



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

LSS SUPPORT PACKAGE

ICASS for NC(V) and Report 191 Programmes

***MODULE 3: THE MODERATION PROCESS (Pre- and post-
moderation)***

LSS Participant Handout
2018



Ref.No:	Prepd.:
Edition :	Checked:
Date: 7 August 2018	Approved:

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MODULE 3

THE MODERATION PROCESS (Pre- and post-moderation)

In the previous workshop, the setting of assessments was discussed in detail. In this session, the important role of the moderator and the entire moderation process will be discussed.

This is a generic discussion applicable to Report 191 semester and trimester programmes as well as NC(V) qualifications. Reference will be made continually to the *TVET Curriculum Instruction* for the ICASS Guidelines. Therefore it is imperative that each lecturer must have his/her guideline with him/her during this workshop.

3.1 THE IMPORTANCE OF INTERNAL MODERATION OF THE ICASS

The moderation of question papers is a process to ensure that assessments are fair, valid and reliable. It should also ascertain whether an assessment is of the acceptable standard, unambiguous and can be completed within the stipulated time. Moderation of the marking process is as important to ensure fairness towards the candidate, consistency in marking as to establish reliability of examination instructions as laid down in the ICASS Guidelines.

3.2 ICASS MARKS FOR REPORT 191 AND NC(V) PROGRAMMES

This aspect has already been discussed in detail in Module 2. You must comply with the ICASS Guidelines for your specific programme. Remember that a distinction is made between Report 191 semester and trimester programmes and NC(V) qualifications, subdivided into fundamental and vocational subjects.

3.3 THE MODERATION PROCESS

Moderation is a critical part of the setting process and needs to provide a thorough evaluation of the standard of the ICASS task so that it is in line with the standard set in the external examination question paper.

We shall discuss the two phases of moderation of ICASS, namely:

- 3.3.1 **Pre-assessment moderation:** This is the evaluation of the task before it is administered in the classroom. It is conducted by the subject moderator.
- 3.3.2 **Post-assessment moderation:** This is the evaluation of the quality of the assessment process and marking undertaken by the lecturer. It is conducted by the subject moderator.

ICASS

Please refer to the following ICASS Guideline templates:

Report 191

Report 191 programmes: Annexure G

NC(V)

NC(V) qualifications: Annexure H

The documentation for both programmes is generic. Only the most important aspects will be discussed here, but each lecturer should familiarise himself/herself thoroughly with the entire ICASS document.

3.3.1 PRE-ASSESSMENT MODERATION PROCESS AND CHECKLIST

Planning forms an important part of the moderation process. Note the following:

- The examiner/moderator for each task should be indicated on the assessment plan and should be in place in January of each new year before classes commence.
- Examiners and moderators should be subject experts. This is extremely important. Although all lecturers can moderate basic elements, like correctness of marks, appropriateness of front page and language, not all lecturers are familiar with the content of all subjects.

ICASS

Please refer to the following ICASS Guideline templates:

Report 191

Report 191 programmes: Annexure G2

NC(V)

NC(V) qualifications: Annexure H

The process can be summarised as follows:

PROCESS	RESPONSIBILITY	TIMELINE
Appoint specific examiners and moderators.	HOD/Senior lecturer	Before classes commence
Add internal college due dates to manage time lines.	HOD/Senior lecturer	Before classes commence
Manage the due dates.	HOD/Senior lecturer	Throughout the academic period
Moderate assessment tasks and tools - Check that the examiner has completed the examiner's list. - Verify that all components on the checklist (the various criteria) are correct. - Give feedback regarding changes that need to be made and make recommendations on checklist. - Keep all evidence of the moderation process.	Subject moderator as indicated on assessment plan	Indicated on internal assessment plan
Give feedback to the examiner.	Subject moderator as indicated on assessment plan	Within TWO days of receiving the assessment task and tool
Implement changes as recommended by moderator.	Subject examiner	Within TWO days of receiving feedback from moderator
Final approval of the assessment instrument for printing.	Subject moderator	Within ONE day of receiving the adjusted assessment task and tool

When doing pre-moderation, the moderator will take into account the same criteria used by the assessor to determine whether an assessment and the assessment tool are of the required standard. This has already been discussed in detail in Module 2 and therefore only a few aspects will be highlighted.



