



WESTERN CAPE COLLEGE OF NURSING (WCCN) STANDARD OPERATIONAL PROCEDURE (SOP) MODERATION

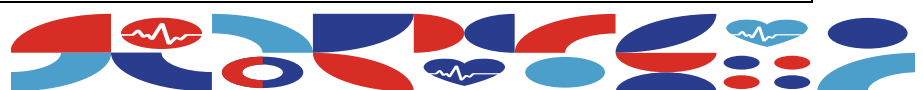
STANDARD OPERATIONAL PROCEDURE (SOP) MODERATION	
Compiled by: WCCN HOC's, HOD's and input by CDC forum members	Date: 2 September 2015
	Revised: 21 August 2021
	Revised: 25 October 2022 (post-assessment moderation)
	Revised: 24 April 2023
Signed	Revised and rebranded 17 April 2024. Revised 2 August 2024
Definitions	<p>Moderation ensures the validity, reliability and fairness of programmes and/or subjects (SAQA 2001: 60)</p> <p>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).</p> <p>External moderation is carried out by external experts in a particular field, programme or subject area (SAQA 2001: 60).</p> <p>External moderator means an external expert who is not an employee of the Nursing Education Institution who is officially appointed by the Nursing Education Institution to moderate the assessment of a module .</p> <p>Subject moderation enhances curricular, teaching, learning and assessment practices within and/or across subjects (CHE/HEQC 2004).</p> <p>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).</p> <p>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.</p> <p>Scripts could be electronic (soft copies) or paper based (hard copies).</p>
Purpose:	The purpose of this SOP is to give guidelines to enhance quality subject related internal and external moderation.
Requirements for moderator:	<p>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).</p> <p>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.</p>
PRE-ASSESSMENT	



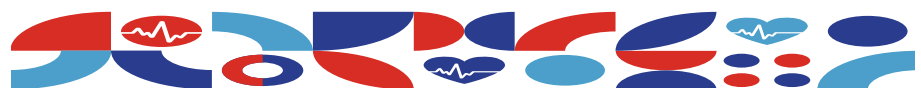
<p>Pre-Assessment moderator Guidelines</p>	<p>External\Internal moderator</p> <ol style="list-style-type: none"> 1. The moderator shall evaluate whether the assessment task, method and criteria are appropriate to the skills, knowledge and attributes students need to demonstrate at that level. 2. The 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 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 moderator shall ensure the reliability and fairness of marking practices. 5. The 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 moderator makes recommendations for the improvement of teaching, learning and assessment practices within a subject. 7. The moderator reports objectively and ethically. 8. The assessment instrument is analysed in relation to: <ul style="list-style-type: none"> • 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
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PROCESS: PRE-ASSESSMENT

