
- ETQA Regulations 10 (R1127 of 8 September 1998)
- SAQA: Criteria and guidelines for providers
- SAQA: Criteria and guidelines for assessment of NQF registered qualifications and unit standards
- Unit Standard 115753: Conduct outcomes based assessments
- Unit Standard 115759: Moderate outcomes based assessments

4. MODERATION

Moderation entails both quality control and quality assurance regarding assessments. As part of the assessment process, moderation ensures that assessments have been conducted in line with practices that lead to fair, reliable and valid results. Moderation therefore confirms that:

- The assessment instrument is: - standardized - valid - reliable
- The assessment judgements are: - fair - valid
- That the evidence is: - sufficient - authentic, valid - current

Moderation of assessments within the College is also used to ensure that different assessors are assessing a specific Qualification according to the same standard.

Approaches to moderation

Moderation of assessments at the Hugenote Kollege should be approached within the following framework:

- Every student should have the assurance that his/her assessment results are reliable and correct.
- The concept of positive reinforcement will be applied. No negative reinforcement will be allowed.
- The moderator acts as a coach and mentor to the assessor and student.
- Assessments will be based on the content of the student manual and student workbook related to a specific module within the qualification.
- Moderation feedback must lead to continued development of appropriate, valid and reliable assessment tools and processes.

4.1 CATEGORIES OF MODERATION

4.1.1 Internal Moderation

Internal moderation aims to ensure a fair, valid and reliable assessment process in the theoretical and practical components of the training.

The moderator must be registered with the relevant regulating authority if so required and is employed by the institution. This process takes place within the College. The internal moderator has to implement the following tasks:

- A representative selection as determined in the Standard Operating Procedure for the Higher Education and Technical and Vocational Education and Training respectively (see SOP's D 8.1 – D 8.3) of the assessment assignments and products used to compile students' performance mark for a module is moderated internally for all modules offered by the Hugenote Kollege (i.e. all modules at all levels), as follows:
 - a) In the case of modules that use question papers, all examinations are moderated internally before the examination is undertaken. For exit-level modules, the internal moderator pays special attention to the general editing of assessment assignments (e.g. the formulation of questions). The assessment products (answer scripts) of the representative sample are internally moderated in full (marked, and marks checked) after every examination and before the marks are finalised. For exit-level modules, the internal moderator checks the marks calculated for the sample of answer scripts (for the assessment products of the first and the second examination opportunities), before sending them to the external moderator, and focusses especially on border-line cases (in terms of pass or pass with distinction).
 - b) In the case of modules that use a continuous or flexible assessment system, all assessment assignments and a selection of assessment products that collectively represent at least 50% of the performance mark, are moderated internally. For exit-level modules, the internal moderator pays special attention to the general editing of assessment assignments (e.g. the formulation of questions) and the correctness of the marks calculated for the assessment products, before sending them to the external moderator.

c) The internal moderation process takes place during all examinations. The same deadlines for finalising results apply to modules that use continuous or flexible assessment.

- Provide independent, objective guidance and feedback to facilitators and assessors.
- Monitor the training and assessment process through all its stages.
- Evaluate the quality of training.
- Evaluate the quality of the assessment process.
- Verify that the assessments adhere to the principles of assessment, as outlined in the assessor guide.
- Check administrative and database procedures.
- Check physical environment requirements.
- Compile moderation reports.
- Review the assessment process and instruments with the assessor.
- Provide guidance and mentoring to ensure on-going development of facilitators and assessors.
- Evaluate the performance of assessors
- Manage the assessment appeals process.

4.1.2 External moderation

A representative selection as determined in the Standard Operating Procedure for the Higher Education and Technical and Vocational Education and Training respectively (see SOP's D 8.1 – D 8.3) of the assessment assignments and products used to compile students' performance mark for a module is moderated externally for all exit-level modules (undergraduate and postgraduate), as follows:

a) In the case of modules that use the examinations system, the assessment assignments (the question papers) for all examinations are moderated externally before the examination is undertaken. The external moderator pays special attention to the constructive alignment of assessment assignments with the outcomes of the module, and to checking whether the assessment assignments of the first and second examination opportunities were set at the same level and standard. The assessment products (answer scripts) are moderated externally after the second opportunity and before the results are finalised. The external moderator pays attention to the standard set for marking the assessment products, and focusses especially on border-line cases (in terms of pass or pass with distinction).