CRITERION 1: ANALYSIS OF TASK

This aspect is very often neglected by both the examiner and the moderator. Although the moderator receives the analysis grid from the examiner, he/she should do the grid himself/herself and then compare it with the examiner's version. It is imperative that this grid must be correct as this will ensure that the paper complies with the various requirements, including covering all cognitive levels, correct time allocation, length and not too easy or too difficult.

The analysis grid also plays an important role in determining adherence to weighted values per topic as determined in the various syllabi. Candidates should be made fully aware of the weighted values per topic/module as this will also indicate the emphasis that needs to be placed on each topic/module.



CRITERION 2: TECHNICAL CRITERIA

This area of moderation is very often neglected or handled inadequately.

Refer to the DHET document: *A quick guide to the typing and editing of question papers and marking guidelines* if you are in doubt about any of the technical criteria.

The moderator needs to find evidence. It is therefore important that the moderator makes sure that a clear indication is provided of the evidence to be produced.



CRITERION 3: CONTENT COVERAGE

Lecturers should remember that content is not limited to a specific textbook, but to the relevant subject syllabus. Furthermore, it is their responsibility to incorporate modern developments when syllabi are obviously outdated.



CRITERION 4: COGNITIVE SKILLS

This component cannot be moderated if the moderator does not have knowledge of Bloom's taxonomy or any other taxonomy that may have been used.

There should be a strong correlation between mark allocation, level of difficulty and time allocation.



CRITERION 5: TYPES OF QUESTIONS/TASKS

The types of questions also link to the cognitive skills as well as the mark allocation and allocated time. As a moderator you should make sure that mark allocations are correct and in line with the cognitive demand. For example, a 'name/list' type question should only count for one mark.



THE FOLLOWING:

- Avoid verbs such as ‘mention’, ‘identify’ and ‘elaborate’ if not applicable.
- ‘Explain’ is not the same as ‘List/State’. It is similar to giving a definition.
- A definition says what an item or concept is and NOT how it is used/its purpose.
- Definitions are to be allocated 2 or more marks.
- Listed items should be allocated only 1 mark each.
- Mark allocations indicate clearly the number of responses required by a question, for example, (3 x 2) indicates three responses worth two marks each.
- Alternatively, state the number of responses required in caps. For example, State THREE rules...
- Avoid multiple-choice questions within a question.
For example: Name, explain and give TWO examples of THREE types of crimes (15).
- This should rather read: “Several types of crimes exist.” With regard to this statement, answer the following questions:
 - 1.1 Name THREE types of crime. (3)
 - 1.2 Explain each type of crime named. (3 x 2) (6)
 - 1.3 Give TWO examples of each type of crime you have names in 1.1. (3 x 2) (6)



CRITERION 6: LANGUAGE AND BIAS

Language should always be simple and subject related.
Refer back to Module 2 on assessments for possible pitfalls of which a moderator should be aware.



CRITERION 7: OVERALL IMPRESSION

This criterion can only be ticked if the other criteria are in place.
Encourage assessors to be more creative when setting papers and to integrate topics when compiling case studies and real-life scenarios.
Be on the alert for direct repetition of questions.



CRITERION 8: ASSESSMENT TOOL

The assessment tool should be thoroughly moderated as this will be used by various lecturers to assess the work of the candidates. All aspects, such as the numbering system and mark allocations should correspond with the assessment.

To ensure thorough moderation, we recommend that the moderator should create a marking guideline before moderating the assessment tool.

DECISION TAKEN BY MODERATOR TO APPROVE/CONDITIONALLY APPROVE/REJECT

The layout of the templates for this section look like this:
The moderator must complete the RECOMMENDED CHANGES section for both the task and the assessment tool separately.

