1. Internal Moderator

DESIGN PHASE OF ASSESSMENT:

Internal moderator

1. The internal moderator shall evaluate whether the assessment task, method and criteria are appropriate to the skills, knowledge and attributes students need to demonstrate at that level.
2. The internal moderator ensures the validity of the overall assessment plan, mark allocation, design of individual assessment tasks, including their assessment criteria, rubrics and marking scales.
3. The internal moderator shall ensure that the assessment task is correct in all aspects such as clarity of instructions, grammar and spelling, mark allocation and totals, time allocation in proportion to the complexity of the questions.
4. The internal moderator shall ensure the reliability and fairness of marking practices.
5. The internal moderator evaluates and provides feedback on the performance of the examiner/assessor and makes recommendations in terms of academic staff development (e.g., assessor teaching).
6. The internal moderator makes recommendations for the improvement of teaching, learning and assessment practices within a subject.
7. The internal moderator reports objectively and ethically.
8. The assessment instrument is analysed in relation to:
   * Bloom's taxonomy (each level of Bloom's taxonomy should proportionally apply to each level of study)
   * The required level (as per HEQF levels and SAQA level descriptors)
   * Alignment with subject outcomes (which should be attached) and associated assessment criteria.
   * Design (clarity of instructions, accessibility of language, presentation, time allocation in relation to complexity, etc.)
   * Language aspects
   * Accuracy

IMPLEMENTATION PHASE OF ASSESSMENT:

1. The internal moderator shall moderate a minimum of 5% of scripts of each assessment with a minimum of a total of 10 assessments for all campuses. This should include a full spectrum of (high, medium, and low marks). A minimum of 5% of scripts of each campus for re-assessments or deferred assessments.
2. In case of an assessment at risk, 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).
3. 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.
4. The internal moderator shall 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.
5. The assessor/lecturer will provide the moderator with the mark sheet, with an additional column for the moderated marks to be included.
6. The internal moderator shall check that all marks on the mark sheet are correctly transferred from the students' actual assessments. All mark sheets are to be signed by the moderator.
7. The students' actual assessments should be moderated with a **green pen** and the mark given should be written on the cover of the actual assessment and signed and dated by the moderator.
8. The students' moderated assessments, as well as the mark sheet and the completed report must be returned to the assessor within **5 days** after receipt thereof.

2. *External Moderator (where applicable)*

The external moderator moderates a minimum of 50% of the weighted assessment tasks ate 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.

DESIGN PHASE OF ASSESSMENT:
1. The external moderator shall evaluate whether the assessment task, method and criteria are appropriate to the skills, knowledge and attributes students need to demonstrate at that level.
2. The external moderator ensures the validity of the overall assessment plan, mark allocation, design of individual assessment tasks, including their assessment criteria, rubrics and marking scales.
3. The external moderator shall ensure that the assessment task is correct in all aspects such as clarity of instructions, grammar and spelling, mark allocation and totals, time allocation in proportion to the complexity of the questions.
4. The external moderator shall ensure the reliability and fairness of marking practices.
5. The external moderator evaluates and provide feedback on the performance of the examiner/assessor and make recommendations in terms of academic staff development (e.g., assessor teaching).
6. The external moderator makes recommendations for the improvement of teaching, learning and assessment practices within a subject.
7. The external moderator report objectively and ethically.
8. The assessment instrument is analysed in relation to:
   - Bloom's taxonomy (each level of Bloom's taxonomy should proportionally apply to each level of study)
   - The required level (as per HEQF levels and SAQA level descriptors)
   - Alignment with subject outcomes (which should be attached) and associated assessment criteria.
   - Design (clarity of instructions, accessibility of language, presentation, time allocation in relation to complexity, etc.)
   - Language aspects
   - Accuracy

IMPLEMENTATION PHASE OF ASSESSMENT:

1. **Undergraduate programmes including R1497**
   - 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.
   External moderators should moderate 10% of clinical assessments. This 10% of clinical assessments should be 10% per campus as all campuses must be represented in the cohort for moderation. No less than 10 clinical assessments should be moderated.

2. **Postgraduate programmes**
   - The assessors will draw 20% of scripts for moderation, these should include the (high, medium, and low) marks. All scripts between 46% and 49% should preferably be moderated. The external

moderator should moderate 20% of all theoretical and clinical assessments. No less than four clinical or theoretical assessments should be moderated.

3. This includes question papers, assignments, or any other assessment tasks, complete with assessment criteria/memos, the actual assessments, mark sheets and internal assessor and moderator report.
4. The external 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.
5. The external moderator shall 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.
6. The assessor/lecturer will provide the moderator with the mark sheet, with an additional column for the moderated marks to be included.
7. The external moderator shall check that all marks on the mark sheet are correctly transferred from the students' actual assessments. All mark sheets are to be signed by the moderator.
8. The students' actual assessments should be moderated with a **green pen** and the mark given should be written on the cover of the actual assessment and signed and dated by the moderator.
9. The students' moderated assessments, as well as the mark sheet and the completed report must be returned to the assessor within **5 days** after receipt thereof.
10. The task of the external moderator is to assess whether:
    - The outcomes of the course are of an acceptable standard and industry/professionally related.
    - The learning materials are designed to achieve the outcomes of the course.
    - The assessment tasks adequately cover the outcomes and the assessment criteria of the course.
    - The assessment tasks are of an appropriate standard in relation to the HEQF level of the course.