

INTRODUCTORY STUDIES FOR PROJECT MANAGERS

MODULE #: 121905000-KM-01

NQF LEVEL: 5

CREDITS: 4

NOTIONAL HOURS: 40

MODERATOR GUIDE

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Contact Address	
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Provider Details

Provider Name		Type of Moderation	
Provider Address		Date of Moderation Report	
Provider Contact Person		Moderator Responsible	
Provider Contact Details		Moderator Contact Details	
Qualification / Learning programme			

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Moderation Plan

1	Type of Moderation	
2	Purpose of Moderation	
3	Date of Moderation	
4	Location of Moderation	
5	Method of Moderation	
6	Role Players	
7	Scope of Moderation	
8	Moderation Sample	
9	Moderation Tools	
10	Preparation Required	

Additional Briefing Notes

Moderator Signature

Date of Moderation Plan

Pre-Moderation

1. Moderation Preparation

1.1 Learner Sample

Surname	Name	Learner ID Numbers	Unit Standards Completed

1.2 ETD Staff Sample

Surname	Name	Assessor ID Numbers	Unit Standards Assessed

1.3 Documents in Moderation Sample

No	Documents requested	Received		Comments
		Yes	No	
1	Alignment Strategy & Facilitation Schedule			
2	Master Assessment Guide and Assessment Toolkit			
3	Learner recruitment, selection & entry documents as per selection			
4	Assessor registration and SME details			
5	Workplace agreement / minutes			

2. Validation of Assessors & Candidates

2.1 Assessor Validation

Programme / Qualification	
Assessment period / Client / Project	

Rating ranges from 1 – 4 for each main criterion

No Evidence – 0, Insufficient Evidence – 1, Sufficient Evidence – 2, Above Standard Evidence – 3, Excellent Evidence – 4

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
A. Assessor Name				Assessor Validation to Programme
1	ID / CV / scholastic documents on file			
2	QCTO Registration Report			
3	Assessment Scope validated			
4	Assessor SLA and code of conduct			
5	Assessor /learner allocation validated			
B. Assessor Name				Assessor Validation to Programme
1	ID / CV / scholastic documents on file			
2	QCTO Registration Report			
3	Assessment Scope validated			
4	Assessor SLA and code of conduct			
5	Assessor /learner allocation validated			
C. Assessor Name				Assessor validation to programme
1	ID / CV / scholastic documents on file			
2	QCTO Registration Report			
3	Assessment Scope validated			
4	Assessor SLA and code of conduct			
5	Assessor /learner allocation validated			
Overall Findings				Average of 3 ratings, and moderator decision in terms of candidate suitability and entry process
11	Assessors' registration and scope in			

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
	line with programme requirements			
12	Assessor contracts and administration in line with QCTO requirements			
13	Assessor learner allocations reasonable and manageable			

Moderator Comments		
Moderation Decision		
Assessors meet the programme and QCTO requirements in terms of registration and Subject Matter Expertise	Yes	No
Assessors have been duly contracted / briefed on programme / assessment requirements	Yes	No
Assessor – candidate ratio is suitable and in line with QCTO requirements	Yes	No

2.2 Candidate Validation

Candidate Name	
Candidate ID	
Qualification / Unit Standards	

Rating ranges from 1 – 4 for each main criterion

No Evidence – 0, Insufficient Evidence – 1, Sufficient Evidence – 2, Above Standard Evidence – 3, Excellent Evidence – 4

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
A. Candidate Administration				Candidate screening and administration
1	ID / CV / scholastic documents			
2	Registration Form & database entry			
3	Contract			
4	Learner administration file			
B. Candidate RSE				Recruitment, Selection & Entry
5	Recruitment & Selection Validation			
6	Entry Orientation / Induction			
7	Assessment Preparation			
8	Candidate meets entry requirements / special needs identified			
C. Learner Support				Candidate support from provider and workplace
9	Candidate received training material & facilitation schedule			
10	Candidate coach / mentor / workplace identified			
D. Overall Findings				Average of 3 ratings, and moderator decision in terms of candidate suitability and entry process
11	Candidate Administration in order			
12	Candidate RSE fair, valid, appropriate			
13	Learner support evident			

Moderator Comments		
Moderation Decision		
Candidate meets the programme entry requirements and due process has been followed in recruitment, selection and entry	Yes	No
Candidate administration has been completed relevant resources provided	Yes	No
Candidate has been oriented on programme and assessment requirements	Yes	No