TASK: The TASK is **APPROVED / CONDITIONALLY APPROVED / REJECTED-**

ITEM NUMBER	RECOMMENDED CHANGES	MOTIVATION

ASSESSMENT TOOL: The ASSESSMENT TOOL is **APPROVED / CONDITIONALLY APPROVED / REJECTED-**

ITEM NUMBER	RECOMMENDED CHANGES	MOTIVATION

GENERAL COMMENTS:

	Signature	Date
EXAMINER		
MODERATOR		

Feedback plays a very important role in the moderation process. If a paper is rejected, it means that most of the criteria were not met. The specific criteria that have not been met need to be listed and motivated.

When a paper is approved it means that all the criteria have been met and that no further changes can be made.

When a paper is conditionally approved, it means that some criteria have not yet been met and certain changes need to be made before it can be finally approved. All the proposed changes must be listed. It is most important that the moderator evaluates the changes after they have been made before final approval is given.

3.3.2 POST-ASSESSMENT MODERATION

Post-assessment moderation ensures that the assessment tool was applied correctly and that the students have been treated fairly in the assessment process.

ICASS

Please refer to the following ICASS Guideline templates:

Report 191

Report 191 programme: Annexure G3

NC(V)

NC(V) qualification: Annexure I

The post-assessment moderation process can be summarised as follows:

Timeline for ICASS moderation and monitoring

PROCESS	RESPONSIBILITY	TIMELINE
<p>Moderate 1 0% or a minimum of 5 written assessments:</p> <ul style="list-style-type: none"> • Moderators should familiarise themselves with the assessment. • The marked scripts selected for moderation should reflect best, medium and poor performance. • Moderators should use a green pen only. • Moderators should re-mark the entire script and also show all ✓ as indicated on the assessment tool. 	<p>Subject moderator (Subject expert: <i>empower all staff / peer moderation</i>)</p>	<p>Within two days of the marked assessments being handed to the moderator</p>
<p>Feedback to marker:</p> <ul style="list-style-type: none"> • Keep all evidence of the moderation process. (e.g. 55 % / 66 %) 	<p>Subject moderator</p>	<p>Within two days of the marked assessments being handed to the moderator</p>

PROCESS	RESPONSIBILITY	TIMELINE
<p>Re-marking is strongly advised in the following instances:</p> <ul style="list-style-type: none"> • If the variance between the marker and moderator’s marks is greater than 5 % or more than half of the moderated scripts. <p>PLEASE NOTE (A re-mark of the entire batch is advised if the variance is applicable to more than half of the sample moderated)</p> <ul style="list-style-type: none"> • If the variance between the marker and moderator’s marks is the result of incorrect marking. <p>PLEASE NOTE (Sections/specific question(s) indicated by the moderator of the entire batch must be re-marked.)</p> <p>Examples of incorrect marking:</p> <ul style="list-style-type: none"> ○ Awarding marks for incorrect answers ○ Not awarding marks for correct answers ○ Not marking alternative correct answers ○ Incorrect allocation of marks ○ Inconsistent mark allocation for similar answers 	Marker	Within two days of receiving feedback from the moderator
If re-marking was advised, 10 % of the entire batch should be moderated again on completion of re-marking.	Subject moderator	Within 2 days of re-marking
<p>Errors in the adding of marks made by the marker:</p> <ul style="list-style-type: none"> • Add and check totals of all scripts again. <p>PLEASE NOTE (If, for example, an <u>adding</u> error was made by the marker, the student must be given the correct (moderated) mark. The moderator should determine whether the error was restricted to the one script only. The moderator should moderate one or two additional scripts).</p>	Marker	
<p>Hand assessments back to students</p> <p>The converted mark must be indicated on the marked task, e.g. 60/100 = 60% = 15/25.</p>	Lecturer	First contact session with students

PROCESS	RESPONSIBILITY	TIMELINE
<p>Capturing marks on IT system:</p> <ul style="list-style-type: none"> After the moderation has been completed, the lecturer's (red pen) marks must be captured on the IT system. <p> <i>(All students must benefit from the moderation and not only the sample of scripts moderated. The aim of moderation is to ensure consistency in the marking process).</i></p>	Lecturer	Refer to college policy
<p>Corrections should be done.</p> <p><i>(PoE: Task; assessment tool and corrections)</i></p> <p> <i>(As part of remedial work, the lecturer should go through the task with the students.)</i></p>	Lecturer	First contact session with students

