

ASSESSOR, MODERATOR, VERIFICATION

**“Nation building is  
not a spectator sport”**

(Minister of Labour, MMS Mdladlana, M.P.)

## QUOTE

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Success in the 21<sup>st</sup> century will come from making the most of knowledge and skills to create high quality products and services.

The most successful will be those with the most skilled, flexible and committed people who can adapt to new ways of working.

Whatever business you are in, you will need to put people first.

**ASSESSMENT**

**ROLE OF ASSESSORS**

**MODERATION**

**ROLE OF MODERATORS**

**RPL**

**VERIFICATION**

# **ASSESSMENT**

## **–WHAT IS ASSESSMENT**

- Assessment is a process of identifying, gathering and interpreting information about a learner's achievement, as measured against nationally agreed outcomes for a particular phase of learning

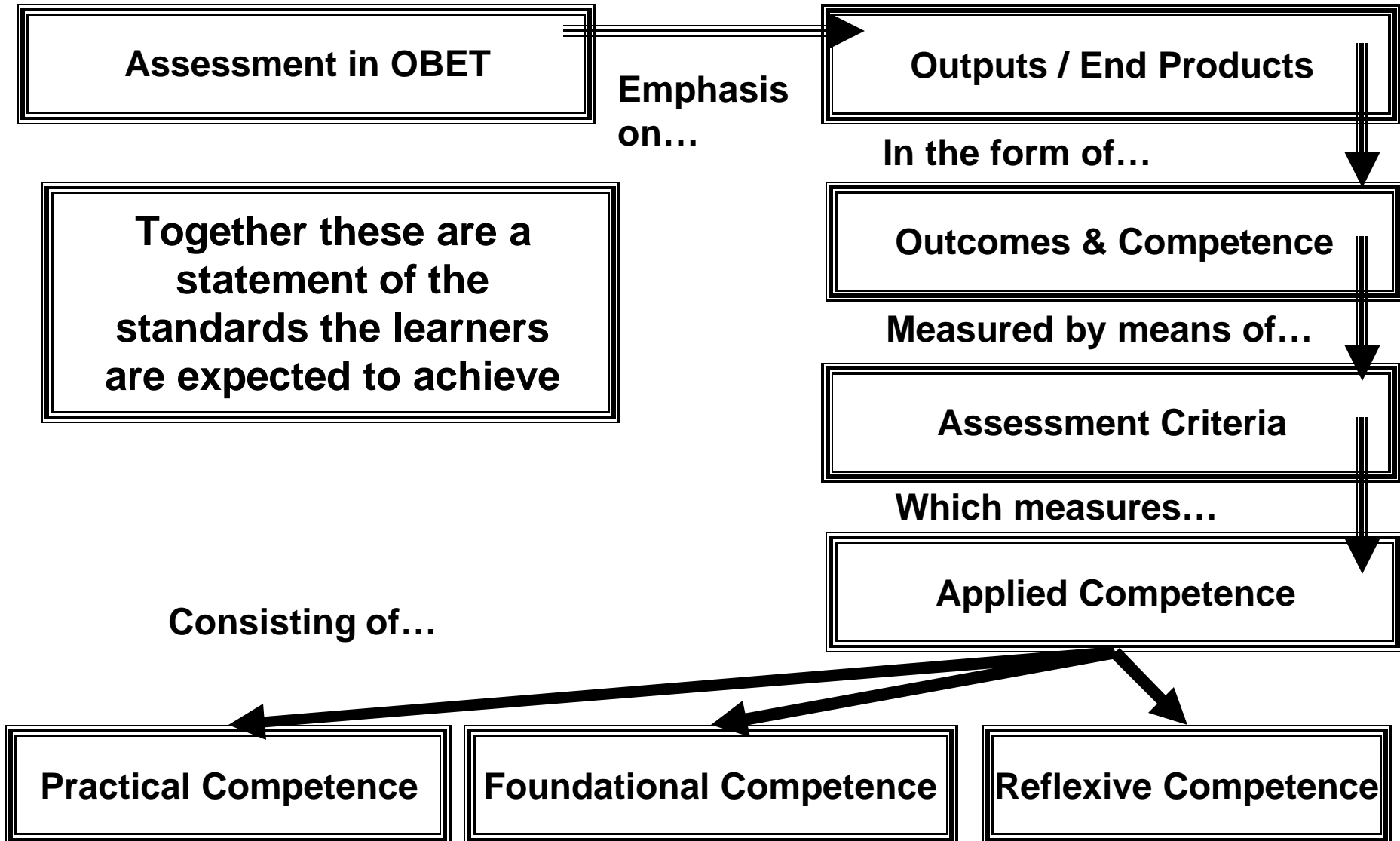
## **–FOUR STEPS IN ASSESSMENT**

- generating and collecting evidence of achievement,
- evaluating this evidence against the outcomes,
- recording the findings of this evaluation and
- using this information to assist the learner's development and improve the process of learning