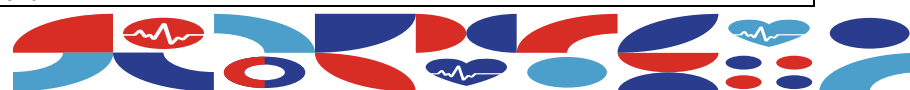
	<ol style="list-style-type: none"> 1. Use Electronic process. 2. The assessment schedule <i>must be followed</i> and <i>adherence to timelines as per schedule</i> is of the utmost importance. 3. Latest date for submission of the assessment to the moderator is 30 working days prior to assessment date. 4. Pre-assessment security must be maintained throughout. 5. Assessment Collator submits to Moderator: <ul style="list-style-type: none"> • Assessment schedule • Cover letter • Subject guide • Clinical learning guide\s • Relevant learning material other than textbooks e.g., readers, journal articles etc. • Textbooks if needed. • Assessment task and memorandum • Moderators report (See Addendum 1) • Documents which are not available electronically must be submitted via admin support. 6. All assessment tasks and memoranda submitted: <ul style="list-style-type: none"> • must be clearly identified e.g., subject, type of assessment, assessment number according to subject guide, number of pages, date of assessment, course name, assessors, weight of assessment and total of assessment, moderators etc. (See addendum 2) • must be edited so that technically and grammatically correct documents (i.e., question paper / memorandum/ assignment instruction sheet/ OSCE instruction sheet) are submitted to the moderator. • memoranda must contain references and clear guidelines for mark allocation. • memoranda must contain a cognitive analysis table.
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	<p>7. Assessment collators must arrange that moderators are provided with textbooks and printed material, if not electronically available.</p> <p>8. In the event of irreconcilable disagreements between Moderator and Assessment Collator regarding assessment task, the HOD or Academic Head intervenes.</p> <p>9. Document flow in pre-assessment phase:</p> <ul style="list-style-type: none"> • Assessment Collator sends finalised assessment task to typist. • The Assessment Collator sends the assessment task to the Moderator (inform HOD and Central Administration Examination office assessment task has been sent) at least 30 working days prior to assessment. • Moderator has maximum five (5) working days to moderate. • Moderator returns <u>assessment task</u> and <u>completes Section 1</u> of the <i>Moderation report</i> to Assessment Collator (Subject coordinator keeps moderation report and resubmits it for completion of post-assessment report) (Addendum 2) • Assessment Collator makes corrections and sends to Typist. • To Examination Clerk (Central Administration) for distribution of assessment tasks and memoranda, printed, to HOC's of campuses for replication and safekeeping, 14 working days prior to assessment. <p>10. In case of extraordinary circumstance where there is a delay in the process. A written report must be sent to the Head of Department and Head of Academia timeously.</p>
POST-ASSESSMENT	
Post-Assessment moderator Guidelines	<ol style="list-style-type: none"> 1. The Internal\External moderator shall analyse the actual assessment in relation to: 2. Marking (accuracy, standard, consistency etc.) 3. Indicators of student performance (such as pass rates, student evaluations etc.) 4. Interventions in response to student performance. 5. How the assessment process could be improved in future.
Scope of moderation	<p>Internal Moderator</p> <ol style="list-style-type: none"> 1. The assessors per campus will draw 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. The assessor per campus should send the scripts to the internal moderator in the following format: <ul style="list-style-type: none"> • Clinical learning guides\Workbooks in hard copy format must be sent via courier services to Central Administration Examination office. Central Administration Examination office will courier the scripts (hard copies) to the moderator. • Written tests and clinical assessments must be scanned and send in pdf format via email via to the moderator. • Assignments, case studies, portfolios and projects are online submitted and must be sent via email to the moderator. 3. 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 per campus. This should include a full spectrum of (high, medium, and low marks). 4. 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. 5. 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.