b) In the case of modules that use a continuous or flexible assessment system, a set of assessment assignments that collectively represents at least 50% of the performance mark, is moderated externally with a representative sample of its assessment products, before the results are finalised. The external moderator pays attention to the standard set for marking assessment products, and focusses especially on border-line cases (in terms of pass or pass with distinction).

c) The external moderation process is required for all exit-level modules. Schools have the discretion to decide on the way to deal with continuous and flexible assessment products specifically, in cases where formative feedback needs to be given to students and external moderation would cause a delay in turn-around time.

d) In the case of postgraduate programmes with a number of specialist modules that have only a few registered students in every module, a single external moderator may moderate a related group of modules (e.g. modules that fall in a particular knowledge area) as a whole, and not every module separately. In such cases, the external moderator need not moderate the assessment assignments prior to the assessments. This procedure does not apply to comprehensive research assignments (of 50 credits or more).

4.2 REQUIREMENTS FOR MODERATORS (INTERNAL AND EXTERNAL)

- Moderators must have a qualification on the same or a higher NQF level than that of the module (or thesis or dissertation) that he/she is moderating.
- Moderators must possess the requisite competence and academic standing in the field(s) in which they are moderators.
- External moderators are not appointed in a fixed capacity or as temporary staff on the staff establishment of Hugenote Kollege.
- The moderator must be registered with the relevant regulating authority if so required and is contracted on an ad hoc basis by the institution to conduct moderation.

4.2.1 Appointment of internal moderators

- a) The Programme Coordinator recommends the internal moderators to the Academic Committee.
- b) The Academic Committee appoint the internal moderators on behalf of the College Management.
- c) The name(s) of internal moderator(s) appear in the module frameworks that are made available to students.
- d) The name(s) of the internal moderator(s) are included in the assessment assignments (question papers, assignments, etc.) that are distributed to students.
- e) The responsibility rests with the Programme Coordinators to ensure that these conditions of appointment are met.

4.2.2 Appointment of external moderators

- a) The Programme Coordinator recommends external moderators to the Academic Committee.
- b) The Academic Committee appoint external moderators on behalf of the College Management.
- c) No person may be an external moderator for a particular module, for longer than three consecutive years, unless he/she is a member of a panel of three or more moderators who moderate the particular module.
- d) External moderators should be unattached to the College (excluding 'extraordinary appointments'.

e) External moderators are not appointed in a fixed capacity or as temporary staff on the staff establishment of the College.

f) The responsibility rests with the Programme Coordination to ensure that these conditions of appointment are met.

4.3 DOCUMENTATION SUPPLIED TO EXTERNAL MODERATORS

The following documentation is supplied to external moderators:

a) A copy of this document, Hugonote Kollege Moderation Policy

b) The module framework, which includes the following:

- i. Name and code of the module
- ii. Lecturer(s) presenting the module and acting as assessor(s), with his/her/their contact details
- iii. Name of the internal moderator
- iv. Aim, rationale and outcomes of the module
- v. Study resources (e.g. textbooks, articles, internet material and hand-outs)
- vi. Learning opportunities created by the lecturer (e.g. lectures, group work, excursions and guidelines for self-study)
- vii. Specific details of the timetable, contact opportunities, target dates, etc.
- viii. Aspects relating to assessment: • methods of assessment • time and place of assessment opportunities • information on the turn-around time and format of feedback to students after assessment opportunities • calculation of class and performance marks • admission to tests/examinations
- ix. Any other special conditions (e.g. arrangements concerning aegrotat tests and participation in learning opportunities);

c) The assessment assignments (e.g. examination question papers, assignments)

d) A stratified sample of assessment products (e.g. answer scripts, essays)

e) Class lists which include the following:

- i. Names of candidates registered for the module
- ii. An indication whether registered candidates suspended their studies, or undertook the examinations
- iii. The class/progress marks of the candidates
- iv. The examination/performance marks of the candidates

f) Information on the previous time the module was moderated externally: the external moderator's comments following the assessment opportunity and, where applicable, information on the follow-up steps introduced since then.