# PRINCIPLES OF ASSESSMENT

- Fairness
- Validity
- Reliability
- Practicability
- Fairness + Validity + Reliability + Practicability =  
Credibility
- MUST assess the learner's ability to perform
- CRITICAL overriding  
principle -> ETHICS

# ASSESSMENT PROCESS



# INTEGRATED ASSESSMENT

**Assessing a number of  
Outcomes together**

**Assessing a number of  
Assessment Criteria  
together**

**Assessing a number of  
Unit Standards  
together**

**Using a Combination of  
Assessment Methods  
& Instruments  
for an outcome(s)**

# REASONS FOR INTEGRATED ASSESSMENT

**Assessing outcomes and/or assessment criteria separately may lead to:**

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graph TD; A["Assessing outcomes and/or assessment criteria separately may lead to:"] --> B["Assessment taking too long"]; A --> C["Assessment being a burden / stressful to the learner"]; A --> D["Giving a disjointed learning experience"]; C --> E["Giving no real assurance of overall applied competence"];
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**Assessment taking too long**

**Assessment being a burden / stressful to the learner**

**Giving a disjointed learning experience**

**Giving no real assurance of overall applied competence**

# FORMATIVE ASSESSMENT...

- Is designed to support teaching and learning
- Assists in planning future learning
- Diagnoses learners' strengths and weaknesses
- Provides feedback to the learner
- Helps decide on the readiness of a learner to do a summative assessment
- Is developmental in nature

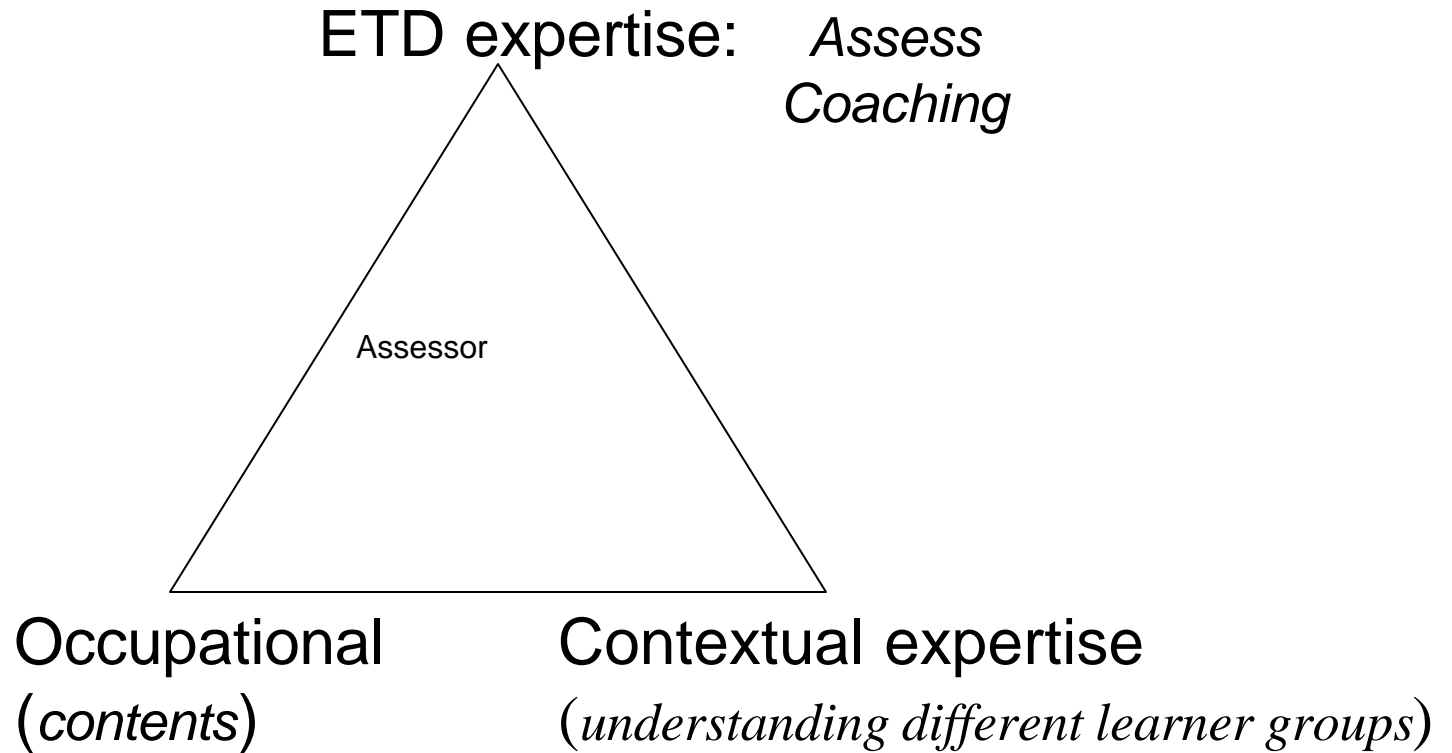
# SUMMATIVE ASSESSMENT...