	<p>6. The assessor/lecturer will provide the moderator with the mark sheet, with an additional column for the moderated marks to be included.</p> <p>7. 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.</p> <p>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.</p> <p>9. The students' moderated assessments, as well as the mark sheet and the completed report must be returned to the assessor within five (5) working days after receipt thereof.</p> <p>External moderator</p> <p>The external moderator moderates a minimum of 50% of the weighted assessment tasks at the exit level.</p> <p>1. 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.</p> <p>2. The assessor per campus should sent the scripts to the moderator in the following format:</p> <ul style="list-style-type: none"> • Clinical learning guides\Workbooks in hard copy format via courier services to Central Administration Examination office timeously. Central Administration Examination office will courier the scripts (hard copies) to the moderator. • Written tests and clinical assessments must be scanned and send in pdf format via email to Central Administration Examination office which will forward to assessments to the moderator. • Assignments, case studies, portfolios and projects are online submitted and must be sent via email to Central Administration Examination office which will forward to assessments to moderator. <p>3. Undergraduate programmes including R1497</p> <ul style="list-style-type: none"> • 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. <p>4. Postgraduate programmes</p> <ul style="list-style-type: none"> • 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. <p>5. 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.</p> <p>6. 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.</p> <p>7. 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.</p>
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	<p>8. The assessor/lecturer will provide the moderator with the mark sheet, with an additional column for the moderated marks to be included.</p> <p>9. 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.</p> <p>10. 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.</p> <p>11. The students' moderated assessments, as well as the mark sheet and the completed report must be returned to the assessor within five (5) working days after receipt thereof.</p> <p>12. The task of the external moderator is to assess whether:</p> <ul style="list-style-type: none"> • 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. <p>13. The assessment tasks are of an appropriate standard in relation to the NQF level of the programme.</p>
PROCESS: POST-ASSESSMENT	
	<p>1. Electronic process to be followed.</p> <p>2. Book courier service for scripts (hard copies) to Central Administration Examination office timeously. Central Administration Examination office will courier the scripts (hard copies) to the moderator.</p> <p>3. All campuses must send scripts (hard copies and electronic copies) to Central Administration Examination office on the same day.</p> <p>4. The assessment schedule <i>must be followed</i> and <i>adherence to timelines as per schedule</i> is of the utmost importance.</p> <p>5. All assessors (all campuses) involved in marking the scripts must ensure that they stay in contact with each other so that marks are awarded in a similar manner – (TEL/SMS/WhatsApp/Virtual)</p> <p>6. Assigned lecturers:</p> <ul style="list-style-type: none"> • Internal monitoring: <ul style="list-style-type: none"> ▪ Correlate names and number of scripts with mark sheet ▪ Check marking allocation and if correct ▪ Recount all marks and sign on front page of script (signature of original marker and signature of person who checked must be on the script) ▪ Each campus assessment collator sends via courier the following to the Central Administration Examination office (hard copies): <ul style="list-style-type: none"> • Marker's report - summary of student performance, problem areas etc. • Uniform mark sheets (Addendum 3). • Assessment task and memorandum (memorandum must contain references and clear guidelines for marking and credited content not on original memorandum). • Moderation report with questions 1-5 completed. • Assessment collator will combine the reports for electronic submission to the moderator. • Scripts in alphabetical order • Uniform mark sheets with a space for the moderator's mark (NB: check correctness of entries for all students who did the assessment and indicate absent students). • Central Administration Examination office sends scripts (hard copies and electronic copies) to the moderator. <p>7. The moderator:</p> <ul style="list-style-type: none"> • Completes questions 6-8 of section 2 of the <i>Comprehensive Moderation report</i> from the different campuses and informs the assessment collator and the HOD of any inconsistencies. • Signs electronically and sends the completed section 2's of the <i>Comprehensive Moderation report</i> to the Assessment Collator



	<ul style="list-style-type: none"> • Sends the completed MAS generated mark sheets to the Assessment Collator. • Sends the scripts to the examination clerk. <p>8. After moderation the examination clerk Central Administration</p> <ul style="list-style-type: none"> • Receives moderated scripts back: • Check that all the scripts are there with all the reports and the marked sheets. • The examination clerk keeps the original moderator report and mark sheet from the moderator. • Scanned documents of the moderator reports and mark sheets are sent to the subject lecturers for their files. • The collating assessor receives the scanned moderated reports from the other two campuses to compile the combined report to be sent to the stakeholders of the programme HOC's, Subject HOD, and examination HOD. <p>9. Assessment Collator:</p> <ul style="list-style-type: none"> • After moderation the assessment collator makes corrections as indicated by moderator • Scan the three reports and complete Comprehensive Moderation report and send the report by email to HOC's, Subject HOD, Examination HOD, Examination clerk at Central Administration (who keeps a central file of all moderation reports) and Moderator profile (evidence when payment is done) • E-mails the completed mark sheets from three campuses to the subject HOD, examination clerk and examination HOD at Central Administration for capturing onto the database. • E-mails the completed <i>Comprehensive Moderation report</i> to HOC's, Subject HOD, Examination HOD, Exam clerk at Central Administration (who keeps a central file of all moderation reports) and Moderator. • E-mails the completed mark sheets from three campuses to the subject HOD, examination clerk and examination HOD at Central Administration for capturing onto the database. • In event of irreconcilable disagreement between Moderator and Assessment Collator regarding assessment task, HOD or Academic Head intervenes. <p>10. Assessment review meeting to be held on day 14 after assessment to identify students and subjects at risk and to devise remedial action (see SOP for remedial actions)</p> <p>11. The assessment collator\lecturers have a feedback session with the students and send scripts back to Central administration for safekeeping.</p> <p>12. In case of extraordinary circumstance where there is a delay in the process. A written report must be sent to the Head of Department and Head of Academia timeously.</p>
Alignment with other processes	
	<ul style="list-style-type: none"> • Subject review policy • Marking SOP • Assessment Policy • Policy on the setting and handling of assessment papers and scripts across a multi campus setup