3. Comparative Moderation Results

3.1 Assessors Validation

Candidate Name / Surname	Candidate ID Number	1. ID, CV, Scholastics	2. QCTO Scope & Registration	3. SLA / Code of Conduct	4. Assessor / candidate ratio	Rating per Assessor
Rating per area of moderation						

3.2 Candidates Validation

Candidate Name / Surname	Candidate ID Number	A. Candidate Administration	B. Candidate RSE	C. Learner Support	D. Overall Findings	Rating per candidate
Rating per area of moderation						

Overall Moderation Area	Overall Rating	General Comments and Remediation Required
A. Assessor Validation		
B. Candidate Validation		
C. Overall Findings		

KEY: MR – Met Requirements, RR – Remediation Required, NMR – Not met Requirements

Moderation Decision		MR / RR/ NMR
The selected candidates meet the requirements of the programme recruitment, selection and entry requirements		
The assessors meet the requirements of the programme registration, scope and subject matter expertise		
Overall programme requirements have been met for candidates and assessors moderated		
Moderator Details		
Moderator Name		Date
Moderator Signature		

4. Cross Sample Moderation Report

Rating ranges from 1 – 4 for each main criterion

No Evidence – 0, Insufficient Evidence – 1, Sufficient Evidence – 2, Above Standard Evidence – 3, Excellent Evidence – 4

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
A. Candidates				Candidate Validation
1	Candidates meet entry requirements of programme, special needs identified			
2	Recruitment, selection and entry process followed			
3	Learner Administration and support in place			
B. Assessors				Assessor Validation
4	Assessors meet registration and subject matter expertise requirements			
5	Assessor contracts, agreements and administration in place			
6	Assessor briefing / schedules completed			
7	Assessor – candidate ration is reasonable and appropriate – note total assessors and candidates			
C. Instrument Validation				Instruments Reviewed
8	Assessment strategy and related assessment toolkit suitable for target group in this project			
9	Plan for special needs identified			
10	Workplace supports valid assessment and evidence gathering			
D. Overall Findings				Average of 3 ratings, and moderator decision in terms of programme start up
11	Candidates suitable for programme			
12	Assessors suitable for programme			

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
13	Instruments suitable for programme			
14	Overall logistics, planning and preparation for programme in place			

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Moderator Comments		
Moderation Review		
Candidate and assessor sample is valid and representative of the total target group under review in terms of demographics and programme suitability	Yes	No
Moderation methods allowed for a fair, valid reliable and credible review of candidate, assessor, workplace and instrument suitability – a combination of desk-top and interactive methods used	Yes	No
A remedial plan has been established that will allow current learners to exit, and future practices to improve.	Yes	No

Concurrent / Post Moderation

1. Moderation Preparation

1.1 Learner Sample

Surname	Name	Learner ID Numbers	Unit Standards Completed

1.2 ETD Staff Sample

Surname	Name	Assessor ID Numbers	Unit Standards Assessed

1.3 Documents in Moderation Sample

No	Documents requested	Received		Comments
		Yes	No	
1	Alignment Strategy & Facilitation Schedule			
2	Master Assessment Guide and Assessment Toolkit			
3	Learner PoE sample as per selection			
4	Assessment Toolkits as per selection			
5	Learner uploads for programme in moderation			

1.4 Learner Status

No	Description	Total	No	Description	Total
1	Learners registered		4	Number of drop-outs	
2	Learners remaining		5	Percentage drop out	
3	Number of learners Competent to date		6	Number of learners in remediation	

7. Number of drop-outs per reason - please complete below		
	Reason	Total

2. Portfolio Construct

Candidate Name	
Candidate ID	
Qualification / Unit Standards	
Assessor Name	
Assessor ID	

Rating ranges from 1 – 4 for each main criterion

No Evidence – 0, Insufficient Evidence – 1, Sufficient Evidence – 2, Above Standard Evidence – 3, Excellent Evidence – 4

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
A. Assessment Details				Candidate details
1	Portfolio Index / checklist			
2	Progress sheet completed and as per strategy / roll out schedule			
3	Learner Preparation Learner Information Declaration of Authenticity			
B. Assessment Process				Plan, prepare, conduct, judge, feedback, review documents
4	Assessment Recording & Administration - complete			
5	Coaching Sheets & Re-assessment evidence			
6	Validity of assessment recording - quality of comments			
7	Learner feedback per instrument completed in line with decision			
8	Evidence Summary completed			
9	Judgements completed			
10	Overall learner feedback completed			
C. Evidence				Evidence documents, review in terms of VACS
11	Valid - sample answers checked			