- Happens at the end of a learning programme
- Determines whether the learner is competent or not yet competent
- In OBET, learner readiness determines when the assessment will take place
- Is carried out when the learner and the assessor agree that the learner is ready for the assessment

# THE ROLE OF THE ASSESSOR

- Inform the learner about the qualification or unit standard requirements
- Support and guide the learner in the collection of evidence
- Help the learner plan for the assessment
- Inform the learner about the timing of assessment
- Conduct the assessment and provide feedback

# ASSESSOR REQUIREMENTS



# ASSESSOR REGISTRATION 1

- WHAT ARE THE MINIMUM REQUIREMENTS FRO REGISTRATION
  - E.g. BACHELOR OF COMMERCE: TOURISM MANAGEMENT
- **CRITERIA FOR THE REGISTRATION OF ASSESSORS**
  - Qualifications required:
    - At least an honours degree in tourism management or in the relevant learning field for which
    - the assessor is appointed or selected.
  - Career experience required:
    - At least 3 years management experience in the tourism or related industries

# ASSESSOR REGISTRATION 2

- Diploma in Marketing Management and Diploma in Public Relations Management
- **CRITERIA FOR THE REGISTRATION OF ASSESSORS**
  - Appointment of external moderators is subject to the approval of the institution's Academic Board.
  - Assessors have to meet any three of the following criteria:
    - Assessors have to have 5 (five) years industry experience;
    - Assessors have to prove that credible and appropriate academic qualifications have been met;
    - Assessors have to have a credible MBA or appropriate Doctorate degree;
    - Assessors have to be a member of an appropriate professional body e.g. SAATP;

# MODERATION

- The main functions of Moderation systems are:
  - To verify that assessments are fair, valid, reliable and practicable**
  - To identify the need to redesign assessments if required**
  - To provide an appeals procedure for dissatisfied learners**
  - To evaluate the performance of assessors**
  - To provide feedback to various bodies, including the NSBs on unit standards and qualification**
  - Gate keepers of the Quality Management System**

## RECOGNITION OF PRIOR LEARNING

*RPL* means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meet the requirements

## FORMS OF RECOGNISED LEARNING

- Formal education and training programme
- Formal and informal on the job education and training
- Self-study for enjoyment or improvement of qualification or knowledge
- Informal experience gained in the workplace or community
- Non-formal in-house education and training

Where appropriate, such learning should be recognized and credited

# BENEFITS OF RPL

- Recognition of skills, competencies, expertise and knowledge
- Helps in identifying what is required to get a qualification
- It is a stepping stone to further development and/or career planning
- It gives access to qualification
- It gives access to employment opportunities and higher levels requiring qualification
- Reduces the cost of training and development. Cost effective qualification process

# VERIFICATION

## Purpose:

To check the Provider's Quality Management System against ETQA and SAQA requirements by focusing on assessment, internal moderation, and Learner Achievement.

## Key areas:

- Checking on the assessment and internal moderation systems within providers.
- Checking that the systems required to support the provision of related learning programmes across institutions/learning sites are appropriate and working effectively.
- Ensure that the areas of remediation pointed out by the Internal Moderator have been addressed by the provider.
- Provide feedback to the ETQA, Moderators, Assessors and in some instances the SGBs

**Note: This activity supports moderation and can validate or overturn moderation findings where applicable.**

# INSQA POLICY UPDATE

- **MATRIC CONCESSION DOCUMENT**
- **QUALIFICATION TEACH-OUT PERIOD**
- **VERIFICATION PROCESS**
- **ASSESSOR & MODERATOR FORUM**
- **SAQA AUDIT**
- **CERTIFICATION**
- **LOGIT SYSTEM**

