




MODERATION POLICY

Doc. Number	WCCN/2018/11
Date Issued	2018/01/23
Revision	2020/03/27

Author	Position	Signature	Date
Policy Task Team			2018/01/18

Approved by	Position	Signature	Date
College Senate	Head of Academia		2022/03/30

All Change requests should be submitted to WCCN

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY
2021/12/21	Rebranding	Dr T M Bock
2022/06/30	Changed 9.2	Drs Bock and Truter
2024/01/12	Re-branding	Dr T M Bock

SENATE PREAMBLE

This policy is to be applied from adoption hereof. This policy is by no means to be retrospectively applied and will only deal with the exam cycle, immediately prior to ratification of this policy.



1. SCOPE

The scope of this policy is to provide academic staff with clear, brief, user-friendly guidelines for moderation in career-oriented higher education (NQF levels 5-8).

2. THE PURPOSE OF THIS POLICY

The Policy is applicable to all students at the Western Cape College of Nursing. This Policy is part of the Quality Management system of the Western Cape College of Nursing. This policy addresses the moderation of programmes and subjects at HEQSF levels 5-8.

3. OBJECTIVES

- 3.1 To align programmes with WCCN's vision, mission, and values.
- 3.2 To meet CHE/HEQC and SAQA programme standards.
- 3.3 To address the requirements of SANC and/or significant employer groups.
- 3.4 To ensure that the outcomes of a subject are of a valid HEQSF standard and/or industry/professional standard.
- 3.5 To ensure that assessment practices within and across subjects are valid, reliable, and fair.

4. PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

- Credibility
- Transparency
- Universal applicability
- Fairness

5. DEFINITIONS

Moderation ensures the validity, reliability and fairness of programmes and/or subjects (SAQA 2001: 60)

Programme moderation ensures the maintenance of overall programme standards and the continuous improvement and innovation (including curricular and assessment practices) of programmes as required by the SANC and HEQC (see, e.g., Dublin Accord, 2002).

External moderation is carried out by external experts in a particular field, programme or subject area (SAQA 2001: 60).

Subject moderation enhances curricular, teaching, learning and assessment practices within and/or across subjects (CHE/HEQC 2004).

Internal moderation is carried out by the institution's academic staff (preferably, but not always, by senior staff such as senior lecturers, programme coordinators, HOD's) who have expertise and experience in the subject or field as well as in teaching, learning and assessment (e.g., through assessor teaching).

External examination is the examination of an assessment by an external academic expert if a student applies for an independent examiner after an academic appeal.

6. REFERENCES

Dublin Accord. 2002. Available at <http://www.washingtonaccord.org/dublin/>

SAQA. 2001. **Chapter 6: Moderation. In Criteria and Guidelines for Assessment of NQF Registered Unit standards and Qualifications, Available at**

7. RELEVANT INSTITUTIONAL POLICIES

Vision, Mission & Strategic Plan of WCCN
Assessment Policy and Procedures and Rules for Assessment
Curriculum Policy
Language Policy
Plagiarism Policy
Recognition of Prior Learning Policy
Workplace Learning Policy
Policy on Academic Staff Development
Subject Review Mechanism
Academic Rules and Regulations

8. LEGISLATION

Higher Education Act (1997) (Act No. 101 of 1997).
CHE/HEQC Criteria for Institutional Audits
CHE/HEQC Criteria for Programme Accreditation
HEQSF (2013)
SAQA Level Descriptors (2012)

9. Moderation Principles

9.1 The moderation of programmes

9.1.1 General principles

- a) The purpose of programme-level moderation is the assurance of programme standards, continuous programme improvement and innovation, preparation for accreditation by a professional council, and the moderation of critical cross field outcomes (e.g., ELOs, graduate attributes);
- b) Programme moderation is conducted by acknowledged experts who are external to WCCN;
- c) Programme moderation is aligned with HEQSF standards, SAQA level descriptors, as well as professional/industrial council standards (or those of a similar body) and/or major employer requirements (where relevant to a programme);
- d) In the year of a professional council (SANC and HEQ) audit or a departmental self-evaluation, programme moderation should be aligned with these activities (e.g., take place before the professional accreditation to facilitate and streamline the work of document preparation, etc.), or be a part of the departmental self-evaluation. The period of moderator's appointment may only be extended when there is evidence that the institution cannot source or rotate the moderator/s. In such instances a motivation must be submitted by the HOD and approved by the Head of the institution before such extension is granted.