4.4 DEALING WITH MODERATION INFORMATION AND PROCESSING RESULTS

a) The responsibility rests with the Programme Coordinator to examine the evidence before the assessor finalises the marks on the central information system, and to confirm that:

- i. Internal moderation has taken place
- ii. External moderation of the assessment process has taken place (as and where applicable) and that the reports of the external moderators are being kept on record
- iii. Cognisance has been taken of any adjustments made, as well as the recommendations arising from the internal and external processes of moderation
- iv. Follow-up steps have been planned, where applicable
- v. The follow-up steps planned after the previous summative assessment opportunity were executed
- vi. In cases where discrepant results have been received from the internal and external moderators, these were dealt with according to the College's resolution process.

b) The Programme Coordinator submits to the Dean a report on the moderation and results of all modules that are the responsibility of that School (i.e. not only the exit-level modules).

c) The Dean is responsible, after each examination opportunity and within one week of the marks being finalised on the central system, for the submission of a report to the Academic Committee in which he/she confirms that:

- i. The assessment of all modules in the School adheres to all the prescribed procedures and regulations
- ii. He/She has taken cognisance of the recommendations of the Program Coordinator
- iii. Follow-up steps have been planned by the School (where applicable)
- iv. Where applicable, the follow-up steps planned after the previous examination opportunity were executed.

d) The Academic Committee has standing delegated powers from the College Management to approve all examination results on behalf of the College after the Deans have submitted reports and before the information for the graduation ceremonies is finalised.

e) The Academic Committee is responsible for:

- i. Checking the reports of the Deans
- ii. Taking cognisance of planned follow-up actions and the Dean's comments on these
- iii. Taking cognisance, where applicable, of the progress of follow-up actions after previous examination opportunities
- iv. Approving the results

4.5 DEALING WITH DISCREPANT MODERATION INFORMATION

a) In cases where discrepant moderation information has been submitted (e.g. by internal and external moderators), the School concerned heads a resolution process to be conducted by an independent third party nominated by the School.

b) In cases where a School requires further clarification, the School refers the relevant discrepancy to the Management of the College, for guidance on a resolution process.

4.6 GENERAL

a) Time should be allocated in the College calendar for internal and external moderation.

b) Schools are responsible for all practical arrangements relating to the external moderation of their exit-level modules. This includes:

- i. ensuring that security is maintained when assessment assignments (examination question papers, assignments) are presented to external moderators;
- ii. ensuring that security is maintained when assessment products are being externally moderated; and
- iii. ensuring that external moderators are able to meet their obligations in a cost effective manner.

c) The College is responsible for the costs of the external moderation of the School's exit-level modules. The College's standard tariffs for the remuneration of external moderators are determined annually by the Management of the College.

5. RESPONSIBILITY & AUTHORITY

The Management of the Hugenate Kollege will be responsible for the implementation and regulation of the policy.

Please note the proposed criteria for assessors proposed by the SACSSP which could also apply to moderators of other qualifications. No similar proposals were found for other programmes. The criteria were adapted to match all qualifications.

Criteria for Moderators

A qualification that is registered on the NQF includes the criteria for assessors and these must be applied by the relevant ETQA.

The criteria for assessors of theoretical, practical/ experiential learning in terms of the specified outcomes of qualifications currently registered on the NQF and under the jurisdiction of the regulating authority are as follows.

Qualification	Criteria for Assessors
FET Certificate	• Possess an NQF Level 7 qualification in the qualification to be moderated • Registered with the regulating authority for the qualification • Have a minimum of 5 years practical experience • Registered as a qualified assessor by the relevant ETQA {e.g. the HWSETA, ETDP SETA,}
Bachelor degree	• Possess at least an NQF Level 7 qualification in Social Work • Registered with a regulating authority • Have a minimum of 5 years appropriate experience • Registered as a qualified assessor by the relevant ETQA
Master degree	<i>Internal assessors must -</i> • Possess at least an NQF Level 8 qualification in the discipline • Be registered with the regulating authority of the discipline to be moderated • Be registered as a qualified assessor by the relevant ETQA <i>External assessors must -</i> • Possess an appropriate qualification <i>and/or</i> • appropriate experience in the chosen focus area
Ph. D.	<i>Internal assessors must -</i> • Possess at least an NQF Level 8 qualification in Social Work • Be registered with the regulating authority of the discipline to be moderated • Be registered as an assessor with the relevant ETQA <i>External assessors must -</i> • Possess an appropriate qualification <i>and/or</i> • Appropriate experience in the chosen focus area • Be registered as a qualified assessor by the relevant ETQA