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
	against model answers, re-assessments where necessary recorded			
12	Authenticity & Currency – signed and dated			
13	Sufficient – enough evidence provided in line with strategy and model answers			
D. Assessment Judgement				Feedback, re-assessment, coaching and recorded judgement
14	Feedback and re-assessment / coaching			
15	Judgement			
E. Overall Findings				Average of 5 ratings, and moderator decision in terms of assessment conducted.
16	Assessment practice – process, recording, policy compliance			
17	Evidence – VACS			
18	Administration – recording, PoE structure			
19	Overall reliability, consistency and credibility of assessment judgement and feedback			

Moderator Comments		
Moderation Decision		
The learner meets the requirements of the unit standards and evidence requirements, and is therefore competent.	Yes	No
Assessment meets the requirements of process, principles and recording	Yes	No
Overall portfolio and assessment decision can be upheld	Yes	No

3. Comparative Moderation Results

Candidate Name / Surname	Assessor Name / Surname	A. Assessment Details	B. Assessment Process	C. Evidence	D. Assessment Judgement	E. Overall Findings	Rating per candidate

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4. Cross Sample Moderation Report

Rating ranges from 1 – 4 for each main criterion

No Evidence – 0, Insufficient Evidence – 1, Sufficient Evidence – 2, Above Standard Evidence – 3, Excellent Evidence – 4

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
A. Assessment Details				Candidate details
1	General Portfolio administration: portfolio checklists, structure, neatness and consistent filing			
2	Progress sheets / assessor reports, candidate details, adherence to provider policy and strategy / roll out schedule			
3	Learner Preparation Learner Information Declaration of Authenticity			
B. Assessment Process				Plan, prepare, conduct, judge, feedback, review documents
4	General Assessment Recording & Administration – across portfolios and per assessor			
5	Coaching Sheets & Re-assessment evidence - across portfolios and per assessor / candidate			
6	Validity of assessment recording - quality of comments - across portfolios and per assessor			
7	Learner feedback per instrument completed in line with decision - across portfolios and per assessor			
8	Evidence Summary completed - across portfolios and per assessor			
9	Judgements completed - across portfolios and per assessor			
10	Overall learner feedback completed - across portfolios and per assessor			
C. Evidence				Evidence documents, review in terms of VACS
11	Valid - sample answers checked against model answers, re-assessments where necessary recorded - across portfolios and per assessor			
12	Authenticity & Currency – signed and			

Doc	Evidence Evaluation	Met Requirements	Not met Requirements	External Moderator Comments
	dated - across portfolios and per assessor			
13	Sufficient – enough evidence provided in line with strategy and model answers - across portfolios and per assessor			
D. Assessment Judgement				Feedback, re-assessment, coaching and recorded judgement
14	Feedback and re-assessment / coaching - across portfolios and per assessor			
15	Judgement - across portfolios and per assessor			
E. Overall Findings				Average of 5 ratings, and moderator decision in terms of assessment conducted.
16	Assessment practice – process, recording, policy compliance - across portfolios and per assessor			
17	Evidence – VACS - across portfolios and per assessor			
18	Administration – recording, PoE structure - across portfolios and per assessor			
19	Overall reliability, consistency and credibility of assessment judgement and feedback - across portfolios and per assessor			

Moderator Comments		
Moderation Review		
Portfolio sample is valid and representative of the assessment under review in terms of learner demographics, assessors, regions / sites	Yes	No
Moderation methods allowed for a fair, valid reliable and credible review of assessment practice – a combination of desk-top and interactive methods used	Yes	No
A remedial plan has been established that will allow current learners to exit, and future practices to improve.	Yes	No

Using the Moderation Guide

1. Introduction

The purpose of this Moderation Guide is to provide the Moderator with basic tools to conduct moderation before, during and after assessment has taken place.

The Moderation Guide incorporates a system of comparative moderation as a basis for obtaining more objectivity in the moderation findings, and allows for block moderations instead of a “per portfolio” approach only.

2. Using the Moderation Guide

Depending on the moderation point, the Moderator will delete the sections not in use, and only maintain the areas applicable to the point of moderation.