9.1.2 Principles for the selection and appointment of a programme moderator

- a) Programme moderators should be external to WCCN;
- b) External moderators will be appointed via advertising and recruitment to ensure fair and consistent labour practices.
- c) Programme moderators should be appointed for three years consecutively, where this is possible or feasible (this is for purposes of implementing recommendations and/or following up on recommendations);
- d) The programme moderator should be an acknowledged expert in the programme area (e.g., be the head of a programme or a department in a similar/appropriate field);
- e) The programme moderator is appointed by the Director of College, in consultation with the relevant department head and/or programme coordinator;

- f) If the programme moderator lacks expertise in specialised areas of the programme, additional external moderators may be appointed to serve on a programme moderation team;
- g) Industry and/or professional partners and/or significant employer groups may be consulted to advise on programme improvement as part of a moderating team (professional or industry-based moderators should be included on diploma-level programmes, because of the close linkages between diplomas and industry needs, but can be excluded from degree programmes, where appropriate);
- h) External programme moderators will be expected to maintain confidentiality and uphold high ethical standards in reporting and making recommendations.

9.1.3 Roles of the external programme moderator

- a) Benchmark the programme against best practice/innovative practice nationally and internationally;
- b) Identify variance within programmes or across programmes;
- c) Ensure programme standards are in accordance with HEQSF, SAQA level descriptors and professional/industrial council standards and/or significant employer requirements;
- d) Report objectively and ethically on the programme;
- e) Make recommendations with regard to programme changes and/or improvements in the best interests of the programme, WCCN staff and students.

9.2 The moderation of subjects

9.2.1 Samples to be moderated

Internal Moderator

The internal moderator shall moderate a minimum of 5% of each assessment with a minimum of 10 assessments. This should include a full spectrum of (high, medium and low marks)

Over and above this 5% it is advised that the moderator also moderates all marks

The internal moderator should also check that the allocation of marks by the assessor has been correctly indicated and that all the marks allocated add up to the total for the assessment

External moderator

The external moderator moderates a minimum of 50% of the weighted assessment tasks at the exit level.

This includes question papers, assignments, all clinical learning assessments, or any other assessments tasks (including final summative assessment), complete with assessment criteria/memoranda, the actual assessments, mark sheets and internal assessor and moderator reports.

The assessors will draw 10% of scripts for moderation, these should include the (high, medium, and low) marks. This 10% of scripts should be 10% per campus as all campuses must be represented in the cohort for moderation

No less than 10 scripts should be moderated.

All scripts between 46% and 49% should preferably be moderated.

9.2.2 General principles

- a) Subject-level moderation verifies that the assessments of subjects are valid (in terms of HEQSF standards, in line with SAQA level descriptors and professional/industrial standards or significant employer requirements, where relevant).
- b) Subject-level moderators provide feedback on pedagogical practices that support valid assessment.

- c) Subject-level moderators ensure that the assessment plan, assessment tasks, assessment criteria and rubrics are appropriate to achieve the subject outcomes.
- d) Subject-level moderators ensure that marking practices are reliable and fair external and internal.

