hugenote kollege
Waar Christenwees grondvat in opleiding

QUALITY MANAGEMENT SYSTEM

D.

TITLE: SOP: MODERATION – TECHNICAL VOCATIONAL EDUCATION AND TRAINING

COMPILED / REVIEWED BY	**AUTHORISED BY**
Dr A.F. du Toit	Prof CJP Niemandt

Title: Consultant	**Title:** RECTOR

Date: July 2024	**Date:** July 2024

	
Signatures	

Revision Record

			Date
Previous Version Nr.	**4**	**Last Review**	**July 2024**
New Nr.	**5**	**Approved for issue**	

Index of Contents

Description **Page Nr**

1. MODERATION 3
1.1 Moderation Requirements 4
2. MAIN FUNCTIONS OF MODERATION 4
2.1 Sample 5
3. MODERATION PROCESS 5
3.1 Moderation Steps 5
3.2 Moderation Plan 5
3.3 Pre-assessment moderation 5
3.3.1 Pre-moderation meeting agenda 6
3.3.2 Pre-moderation meeting minutes 6
3.4 Moderation during Assessment 6
3.5 Post-assessment Moderation 6
3.6 Moderation Report 7
3.7 Feedback 7
3.8 Verification 7
4. MODERATORS 7
4.1 Criteria for Moderators 8
4.2 Moderator Expertise and Competence 8
4.3 Moderator Code of Conduct 8
4.4 Moderation Requirements 9
5. EVALUATION AND REVIEW 9

STANDARD OPERATING PROCEDURES FOR TVET MODERATION

1. MODERATION

All assessments are moderated within 21 (twenty-one) working days of the assessment being recorded and reported back to the Programme Coordinator in due time. Once the assessment is completed:

- the assessment decisions are recorded on the Student Management System of the College;
- at least 50% for a group of 10 or more learners must be moderated: in a group of 10 learners or less, the SDP will conduct 100% moderation. In the case of RPL learners, 100% moderation will be implemented. These percentages apply throughout all moderations to be done.
- The moderator must moderate all re-assessments.
- Manual and electronic records must be updated accordingly;
- the assessment results are submitted to the relevant ETQA for verification;

The internal moderator moderates all assessment instruments.

When students complete their programme evaluations, they are asked to evaluate the assessment process. This feedback is given to the relevant Programme Coordinator responsible for developing assessment instruments and processes to ensure that the quality of the instruments continually improves.

Moderatorsr5e must fulfil the roles and functions allocated to them in terms of the relevant policies and procedures of SAQA, the ETQA and the College. Such roles and functions include:

- Evaluating assessment processes
  - Carrying out and evaluating assessment and quality assurance systems.

- Conduct moderation of assessment instruments
  - Conducting moderation of assessment instruments, plans and guides on any occasion in which these are first used or revised.
  - Verifying that assessment instruments are fair, valid, reliable and practical.
  - Identifying and reporting areas in need of improvement.

- Support to assessors
  - Provide advice to the Academic Committee on best practices of assessment.
  - Evaluate the application of assessment tools by registered assessors with report to the relevant Programme Coordinator(s).

- Redesigning of assessments
  - Identifying the need to redesign assessments and/or assessment instruments.
  - Identifying the need to redesign moderation, moderation systems, and tools if required.

- Conducting moderation of assessment results

- Moderation must always be done in green ink.
- Conducting moderation of assessment results and records using a sample as prescribed by the relevant quality authority and the Hugenote Kollege. In the case of the HWSETA qualifications See bullet 1 par. 1

- Reporting
  - Reporting after each moderation process/cycle to the relevant parties, on the results of the moderation.
  - Recommend appropriate strategies to continuously improve the quality of assessments, and hence the integrity and credibility of the national system for assessment and certification.

1.1 Moderation Requirements

The internal moderator is central to quality assurance in all learning programmes at the College.

The moderator of an assessment shall be a different person from the one who conducted it. Moderators shall also have no actual or perceived interest in the outcome of the assessment.

Moderators must also be familiar with (and continuously refresh their understanding of):
- Current unit standards, exit level outcomes, and/or qualifications;
- Relevant policies, legislation and regulations;
- Quality assurance and reporting requirements.

Moderators must have all skills required to effectively perform all functions according to the latest methods, including, but not limited to communication with the ETQA and Programme Coordinators and assessors.