Addendum 1



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

ASSESSMENT: Semester:

Full year:

YEAR:

Assessor		Level of subject	
Internal Moderator		Subject Code	
External Moderator		Programme code	
Programme:			
Subject name			
Assessment Type			
Assessment No			
Assessment Date			

COGNITIVE ANALYSIS							
QUESTION	Remember	Understand	Apply	Analyse	Evaluate	Create	Comment
TOTAL							
PERCENTAGE							

Moderator completes this section

	Poor	Adequate	Good
Moderator completes this table.			
Alignment with HEQF level descriptors	0	1	2
Alignment with subject outcomes	0	1	2
Integration of critical cross-field outcomes	0	1	2
Clarity of instructions and questions	0	1	2
Accessibility of language	0	1	2
Student-friendliness of assessment criteria	0	1	2
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?

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: Moderator (please print)

SIGNATURE

DATE

External	Please indicate	
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Internal	Please indicate	
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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								
Southern Cape Karoo								

Assessor Complete 1-5

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

General Feedback: Assessor

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

General Feedback: Moderator

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

NAME: Assessor/Lecturer (please print) SIGNATURE DATE

NAME: Moderator (please print) SIGNATURE DATE

External	Please indicate	
Internal	Please indicate	

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

NAME: Moderator (please print)

SIGNATURE

DATE

External	Please indicate	
Internal	Please indicate	

Reference: Adapted from the CPUT Moderation Template (2017)

Addendum 2



WESTERN CAPE COLLEGE OF NURSING

SUBJECT	HIGH RISK MIDWIFERY Assessment 1 WRITTEN TEST MEMORANDUM	CODE	HRM100AMN
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QUESTIONS	2 Questions	TIME	90 Minutes
PAGES	9 pages (excluding cover page)	DATE	12 February 2020
ANNEXURES	None		

COURSE	POST GRADUATE DIPLOMA IN MIDWIFERY
EXAMINER	PL Tities
HEAD OF DEPARTMENT	Ms P Prinsloo
MODERATORS (INT)	To be appointed
MODERATORS (EXT)	
INSTRUCTIONS	
<ol style="list-style-type: none"> 1. ANSWER QUESTION ONE AND TWO. 2. MARK ALLOCATION ½ MARK PER FACT UNLESS INDICATED DIFFERENTLY. 3. START EACH QUESTION IN A NEW BOOK. 4. TEST WEIGHT 25% 	
FULL MARKS = 50	

Addendum 3

		WESTERN CAPE COLLEGE OF NURSING								
Class List for subject	Applied Anatomy & Physiology									
Subject Code	AAP100D									
Year Level	1st Year									
Qualification:	R171 Diploma in Nursing									
Department:	Nursing									
Campus:	Boland									
Lecturer	Mrs F Fadana									
Head of Department	Ms H Loubser									
Moderator	Mrs A Theunissen									
Calendar Year and Semester	2022									
Number of students	58									
		WEIGHT		25%		25%		25%		
		ASSESSMENT DATE		7/3/2022		21/04/2022				
			TEST 1		Deferred		Reassess			
			Writer		MOD		OSCE		TEST 3	
			MOD		ment		MOD		Writer	
			MOD		MOD		MOD		MOD	
1	November A	2322171201	44	43	47	47				
2	December K	2345567412	Absent		78	79				
3										
4										
5										
6										
7										
8										
9										
10										
11										
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LECTURER										
MODERATOR										
		Date:								