9.2.3 Principles for the selection and appointment of subject-level moderators

- a) Internal subject moderators are WCCN staff (preferably, but not exclusively, senior lecturers, heads of department/ programme, teaching and learning coordinators, language coordinators, associate professors, or professors);
- b) If there are no internal staff members with the appropriate expertise (or if the
- c) professional/industrial accrediting council or other body requires external subject-level moderation) external subject-level moderators may be appointed.
- d) Subject moderators (whether internal or external) should be appointed for three years consecutively (if possible or feasible);
- e) Subject moderators (whether internal or external) should have expertise in the subject/discipline.
- f) Subject moderators (whether internal or external) should have experience and expertise in teaching, learning and assessment.
- g) Subject moderators (whether internal or external) are appointed by the head of department and/or head of programme, in consultation with subject lecturers.
- h) Industry and/or professional partners and/or significant employers may be appointed as external subject-level moderators of workplace learning or for academic subjects when they meet the requirements of item (e) above.

9.2.4 Roles of subject-level moderators

- a) Assist examiners with the planning and implementation of assessment tasks.
- b) Ensure the validity of the overall assessment plan, mark allocation, design of individual assessment tasks, including their assessment criteria, rubrics and marking scales;
- c) Ensure the reliability and fairness of marking practices.
- d) Evaluate and provide feedback on the performance of the examiner/assessor and make recommendations in terms of academic staff development (e.g., assessor teaching).
- e) Make recommendations for the improvement of teaching, learning and assessment practices within a subject.
- f) Report objectively and ethically.

9.3 Make recommendations about subject improvements in the best interests of the programme, WCCN staff and students.

9.4 Exit level subject moderators

9.4.1 Principles for the selection and appointment of subject-level external moderators

- a) External exit level subject moderators are nursing education and applicable subject experts
Ensure the validity of the overall assessment plan, mark allocation, design of individual assessment tasks, including their assessment criteria, rubrics and marking scales.
- b) Ensure the reliability and fairness of marking practices.
- c) Evaluate and provide feedback on the performance of the examiner/assessor and make recommendations in terms of academic staff development (e.g., assessor teaching);
- d) Make recommendations for the improvement of teaching, learning and assessment practices within a subject.
- e) Report objectively and ethically

Exit level subject moderation is exclusively externally moderated.

10. WHO SHOULD KNOW THIS POLICY?

HOD Learning and teaching
Heads of Campuses
HOD's
Head of Academia
Teaching and Learning Coordinators and curriculum officers
Quality Management Office
Institutional Research and Academic Planning Department
HOD's/Programme/Course Coordinators
Academic Staff
Student Representatives
Senate Teaching and Learning Committee; College Teaching and Learning Committees,
Centre for e- Learning

11. IMPLEMENTATION

11.1 Infrastructure & Systems

11.1.1 Institutional level

- a) Senate Teaching and Learning Committee to receive College programme and subject reviews.
- b) Senate Teaching and Learning Committee to produce a subject review and programme review report annually.
- c) Subject and Programme review reports to be discussed with Heads of Campuses and HOD's for the purpose of implementing recommended changes consistently across campuses.

11.1.2 College level

- a) Head of Campuses, Head of Academia and the WCCN Head of College to appoint external programme-level moderators (in consultation with HOD's); for one-year programmes
- b) WCCN Teaching and Learning Committees undergrad and post grad programmes to oversee and report on the implementation of the moderation policy annually (where possible and appropriate programme moderators' recommendations should be included in the College Programme Reviews).
- c) Head of Campuses and the WCCN Head of College to appoint exit level subject coordinators for the three (3) and four (4) year programmes

11.1.3 Departmental level

- a) The WCCN Head of College to appoint subject-level internal or external moderators in line with the policy principles.
- b) The WCCN Head of Academia to receive all programme-level and subject-level moderators' reports.
- c) The WCCN Head of Academia to meet with the relevant academic staff for the purpose of addressing moderators' recommendations.
- d) The WCCN Head of College to inform external and internal moderators of recommendations implemented.

12. RESOURCES REQUIRED

Workshop/teaching resources
Resources for external programme-level, and some external subject-level moderation.
Additional external expertise as required.

13. ACTION UPON VIOLATION OF THIS POLICY

It should be determined whether the internal moderator has had assessor and moderator teaching, and if not, such teaching should be provided.