Although the above table is self-explanatory, a few things should be highlighted:

- Familiarise yourself with the assessment before starting the moderation process. As a subject expert you should know the answers without looking at the memorandum.
- Avoid 'shadow-marking'! Don't just tick where the examiner ticked!
- Realise the important role that you as a moderator play to ensure fairness to all candidates. What would the credibility of a moderated assessment be if a candidate still picks up calculation errors?
- Avoid ticking on top of the ticks of the examiner – although it might not be necessarily 'shadow marking', it may create that impression.
- When giving feedback to the marker, also address aspects such as:
 - neatness of their marking
 - correctness of ticks, for example, where a fact counts two marks each, two ticks should be made
 - consistency, where sub-totals and totals are written.
- Make 100 % sure that the conversion of marks is correct, for example, where a mark obtained out of 100 must be converted to, for example, a weighted value of 25.
- Ensure that marks are recorded correctly on the mark sheet, as well as in the candidate's PoE.
- Remember that ALL students should benefit from the moderation; not only the sample of scripts moderated. The aim of moderation is to ensure consistency in the marking process.

3.4 RECORDING MARKS

We have already referred to the recording of marks and the role that the moderator plays to ensure that all marks are correctly converted and recorded. In Module 4, we will look more closely at the verification of marks.

When recording performance in assessment tasks, the marks achieved in each task must be converted to reflect the weighting for the subject. Marks must be rounded off to avoid the use of decimals.

It is important to indicate the converted mark on the marked test/assignment/examination answer sheet as well as on the record sheet.

For example:
20/50 = 40 %

If the weighted value of this component is 30, then it will be 12/30. Please note that marks on the ICASS template must be recorded in percentage format.

It must be indicated clearly where a student obtained a zero (0) for a task missed.



That there are definite templates in the ICASS Guidelines that must be used for recording marks.



Please refer to the following ICASS Guideline templates:

Instructional offering	Programme	Annexure no.
Report 191	Engineering trimester programme	Annexure T4
Report 191	Business and Utilities studies semester programme	Annexure S5
NC(V)	Fundamental: Language Level 2 and 3 Level 4	Annexure J1.1 J1.2
	Fundamental: Life Orientation – All levels	Annexure J2
	Fundamental: Mathematics/Mathematical literacy	Annexure J3
NC(V)	Vocational	Annexure J4



REMEMBER: Record sheets constitute the official assessment records that must be kept by the college for monitoring, moderation and verification purposes. These can be submitted as legal evidence should a legal dispute be declared by a student or parent/guardian.

The record sheets must be used to compile the final ICASS mark for the subject. These will be transferred to the official ICASS mark sheet provided by the DHET for the submission of ICASS marks for result purposes.

One last important reminder: Marks for any additional assessment tasks may NOT be used for the calculation of the final ICASS mark.

3.5 THE POST-ASSESSMENT MODERATION CHECKLIST

To ensure compliance with both the pre-and post-moderation processes, a moderator must complete the following checklist:

MODERATOR'S CHECKLIST

LECTURER: _____
 SUBJECT: _____

MODERATOR: _____
 ASSESSMENT TASK: _____

DETAIL OF MODERATION

Number of students assessed			
Number of answers sheets/scripts/assignments moderated			
ID Numbers and names of students whose scripts/assignments were moderated	Assessed Mark	Moderated Mark	Comments
1.			
2.			
3.			
4.			
5.			
6.			