# MATRIC CONCESSION DOCUMENT

- ASSIST WITH QUALIFICATION FUNDAMENTALS
  - COMMUNICATION
    - ENGLISH FOR BUSINESS ENGLISH UPTO NQF LEVEL 4
    - SECOND LANGUAGE AT NQF LEVEL 3
  - MATHEMATICAL LITERACY
    - UPTO LEVEL 4
    - MATHEMETICS
  - FINANCIAL LITARACY
    - UPTO LEVEL 4
    - BUSINESS ECONOMICS, ACCOUNTING, BOOKKEEPING

# QUALIFICATION TEACH-OUT PERIOD

- CURRENT

- N+2 YEARS

- FUTURE

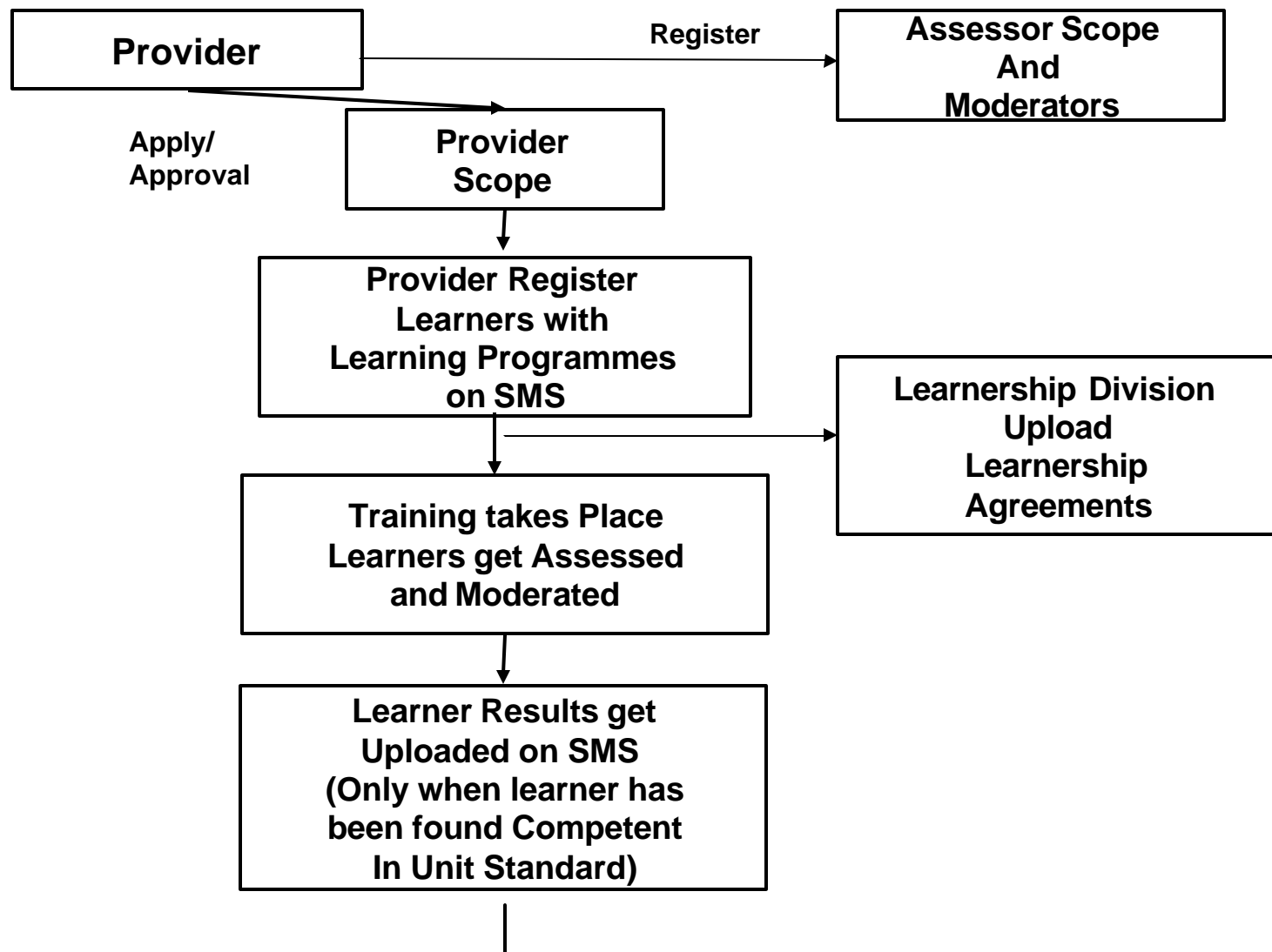
- 1 + N + 2 YEARS

- QUALIFICATION REGISTRATION TEMPLATE

