

Moderation Policy and Procedure

a) Purpose

The purpose of the moderation policy is to ensure that assessment practices within the organization are conducted in accordance with NQF principles.

b) Scope

The policy will deal with issues around fairness, validness and reliability with regard to assessment practices within an organization.

c) References

- SAQA Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications.
- ETDP SETA's Guidelines on Moderation

d) Definition

Moderation means the process which ensures that assessment of the outcomes described in National Qualifications framework standards or qualifications, is fair, valid and reliable.

e) Policy-Moderation

Moderation of assessment will occur at both the level of KTRC (internal moderation). Both internal and external moderation systems will ensure that assessors produce assessments that are credible, fair, valid, reliable and practicable.

The following will be the process for internal moderation:

Step 1: Design

KTRC will ensure that the choice and design of assessment method and tools are appropriate to the unit standards and qualification

Step 2: Implementation

KTRC will ensure that the assessment is appropriately conducted and matches the specification of unit standards and qualifications. Regular discussions among assessor will take place.

Step 3: Review

KTRC will ensure that lessons are learnt from the design and implementation of moderation and the necessary changes will be made whenever deemed appropriate.

The moderation system will include the following components:



- Appropriate timing (Schedule)
- Scope of the moderation
- Moderation materials
- Registered moderators (personnel)

Moderation will be carried as follows:

- Revising exemplars of assessments and benchmarking materials against established criteria.
- Doing statistical moderation (10% sample of assessments)
- Conducting external assessments
- Site visit by external moderators
- Panel meetings by external moderators
- Establishment of a moderation committee

Moderators

Moderators who wish to carry out the moderation function for standards and qualifications in the ETDQA primary focus must be registered with the ETDQA from the beginning of 2005.

The ETDQA will only register moderators who are already practicing ETDQA registered assessors and have also achieved the unit standards 'Moderate assessment' and 'Design and develop assessments' or Conduct outcome based moderation. Moderators must be subject matter experts in the field or sub-field in which they carry out their moderation activities.

Moderators should be able, if required, to moderate the assessment instrument including the instructions to the assessor, instructions to the candidate, recording format, scoring guide etc. These detailed instructions are an essential part of an assessment task or instrument. They are often made into a handbook to guide the assessors and standardize their approach to conducting an assessment task or a series of tasks. This set of instructions is usually known as an assessment guide.

THE PRINCIPLES OF GOOD ASSESSMENT

The universal assessment **principles of fairness, validity, reliability and practicability** form foundation of the **ETDQA and KTRC assessment** policy.

Fairness relates mainly to the assessment process. Validity relates mainly to the **assessment design**. Reliability relates mainly to the conduct of the assessment. And practicability relates mainly to the **financial and time implications** of assessment.

A **fair** assessment should not in any way hinder or advantage a candidate. Fairness is the overarching principle for good assessment practices, but the other principles help to clarify exactly what we mean by a fair assessment. Examples of unfairness might include:

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- **Unequal opportunities or resources;**
- **Biased assessment (e.g. in relation to ethnicity, gender, age, disability, social class, language);**
- **Unethical behavior by the assessor, candidate or other person involved (threats, bribes, copying, leaking of confidential information, etc.);**
- **Any irregularities in the conduct of the assessment;**
- **Ambiguous or unclear assessment instructions.**

Language must not be barrier to assessment. Learners have a right to assessed in a language of their choice whenever possible. Learners should generally be assessed in a language they are most proficient in; which may be any one of the eleven official languages of South Africa. Learners have a right to an interpreter for an assessment, unless the assumption for the unit standard is competency within the language of assessment, and where the language of the assessment is different to that of the candidate.