THE FOLLOWING CHECKLIST MUST BE COMPLETED BY THE MODERATOR

CRITERIA				Moderator
Score key:	0=non existent	n/a=not applicable		Score
	1=does not meet the requirement	2=partially meets the requirement	3=meets the requirement	
1.	A marking discussion took place to standardise the assessment tool prior to the commencement of assessment of students' performance (<i>applicable to internal examination only</i>).			
2.	The assessment was in accordance with the assessment plan and the approved task was used.			
3.	Students were not advantaged/disadvantaged in either/or questions (choice of questions).			
4.	Alternative answers have been accommodated where relevant and credited where applicable.			
5.	All responses have been marked.			
6.	Responses have been assessed and allocated marks in accordance with the assessment tool.			
7.	The marks for the particular task have been totalled correctly.			
8.	The total mark achieved for the particular task has been correctly recorded on the record sheet (class list).			
9.	The weighted total mark achieved for the task has been correctly recorded on the record sheet.			
10.	The lecturer was consistent in the marking of the entire batch of assessments.			
11.	The lecturer provided feedback on each script.			
12.	There is proof of authenticity for all evidence without direct supervision.			
13.	Corrective measures were discussed with the lecturer.			

RECOMMENDED AREAS FOR IMPROVEMENT IN THE ASSESSMENT OF PERFORMANCE:

(This section should be completed by the moderator)

ITEM NUMBER	RECOMMENDED IMPROVEMENT	MOTIVATION

GENERAL COMMENTS:

	Signature	Date
MODERATOR:		

This template is self-explanatory and requires no further discussion.

3.6 COMPOSITE PRE- AND POST-MODERATION REPORTS

ICASS	Report 191	Please refer to Annexure G5 in the ICASS Guideline templates for Report 191 programmes.
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ICASS	NC(V)	Please refer to Annexure K2 in the ICASS Guideline templates for NC(V) qualifications.
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NC(V)

This document must be completed and signed by the HOD/Academic Head.
The document is self-explanatory and requires no further discussion.

EXAMPLE OF A COMPOSITE PRE- AND POST MODERATION REPORT

TERM 1 / 2 / 3

Subject:	
Level:	
Campus(es):	
Faculty manager/HOD/programme manager:	
Total number of students enrolled:	
Total number of students assessed:	
Drop-out rate:	
Total number of students who passed all assessments for this period:	
Throughput rate:	
Pass rate:	

Total number of assessments conducted and moderated:	
Number of assessments conducted for this period expressed as a percentage of the total planned assessments for this subject:	

Please complete the checklist below to comply with pre- and post-assessment requirements.



THIS TEMPLATE HAS BEEN COMPLETED TO GIVE AN INDICATION OF THE TYPE OF COMMENT THAT CAN BE MADE.

CRITERIA	YES	NO	Comment and corrective action if answer is NO
1. Lecturers and moderators are assigned prior to assessment implementation.	Y		For every subject and for every task there is an examiner and a moderator; they know who they are and what is expected of them.
2. An approved subject assessment and moderation plan is used.	Y		There is a common plan for TO L3, which is followed by Campus X and Y, i.e. students on the two campuses write the same tests on the same day.
3. Assessment tasks and tools are pre-moderated.	Y		At least, tasks are print-ready and signed off.
4. Assessments are conducted according to assessment and moderation plans.	Y		For the whole college for the whole year, all assessment tasks are conducted according to the scheduled dates – as set in January of the academic year.
5. Post-moderation is conducted on 10 % of the marked evidence.	Y		Evidence of 10 % moderated scripts are available from Ms English in room T35 on Campus X and from Mr Bean in room S2 on campus Y.

.....
HOD / Academic Head

Date:

3.7 DEPARTMENTAL MODERATION

The DHET will moderate the ICASS tasks, including PATs (only applicable to NC(V) vocational subjects) administered and the marked student evidence during nationally-convened moderation sessions.

The DHET moderation process will focus on both the quality of the ICASS tasks administered and the quality of the marking process.



REMEMBER, MODERATION ENSURES:

- The relevant content as prescribed in the syllabus/guideline has been covered.
- The assessment is representative of all the relevant conceptual domains.
- All cognitive levels are challenged.
- The assessment is of an appropriate standard.

The assessment and tool are fair, valid, reliable and credible.

REFERENCE LIST

Department of Higher Education and Training. (2017). A quick guide to the typing and editing of question papers and marking guidelines. National Certificate (Vocational) and NATED.

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