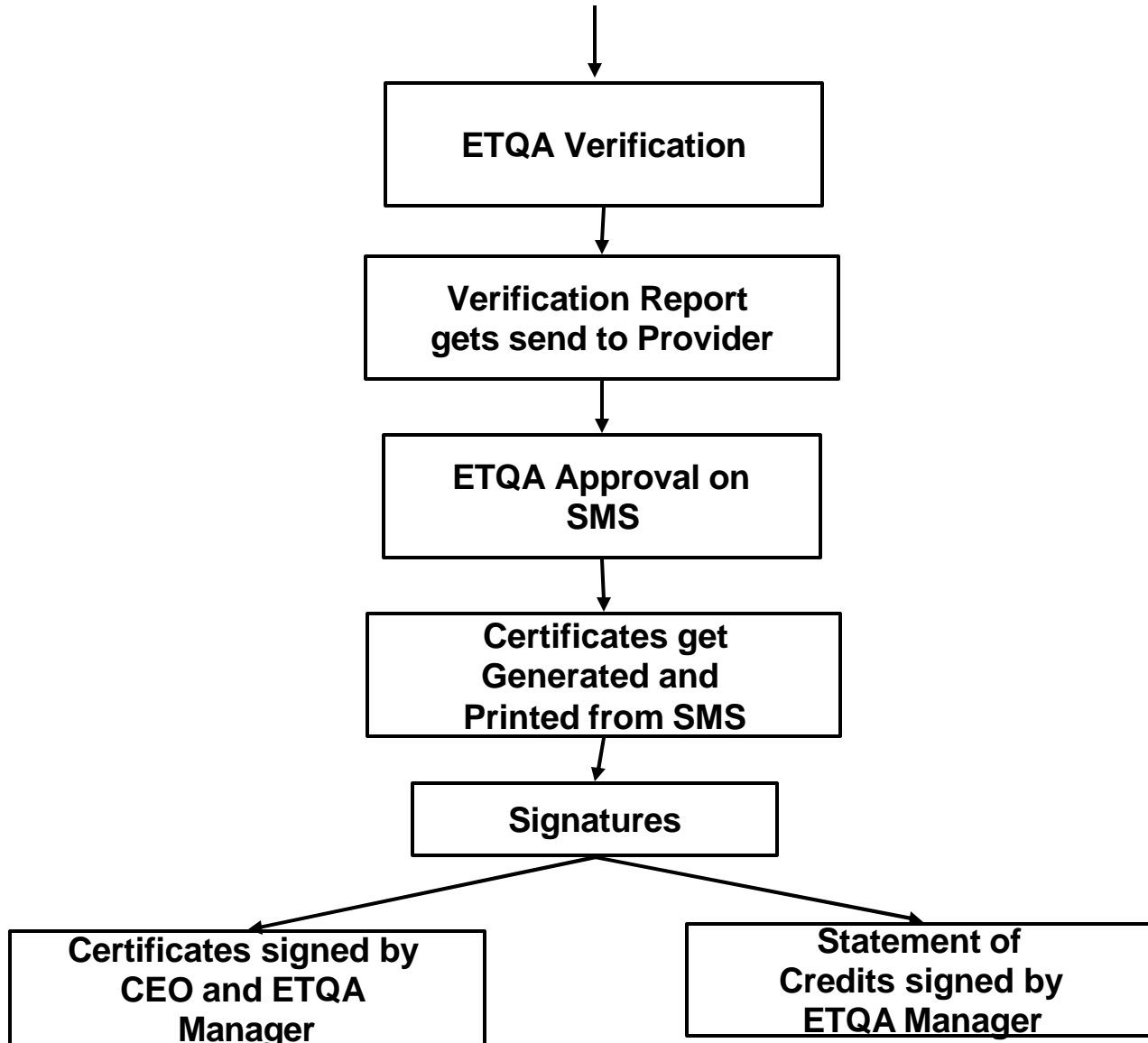
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  - **INSETA PROCESS FLOW**
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# Inseta Process Flow



# Process Flow Cont



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## CLOSING QUOTE

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Quality Does Not Happen by Accident. It Requires  
Commitment and Constant Attention from ALL  
those Who are Involved in the Process

*S B A Isaacs, Executive Officer, SAQA*