Moderation includes consideration of:
- The design of the assessment itself to ensure that the choice and design of assessment methods are appropriate for the standards being measured by the assessment.
- The implementation of the assessment according to the specified guidelines.
- The verification and review of the assessment process to ensure that assessors are using feedback to develop their assessment procedures.
- The moderator will moderate at least 50% for a group of 10 or more learners: in a group of 10 learners or less, the SDP will conduct 100% moderation. In the case of RPL learners, 100% moderation will be implemented.

2. MAIN FUNCTIONS OF MODERATION

The main functions of moderation are to: Verify that assessments are fair, valid and consistent;

- Identify the need to redesign assessment instruments if required;
- Moderate the re-assessments of students;
- Evaluate the assessment process;
- Give guidance on best practices for assessment;
- Quality assurance moderation.

2.1 Sample

The moderator selects a random sample of all Portfolios of Evidence according to the percentage specified by the relevant quality authority. The sample represents the following categories:

- Competent
- Not Yet Competent
- Re-assessed

3. MODERATION PROCESS

3.1 Moderation steps

The steps to be followed in the moderation process are as follows:

- Pre-assessment Moderation
- Plan and prepare for the moderation
- Conduct the moderation
- Advice and support to the Program Coordinator and assessors
- Report, record and administer the moderation
- Review the moderation system and processes

3.2 Moderation plan

- Must state the details of the assessment to be moderated (assessor name, assessment description, assessment date, time and venue)
- Must state the moderator's name
- Must be signed by all relevant parties (except the students)

3.3 Pre-assessment moderation

Pre-assessment moderation aims to quality control institutional and programme compliance to qualification outcomes, assessment tools and instruments.

During this stage, the moderator ensures that the assessment pack of the assessor contains the current assessment policies and standard operating procedures applied by the College, the assessment guidelines as stipulated by SAQA and all the instruments needed. The assessment and moderation policies and procedures also need to be checked by the moderator to verify implementation.

The moderator then quality assures the tools and instruments in the assessment pack to determine whether:

- the assessment which will be conducted will be valid, reliable, fair, appropriate and practical;
- the language used for the instruments will be clearly understood by the students so that they will submit the appropriate evidence;

- the instruments clearly state the competencies that will be judged as well as how the judgements will be made;
- the instruments and assessment practices accommodate students with special needs. This is, therefore, the stage during which quality assurance is done.

After the moderator has completed the Pre-assessment Moderation, the moderator will have a meeting with the relevant Program Coordinator and assessors to discuss his/her findings and recommendations .

3.3.1 Pre-moderation meeting agenda

- Must explain the moderation procedure
- Must explain the appeals procedure
- Must be signed by all relevant parties

3.3.2 Pre-moderation meeting minutes

- Must contain details of discussions of all the above
- Must be signed by all relevant parties

3.4 Moderation during assessment

Moderation during assessment aims to quality assure compliance with the institutional Quality Management System.

Condonation of results

a) If a moderator with the reassessment of a Portfolio of Evidence finds that a student is Competent according to all the evidence required i.e. formative assessments, summative assessments and logbook, but the student has up to 40 notional hours in workplace training outstanding, the moderator may condone the outstanding hours if s/he is convinced that the performance of the student has been consistent; and

b) Should a moderator find that a student is deemed NYC in one of the summative assessments e.g. knowledge questionnaire or workbook because of a final mark between 47 – 49%, s/he may condone that assessment and change the result to Competent without adjusting the marks obtained in any section/question of the assessment.

3.5 Post-assessment moderation

Post-assessment moderation aims to ensure a fair, valid and reliable assessment process according to the pre-determined Moderation Plan. The moderation sample must include portfolios of students assessed to be competent, not yet competent and if applicable, recognition of prior learning and drop-out results.

The moderation is conducted according to the moderation plan. During this stage, assessment judgements are either upheld or changed and quality control thus takes place.

Moderation methods may include:

- Revising assessments and benchmarking materials against established criteria.
- Moderators conducting panel meetings.
- Interviews.

3.6 Moderation report

- The moderator must prepare an individual moderator report per learner which must be placed in the portfolio of evidence of each learner.
- The moderator must prepare a moderation report comprising inter alia information on the moderated portfolios of evidence of students. The report with his/her findings will be made available to the relevant Program Coordinator.
- The moderation report must include the aspect of Quality Assurance Moderation as a stand-alone heading where the moderator includes their findings based on the moderation of the policies, guides (learner, facilitator, assessment & moderation) formative assessments, summative assessments, workplace activities, assessment and moderation plans.