2.1 Point of Moderation Purpose

The Moderation Guide allows for a targeted scope of moderation:

No	Moderation Point	Purpose and Scope of Moderation
1	Pre-Moderation	<ul style="list-style-type: none">• Assessor Validation• Candidate Validation• Instrument Validation
2	Concurrent / Post Moderation	<ul style="list-style-type: none">• Learner Status• Assessment Practice• Assessor Performance• Portfolio Validation

ASSESSMENT TOOLS MODERATION CHECKLIST

Moderation of Assessment Instruments

Unit Standard/Qualification Title:	
Linked to Qualification Title:	
NQF Level:	
Date of Internal Moderation:	
Internal Moderator Name:	
Internal Moderator Signature:	

Question	Yes	No	Comments
1. Are/Is the Unit Standard(s) registered with the QCTO?			
2. To what extent has the Unit Standard been covered?			
3. Was anything asked outside the scope of the Unit Standard? (Validity)			
4. In the case of a full qualification, does the assessment instrument integrate the fundamental unit standards with the core and elective unit standards?			
5. In the case of a full qualification, does the assessment instrument cover all the exit level outcomes?			
6. Is the Assessment Strategy available for Assessors?			
7. Does the Assessment Strategy cover all the specific outcomes?			
8. Is there an Assessment Guide for Assessors?			
9. Is the Assessment Plan available for all Assessors?			
10. Were the spread of marks and the weighting of the questions / assessments in accordance with the unit standard(s) / qualification(s)?			
11. Were the assessment questions, e.g. case studies, role plays effectively used?			
Were the following clear, grammatically correct and unambiguous so that the learners will know exactly what is expected of them:			

Question	Yes	No	Comments
a. Language?			
b. Questions?			
c. Terminology?			
d. Numbering?			
e. Spelling?			
f. Punctuation?			
g. Sentence construction?			
h. Symbols?			
12. Does the assessment include practical assessment / workplace based application as requested in the Unit Standard(s) / Qualification(s)?			
13. Is the allocation of marks / weighting to each assessment question as a whole and sub-division correct?			
14. Is the memorandum of model answers sufficient and clear?			
15. Are the marks / weighting in the memorandum judiciously allocated?			
16. Is the memorandum accurate and fair?			
17. Are sketches, photographs, diagrams, etc of sufficient quality to be reproduced clearly?			
18. Have all articles and pictures taken from papers, magazines, etc. been sufficiently acknowledged?			
19. Where excerpts from articles or texts have been taken, has a copy of the complete article been handed in?			
20. Are resources and references used for the setting of the assessment instrument been available and checked?			
21. Does this assessment instrument address the critical cross-field outcomes?			
22. Does the assessment instrument include a learner's guide and assessor's guide?			

Question	Yes	No	Comments
23. Does the assessment instrument cover the observation criteria sufficiently?			
24. Was an assessor guide for practical observation included?			
25. Must any adjustments be made to the assessment instrument?			
26. Is the assessment instrument appropriate for the Unit Standard(s) / Qualification (s)?			
27. Is the assessment instrument fair?			
28. Does the assessment instrument allow for judgements of competence in line with SAQA's definition of competence (embraces foundational, practical and reflexive dimensions of competence).			
29. Does the assessment instrument clearly indicate the evidence the learner needs to submit?			
30. Does the assessment instrument provide for an opportunity for additional questions and comments from the learner?			
31. Does the assessment instrument have a feedback section?			
32. Does the assessment instrument have a declaration of acceptance from the learner?			
33. Have the principles of assessment being adhered to, i.e. Validity, Authenticity, Currency, Sufficiency, and Reliability?			
34. Can the assessment instrument be authenticated with signatures from the relevant parties?			
35. Are all assessment instruments dated; indicate the duration for completion, etc?			

2.2 Moderation Documents

2.2.1 Pre-Moderation

The pre-moderation should be conducted during and directly after learner registration. When conducting the pre-moderation, delete the concurrent / post moderation section and only complete the pre-moderation reports.

2.2.2 Concurrent / Post Moderation

The concurrent moderation should be conducted at the end of every Learning Unit and results reported as part of the QCTO moderation report. When conducting the concurrent moderation, delete the pre-moderation section and only complete the pre-moderation reports.

