

<b>SAQA US ID</b>	<b>115759</b>	<b>ELECTIVE</b>		
<b>Unit Standard Title</b>	Conduct moderation of outcomes-based assessments			
<b>NQF Level</b>	06	<b>SGB</b>	Assessor Standards	
<b>Credits</b>	10	<b>Notional Hours</b>		100
<b>Duration</b>	<b>Candidate</b>	<b>Knowledge</b>	<b>Practical's</b>	<b>On the job</b>
	<b>Novice</b>	2 days	1 day	10 days / 80 hours
	<b>RPL (Re-fresher)</b>	1 days	2 days	N/A
	<b>Re-certification</b>	N/A	N/A	N/A
<b>Ratio of candidates to assessor</b>	20:1		20:1	1:1

The Certificate will be issued after submission of the portfolio of evidence

<p style="text-align: center;"><b><u>PURPOSE OF THE COURSE</u></b></p> <p>This unit standard is for people who conduct internal or external moderation of outcomes-based assessments. The assessments could be in terms of outcomes defined in a number of documents, including but not limited to unit standards, exit level outcomes, assessment standards, curriculum statements and qualifications. This unit standard will contribute towards the achievement of a variety of qualifications particularly within the field of Education Training and Development Practices and Human Resource Development.</p> <p>Those who have achieved this unit standard will be able to moderate assessments in terms of the relevant outcome statements and quality assurance requirements. The candidate-moderator will be able to use the prescribed Quality Assurance procedures in a fair, valid, reliable and practicable manner that is free of all bias and discrimination, paying particular attention to the three groups targeted for redress: race, gender and disability</p>	<p style="text-align: center;"><b><u>PRE-REQUISITES</u></b></p> <ul style="list-style-type: none"> <li>The credit calculation is based on the assumption that learners have previous assessment experience when starting to learn towards this unit standard, and in particular, recognition for the unit standard: NLRD 115753: "Conduct outcomes-based assessments".</li> <li>It is recommended that candidates should achieve NLRD 115755: "Design and develop outcomes-based assessments" before attempting this unit standard:</li> </ul> <p>It is further assumed that the person has evaluative expertise within the field in which they are moderating assessments</p> <ul style="list-style-type: none"> <li>Copy of an ID certified no more than 3 months</li> </ul>
<p><b><u>SPECIFIC OUTCOMES OF THE COURSE</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of moderation within the context of an outcomes-based assessment system,</li> <li>Plan and prepare for moderation,</li> <li>Conduct moderation,</li> <li>Advise and support assessors,</li> <li>Report, record and administer moderation, and</li> <li>Review moderation systems and processes</li> </ul>	
<p><b><u>ESSENTIAL EMBEDDED KNOWLEDGE</u></b></p> <p>The following knowledge is embedded within the unit standard, and will be assessed directly or indirectly through assessment of the specific outcomes in terms of the assessment criteria:</p> <ul style="list-style-type: none"> <li>Outcomes-based education, training and development</li> <li>The role and function of moderation - directly assessed through assessment criterion 'Moderation is explained in terms of its contribution to quality assured assessment and recognition systems within the context of principles and regulations concerning the NQF.' and indirectly assessed throughout the unit standard.</li> <li>Moderation methods - directly assessed through assessment criterion 'A variety of moderation methods are described and compared in terms of strengths, weaknesses and applications. The descriptions show how moderation is intended to uphold the need for manageable, credible and reliable assessments.' and</li> </ul>	



'Moderation methods and processes are sufficient to deal with all common forms of evidence for the assessments to be moderated, including evidence gathered for recognition of prior learning.', and indirectly assessed through application throughout the standard.

- Principles of assessment - directly assessed through assessment criterion 'Key principles of assessment are described in terms of their importance and effect on the assessment and the application of the assessment results. Examples are provided to show how moderation may be effective in ensuring the principles of assessment are upheld.', and indirectly assessed via a requirement to judge whether the principles are applied by assessors.
- Principles and practices of RPL - assessed in terms of the requirement for candidate moderators to moderate RPL-related assessments.
- Methods of assessment - directly assessed through assessment criterion 'Examples are provided to show how moderation activities could verify the fairness and appropriateness of assessment methods and activities used by assessors in different assessment situations', and indirectly when checking the appropriateness and fairness of assessment methods used by assessors
- Potential barriers to assessment - assessed when dealing with special needs.
- The principles and mechanisms of the NQF - this knowledge underpins the standard
- Assessment policies and ETQA requirements
- Knowledge of quality assurance policy and procedures
- Understanding of organisational or institutional contexts
- Understanding the curriculum (where applicable).