A valid assessment really assesses what it claims to assess. In order to achieve validity in the assessment, assessors should:

- **Check that the selected assessment instrument really targets the selected outcomes/unit standards;**
- **Check that the assessment method that is 'fit for purpose';**
- **Ensure that the evidence is authentic (it was generated by the candidate in an appropriate context);**
- **Ensure that the evidence is current (up-to-date), if this is a requirement; and**
- **Ensure that the evidence is sufficient to show competence and covers the range given in the range statement, where this exists.**

A reliable assessment is on that is in line with other assessment made by the same and other assessors in relation to the same unit standard or qualification. Reliability in assessment is about consistency. Consistency means that comparable judgments are made in the same (or similar) contexts each time a particular assessment is conducted. Assessment judgments should also be comparable between different assessors. Assessment results should not be perceived to have been influenced by variables such as:

- **Assessor bias**
- **Different assessors interpreting the standards or qualifications differently;**
- **Assessor stress and fatigue; or**
- **Assessor assumptions about the candidate, based on previous performance.**



The principles of fairness, validity and reliability imply that some form of moderation practices (both internal and external) need to be applied to assessments. In other words, moderation is a key element of a reliable assessment system.

A practicable assessment is effective without placing unreasonable demands on the relevant role-players. Assessment should be designed to be as effective as possible in context of what is feasible and efficient in a particular learning program or RPL process. It should try to avoid unreasonable demands in relation to:

- **The time commitments required for generation, collection, presentation and assessment of evidence involving:**
 - **The candidate;**
 - **The assessor;**
 - **The party witnesses (mentors, line-managers, coaches...); and**
 - **Evidence facilitators, RPL advisors and others involved in advice and support.**

f) References

- SAQA criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications.
- ETDP SETA. Guidelines for assessment.
- ETDP SETA. Guidelines for moderations

g) Definition

Moderation means the process which ensures that assessment of the outcomes described in national Qualification Framework standards or qualifications, is fair, valid and reliable.

h) Policy-Moderation

Moderation of assessment will occur at both the level of **KTRC** (internal moderation) and at the level of the ETDP SETA. ETQA (external moderation). Both internal and external moderation systems will ensure that assessors produce assessments that are credible, fair, valid, reliable and practicable.

Step 1: Design

KTRC will ensure that the choice and design of Assessment plan, assessment method and tools are appropriate to the unit standards and qualifications being assessed.

Moderators are expected to follow the process set out in the unit standard 'Moderate assessment'. These are summarized in the specific outcomes, entitled:



- Plan and prepare for moderation.
- Conduct moderation.
- Advice and support assessors and assessment agencies.
- Report, record and administer moderation.
- Review moderation systems and processes.
- Evidence must be gathered for moderation of assessments of candidates with special needs, and RPL cases.
- Moderation must cover a range of assessment practices including assessment instruments, assessment design and methodology, assessment records; reporting and feedback mechanisms,
- Evidence must be gathered for moderation of assessments involving a variety of assessment techniques, including work samples, role-plays, written, oral, portfolios and projects.
- Moderation interactions could include pre-moderation interactions; standards discussion; recording and record keeping; reporting and feedback mechanisms; post-moderation; interaction and support and recommendations.

Step 2: implementation

KTRC will ensure that the assessment is appropriately conducted and matches the specifications of unit standards and qualifications. 10% of assessed POEs will be randomly moderated to ensure that proper assessment process and principles are adhered to and are according to the ETDP SETA's guidelines and criteria. In terms of a new assessor, 100% of the assessed POEs will be moderated. Regular discussions among will take place.

Step 3: Implementation

KTRC will ensure that lessons are learnt from the design and implementation of moderation and necessary changes will be made whenever deemed appropriate.

The moderation system will include the following components:

- Appropriate timing (schedule)
- Planning of moderation (Moderation Plan)
- Scope of the moderation
- Moderation materials
- Registered moderators (personnel)

Moderation will be carried as follows:

- Revising exemplars of assessments and benchmarking materials against established criteria.
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- Establishment of a moderation committee

Signed at: _____ on this _____ day of _____ 2025

Management signature

Board of director's Representative Signature

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