3. Characteristics of the Moderator

- i. The Moderator must be able to identify and solve problems, e.g. plan for contingencies, handle the moderation of assessments for candidates with special needs, handle problems that arise during moderation and suggest changes to moderation following review.
- ii. The Moderator must be able to work as a team member, i.e. work effectively with Assessors and other relevant parties during moderation as well as post moderation
- iii. The Moderator must be able to organise and manage oneself and ones activities when planning, preparing, conducting and recording the moderation.
- iv. The Moderator must be able to collect, organise and critically evaluate information. This characteristic is important when gathering, evaluating and judging evidence as well as the assessment process.
- v. Good communication skills are essential when the Moderator communicates with Assessors and other relevant parties during moderation, and when providing feedback.
- vi. The ability to understand the impact of moderating assessments on individuals, organisations and the credibility of recognition through the NQF systems is essential.
- vii. The Moderator must be able to plan, conduct and give feedback on moderation in a culturally sensitive manner.
- viii. The Moderator must be confident and able to keep discussion focused and guide conversation to keep dialogue flowing smoothly
- ix. The Moderator must be non-judgmental and able to encourage expression of all viewpoints without showing preference or sharing personal views
- x. The Moderator must be well informed and understand and is familiar with the subject

- xi. The Moderator must be comfortable with all types of people and different communication styles

3.1 Fundamental Background Knowledge

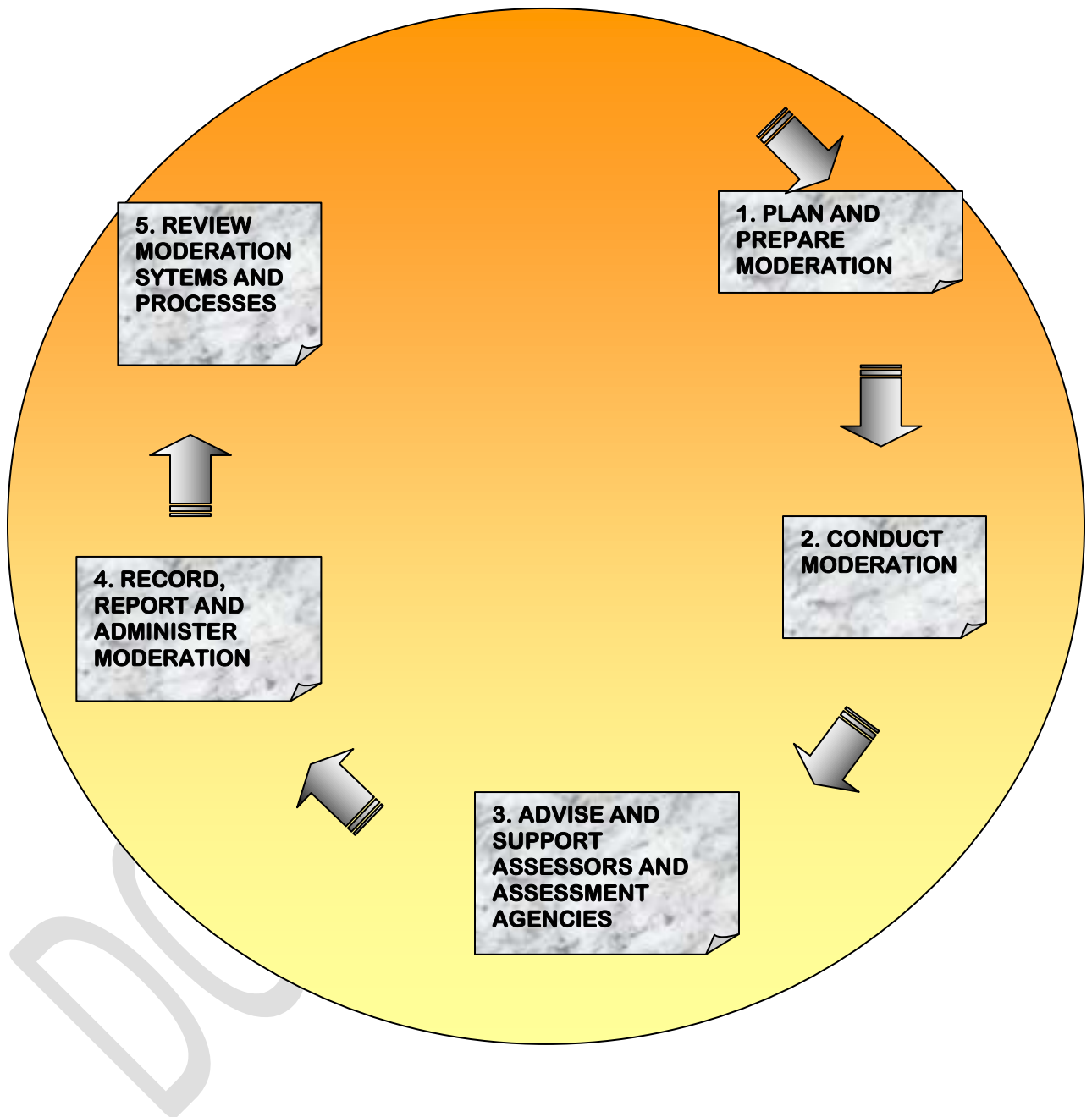
The Moderator needs to have a thorough understanding of the following:

- i. Principles of assessment.
- ii. Principles and practices of RPL.
- iii. Methods of assessment.
- iv. The principles and mechanisms of the NQF.
- v. Assessment policies and ETQA requirements.
- vi. Moderation Techniques, systems and specific moderation requirements.
- vii. The role and function of a Moderator.
- viii. Knowledge of quality assurance and policy and procedure.
- ix. Understanding of organisational or institutional contexts.

3.2 Functions of the Moderator (In a NUTSHELL):

- i. To verify that Assessments are fair, valid, reliable and practical.
- ii. To evaluate assessment design, assessment process, assessment outcomes. Including documenting proof of individual learners' competence status.
- iii. To evaluate the performance of registered Assessors.
- iv. To identify and provide evidence for the de-registration of Registered Constituent Assessors.
- v. To identify areas of improvements within the Assessment System.
- vi. To identify the need to redesign assessments, assessment tools/instruments if required.
- vii. To identify the need to redesign moderation, moderation systems, tools if required
- viii. To provide an appeals procedure for dissatisfied Learners.
- ix. To provide feedback to SETQAA on Unit Standards and Qualifications.
- x. To provide support and guidance to the Assessors.

3.3 SETQAA Moderation Process



3.4 Internal Moderation & roles of the internal moderator

Internal Moderation occurs at training provider level. The SAS QCTO accredited providers are required to have registered Constituent Moderators for fulfilling this requirement. All internal Moderation Processes shall be defined and documented within the Provider's Assessment and Moderation Policies and Procedures.

These internal moderators should:

- Establish systems to standardize assessment, including the plans for internal moderation
- Monitor consistency of assessment records.
- Through sampling, check the design of assessment materials for appropriateness before they are used, monitor assessment processes, check candidates evidence, check the results and decisions of assessor for consistency.
- Co-ordinate assessor meetings.
- Liaise with external moderators.
- Provide appropriate and necessary support, advice and guidance to assessors

3.5 External Moderation

External Moderation is conducted at ETQA Level, on a random sample of 25%. It usually involves:

- i. Confirming provider accreditation status
- ii. Structured curriculum
- iii. Implementation mechanisms of the provider's QMS
 - a. In particular – elected workplaces provider learners with the required exposure as per the qualification / learnership / skills programme requirement
- iv. Learning material and relevance to the qualification / learnership / skills programme
- v. Constituent status of assessors and moderators
- vi. The provider's assessment guides indicating the following
 - a. Design of assessment activities and the process that will be followed
 - b. The provider's Assessment Tools that will be used for formative assessments
 - c. The provider's Assessment Tools that will be used for summative assessments
- vii. Portfolio of Evidence (POE) indicating the following review of formative assessment
 - a. The work being assessed is the learner's own work - authenticity
 - b. summative assessments
 - c. Progress and Assessor reports

- viii. Learner records database and upload of enrolment / achievements
- ix. The provider's moderation guides indicating the following
 - a. Design of moderation activities and the process that will be followed
 - b. Moderation plan
 - c. Sampling requirements
 - d. Moderation Report
- x. The internal moderation report

4 SETQAA Moderation at Provider level (Internal Moderation)

For learning programmes aligned to one or more NQF registered unit standards, SETQAA does not specify the exact interval between the beginning of training delivery and the assessment of learners, as well as the Internal Moderation of such assessments. However, the provider is required to ensure that assessments and Internal Moderation activities are conducted according to SETQAA requirements. It is still a requirement that internal moderation must be conducted after every assessment process and reports must be submitted with the upload of learner achievements to SETQAA and conducted by registered constituent moderators.

Conversely, in the implementation of qualifications and Learnerships SETQAA has prescribed the intervals at which Internal Moderation is expected to take place and upon which SETQAA will be triggered to conduct an external moderation exercise.

Note that the Internal Moderator (who must be a registered constituent moderator) is required to submit the reports to SETQAA at the specified intervals. SETQAA will analyse the reports and provide feedback to the provider, and schedule the external moderation process accordingly, throughout the delivery of the qualification / Learnership. This is primarily aimed at supporting and guiding training providers, in order to ensure that the system is geared at producing successful learners at the end of the training intervention.