3.7 Feedback

- The Program Coordinator will discuss the moderation report with the individual assessors and report to the Academic Committee.
- The reports, assessments and moderation records are kept and maintained within the College as per the relevant ETQA requirements. Access is restricted to ensure confidentiality.

The feedback must be signed and dated by the Program Coordinator and Moderator.

3.8 Verification

On completion of steps 3.1 to 3.7, the Academic Committee will request the Programme Coordinator to apply for verification to the relevant quality authority.

4. MODERATORS

Moderators are appointed by the College. The internal moderator is a full-time employee of the College and is responsible for pre-, during and post-assessment moderation. However, the College can appoint an external moderator to conduct the post-assessment moderation.

Role of the Internal Moderator

- The internal moderator and the Program Coordinator discuss the learning programme outline before moderation is undertaken.

- The internal moderator checks the final assessment instruments for consistency of assessment with the learning programme outline and alignment with the assessment policy.

Moderation of assessment instruments and model answers must be finalized two weeks before the commencement of assessments.

4.1 Criteria for Moderators

- Moderators employed by the College must comply with the requirements of the relevant quality assurance authority.
- Moderators must be ethical, skilled, unbiased and knowledgeable in relevant areas. SETA-registered moderators signed a Code of Conduct. If they fail to adhere to this Code, they can be de-registered.
- According to SETA's, two different types of moderation may be applied:

  - Generic Moderation: no subject matter expertise is required;

  - Subject Moderation: subject matter expertise is required in the discipline or learning field. For subject moderation (registered professions), moderators are trained according to the requirements of the relevant quality assurance authority and registered to conduct assessment and moderation only in the area of their subject matter expertise.

- Moderators must be registered with the relevant quality assurance authority as constituent moderators.

4.2 Moderator Expertise and Competence

Moderators must have the necessary expertise, experience and registration with the relevant quality authority for the qualification to be moderated. Moderators must follow the requirements and processes as stipulated by SAQA unit standard 115759.

Completed moderation reports must be stored safely and securely.

4.3 Moderator Code of Conduct

Moderators need to adhere to the following Code of Conduct. If any of the codes are not adhered to, disciplinary steps will be taken against the moderator/s:

- All registered moderators must be well informed about the Moderator's Code of Conduct.
- Corrective action will be taken against moderators who fail to conduct themselves following this Code of Conduct.

Furthermore, moderators will have to adhere to the following requirements:

- Principles of confidentiality

- Following the moderation guidance given by the relevant ETQA and the College.

If a moderator is accused of misconduct or not adhering to the Moderators Code of Conduct the Disciplinary Code of the Hugenote Kollege will be followed.

4.4 Moderation requirements

Requirement	Description

Moderation plan	▪ State the assessment details:
	  ▪ Assessor's name
	  ▪ Assessment description
	  ▪ Assessment date, time and venue
	▪ State the moderator's name
	▪ Signed and dated by the moderator and assessor

Pre-moderation meeting agenda	▪ Explain the moderation procedure ▪ Explain the appeals procedure ▪ Signed and dated by moderator and assessor
Pre-moderation meeting minutes	▪ Contain details of the discussion of all the above ▪ Signed and dated by moderator and assessor
Moderation documents	▪ Moderation observation checklist ▪ Moderation questions containing foundational, practical and reflexive questions to the assessor ▪ State details of the assessment, assessor and moderator ▪ Signed and dated by moderator and assessor
Review of the moderation process	▪ List of strong and weak points ▪ Signed and dated by the moderator
Moderator feedback on moderation	▪ Feedback on the assessment process and assessor's performance to the assessor ▪ Signed and dated by moderator and assessor
Assessor feedback on moderation	▪ Feedback to the moderator on the moderation process ▪ Signed and dated by moderator and assessor
Moderator report and trend analysis	▪ Including all the assessments that were moderated ▪ Signed and dated by the moderator

5. EVALUATION AND REVIEW

This standard operating procedure will be evaluated and reviewed at least once every three years by the Academic Committee.

During this review the following takes place:

- an overview report of the moderator is tabled at a meeting of the Academic Committee;

- the shortcomings and recommendations of the moderation system and the assessment system as per the reports stated above, are listed and the systems are reviewed accordingly.