Policy adapted from the CPUT Teaching and Learning Policy

References and resources

CPUT Teaching and Learning Policy



SECTION 1 (PRE-ASSESSMENT): JOINTLY COMPLETED BY THE ASSESSOR & INTERNAL MODERATOR

ASSESSMENT: Second semester: Second semester: Full year:
 YEAR: **2017**

Assessor: -----

Assessment No: **Deferred**

Internal Moderator: -----

HEQF level of subject:

External Moderator: -----

Level of subject -----

Subject name: -----

Subject Code: -----

Programme: -----

Programme code: -----

Assessment Date: -----

			Poor	Adequate	Good
Types of questions (or project assessment criteria) used in this assessment task	% Weighting across task	Alignment with HEQF level descriptors	0	1	2
Recall of subject knowledge		Alignment with subject outcomes	0	1	2
Selective recall of subject knowledge for a particular context out of many possible contexts		Integration of critical cross-field outcomes	0	1	2
Application of knowledge to familiar problems		Clarity of instructions and questions	0	1	2
Application of knowledge to unfamiliar problems		Accessibility of language	0	1	2
Synthesis of relevant subject knowledge and applying it to a specific context		Student-friendliness of assessment criteria	0	1	2
Critical analysis, forwarding own ideas taking into account subject knowledge and procedures		Time allocation	0	1	2

Adapted from Bloom's Taxonomy

1. Was the assessment task moderated by the internal moderator before the students completed the assessment?

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2. Is the assessment task (test, oral, practical, project) and memo/assessment criteria set at the correct cognitive level for Higher Education. (See Bloom's taxonomy on instruction sheet)?

Comment:

3. Is the allocation of marks in proportion to the complexity of the questions?

Comment:

4. Is the memorandum clear, consistent and unbiased on mark allocation?

Comment:

DECLARATION: Consensus has been reached between the assessor and the internal moderator:

NAME: Assessor/Lecturer (please print)

SIGNATURE

DATE

NAME: Assessor/Lecturer (please print)

SIGNATURE

DATE

SECTION 2 (POST-ASSESSMENT): JOINTLY COMPLETED BY THE ASSESSOR & INTERNAL MODERATOR

Campus	Total number of (reg.) candidates	No of candidates who participated	No. of candidates absent	Number of passes	No of failures	% pass rate	Highest mark	Lowest mark
Metro West								
Boland Overberg								
George								
Metro East								

Assessor Complete 1-5

1. Which types of questions/project assessment criteria (see Table 1) did most students not meet?
Application of knowledge to unfamiliar problems

2. Comment on the pass-rate (above), and any other indicators (e.g. student evaluations) as to how students fared in this assessment.

3. Have the pass-rate and other indicators changed significantly compared to previous assessments this semester?

4. What was done differently in the approach to this subject this semester/year, and how effective was it?

5. What should be done differently next time this subject is taught and assessed?

Moderator complete 6 to 8

6. Is the marking of the assessor up to standard, accurate and consistent?

Comment: _____

7. Is the marking of the assessor recommended for acceptance?

Comment

8. Are any general adjustments of the marks recommended? Specify

DECLARATION: Consensus has been reached between the assessor and the internal moderator:

NAME: Assessor/Lecturer (please print)

SIGNATURE

DATE

NAME: Assessor/Lecturer (please print)

SIGNATURE

DATE

SECTION 3 (FEEDBACK TO THE MODERATOR AFTER IMPLEMENTATION OF RECOMMENDATIONS): JOINTLY COMPILED BY THE ASSESSOR AND HOD

The following recommendations were implemented.

The following recommendations were not implemented

Rationale for non-implementation and authorized by:

NAME: Assessor/Lecturer (please print)

SIGNATURE

DATE

NAME: Assessor/Lecturer (please print)

SIGNATURE

DATE

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Reference: Adapted from the CPUT Moderation Template (2017)