4.1 The Intervals of submitting Internal Moderation Reports are as follows:

8.1.1 Month 3 of the qualification / Learnership,

The Internal Moderator is required to submit the first report to SETQAA. In this report, the Internal Moderator is advised to focus on the assessment systems that have been put in place. This is a method of ensuring that the

training provider is prepared adequately at the commencement of the qualification / Learnership. Examples of areas that the Internal moderator must focus on are as follows:

- i. Accreditation status of the provider
- ii. Structured curriculum
- iii. Implementation mechanisms of the provider's QMS
 - a. In particular – elected workplaces provider learners with the required exposure as per the qualification / Learnership requirement
- iv. Learning material and relevance to the qualification / Learnership
- v. The provider's Assessment Tools that will be used for formative and summative assessments
- vi. Constituent status of the assessors
- vii. The Provider's assessment plans
- viii. Design of assessment activities and the process that will be followed
- ix. The provider's assessment guides
- x. Moderation Sampling requirements
- xi. Note that at three months, there should have been formative and **summative** assessments conducted already, meaning that the Moderator would have had an opportunity of conducting Moderation as assessments are being conducted, i.e. observing the assessment methods used.

With expanded concept of learning, it's increasingly important to remember that paper-and-pencil testing is only one way of collecting information on learning. Assessment includes paper-and-pencil testing but should also include other procedure such as:

- xii. Rating items on scales
- xiii. Work samples
- xiv. Simulations
- xv. Role Plays
- xvi. Observing learner performance
- xvii. Critiquing learner products
- xviii. Conducting interviews
- xix. Reviewing a learner's background or previous performance by means of portfolios

The Internal Moderator is required to moderate the assessment tools that the provider will be using. The Moderator must note that the choice of the actual instrument types depends on two factors:

- xx. The content of the standard to be assessed.
- xxi. The professional judgement of the Assessor in terms of

- a. Level of candidate
- b. Resources available
- c. Experiential background of the candidate
- d. Purpose of assessment
- e. Credits to be awarded

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4.1.2 Month 6 of the qualification / Learnership

Halfway-through the qualification / Learnership and various integrated formative assessments and/or summative assessments should have been conducted. At this point, the Moderator is advised to conduct Moderation as the assessments happen as well as after assessments in order to identify gaps from the tools and processes followed and to provide recommendations to the Assessor. Part of this report should indicate how the areas of remediation, from the Month three report, have been addressed.

Conducting Moderation during the assessment process would enhance the quality and efficiency of moderation.

Examples of areas that the Internal moderator must focus on are as follows:

- i. The provider's assessment guides indicating the following
 - a. Design of assessment activities and the process that will be followed
 - b. The Provider's assessment plan
 - c. The assessment (formative, summative, applied, reflexive, integrated) is fit for purpose, i.e it focussed on the requirements laid down in the standard.
 - d. Consistency, reliability, validity, appropriateness and practicability of the assessment (Note that all the principles of assessment are applicable).
 - e. Assessment tools (formative, Summative, Integrated, Applied Competence, Workplace Based Assessment, Reflexive Competence)
- ii. Portfolio of Evidence (PoE) indicating the following:
 - a. The work being assessed is the learner's own work - authenticity.
 - b. The evidence assessed reflects the current level of the learner's competence.
 - c. Sufficiency, currency, reliability and validity of evidence
 - d. applied competence assessment / workplace experiential learning/ workplace evidence
 - e. Progress, Assessor and Moderation reports
- iii. Learner records database and upload of achievements

- iv. The provider's moderation guides indicating the following:
 - a. Moderation Report indicating that
 - i. Assessment process is fair, unbiased and doesn't present any barriers for the learner.
 - ii. The assessment was conducted in line with the provider's policies, which must be aligned to SETQAA's policies.
 - iii. The ability and competency of the Assessor.
 - iv. Learner's readiness in respect of the assessment, progress in respect of the learning experience
 - v. Assessments conducted by various assessors to check reliability and consistency of the assessment practices (including a combination of Competent and Not Yet Competent results).
 - vi. Feedback provided to the Assessor
 - b. Moderation Review

4.1.3 Month 9 of the qualification / Learnership

The Moderator should have received enough guidance from SETQAA allowing him/her to remedy any shortfalls identified and to test the recommendations provided. Assessments that take place during this period are critical as the learner is nearing the end of the training intervention. The role of the Internal Moderator is therefore very crucial in guiding and informing the assessment processes that are meant to prepare the learners for any Summative / Integrated Assessments. The Internal Moderator is advised to utilise the guidance and support provided by SETQAA thus far, for the purpose of preparing for External Moderation. Note that the internal Moderation that will be conducted at this stage is similar to the moderation conducted at Month six.

4.1.4 Month 11 of the qualification / Learnership

In **Month 11** the Internal Moderator will provide the final report. This report should consist of Moderation activities conducted during assessments and after assessments. The moderation conducted must cover all the areas as indicated, including but not limited to the following:

- i. Confirming provider accreditation status
- ii. Structured curriculum
- iii. Implementation mechanisms of the provider's QMS

- a. In particular – elected workplaces provider learners with the required exposure as per the qualification / Learnership requirement
- iv. Learning material and relevance to the qualification / Learnership
- v. Constituent status of assessors and moderators
- vi. The provider's assessment guides indicating the following
 - a. Design of assessment activities and the process that will be followed
 - b. The Provider's assessment plan
 - c. The assessment (formative, summative, applied, reflexive, integrated) is fit for purpose, i.e it focussed on the requirements laid down in the standard.
 - d. Consistency, reliability, validity, appropriateness and practicability of the assessment (Note that all the principles of assessment are applicable).
 - e. Assessment tools (formative, Summative, Integrated, Applied Competence, Workplace Based Assessment, Reflexive Competence)
- vii. Portfolio of Evidence (POE) indicating the following:
 - a. The work being assessed is the learner's own work - authenticity.
 - b. The evidence assessed reflects the current level of the learner's competence.
 - c. Sufficiency, currency, reliability and validity of evidence
 - d. applied competence assessment / workplace experiential learning/ workplace evidence
 - e. Progress, Assessor and Moderation reports
- viii. Learner records database and upload of achievements
- ix. The provider's moderation guides indicating the following:
 - a. Design of moderation activities and the process that will be followed
 - b. Moderation plan
 - c. Sampling requirements
 - d. Moderation Report indicating that
 - i. Assessment process is fair, unbiased and doesn't present any barriers for the learner.
 - ii. The assessment was conducted in line with the provider's policies, which must be aligned to SETQAA's policies.
 - iii. The ability and competency of the Assessor.
 - iv. Learner's readiness in respect of the assessment, progress in respect of the learning experience
 - v. Assessments conducted by various assessors to check reliability and consistency of the assessment practices (including a combination of Competent and Not Yet Competent results).

- vi. Feedback provided to the Assessor
 - e. Moderation Review

4.2 Important Factors to Note:

- i. *Note that External Moderation at different intervals will be triggered by the submission of learner achievements as well as the internal moderation reports.*
- ii. *In an instance where a Provider has not submitted learner achievements and internal moderation reports, SETQAA still reserves the right to conduct an External Moderation activity at any interval as means of investigating progress and identifying non-conformances.*
- iii. *Note that the Training Provider is required to send a request for Final External Moderation and Summative Assessment, where applicable, at the beginning of Month ten of the Qualification/Learnership.*
- iv. *Note that the Moderator must always use a random sample of 25% of the learners' PoEs or assessments conducted, where necessary this percentage can be increased.*
- v. *Training Providers shall be provided with formal feedback at the end of the External Moderation activity. If there are areas of remediation, the Training Provider will be given a maximum period of three weeks to attend to these areas after which re-moderation will be conducted. In an instance where the Provider requires an extension of time, a written communication justifying the request is required. The SETQAA QALA Division shall evaluate the request and make a decision on whether to grant the extension or not. In an instance where the Provider consistently fails to attend to areas of remediation despite the assistance and guidance offered by the SETQAA through the appointed External Moderator, the QALA Division shall make recommendations to the Accreditation Manager of the SETQAA to consider de-accreditation of such a provider on the basis of failure to deliver according to the requirements/conditions of their accreditation. In an instance where the provider is accredited by SETQAA through the MoU intervention, the SETQAA QALA Division shall also advise the Quality Promotions Division. The Project Owner/ Funder shall also be informed of such recommendations.*
- vi. *The SETQAA QALA Division further reserves the rights to recommend de-registration of Constituent Assessors and Moderators who regardless of guidance and support offered to them by the SETQAA QALA Division and the Accreditation Division through Assessor and Moderator Forums, continue to deliver below the required and prescribed standard as per ETQA and SAQA requirements.*