



**PROFESSIONAL ACCREDITATION BODY FOR HEALTH AND SKINCARE
ASSESSMENT AND MODERATION BEST PRACTICE**

Important: This document was compiled with an integrated process flow of assessment and moderation approach. The unit standards as registered for assessment and moderation were used as guideline, with PAB's comments in blue.

SPECIFIC OUTCOMES	ASSESSMENT CRITERIA, RESPONSIBILITIES AND FUNCTIONS	MODERATION CRITERIA, RESPONSIBILITIES AND FUNCTIONS
<p>Assessment specific outcome: Plan and prepare for assessment</p>	<p>AIM: Preparation for assessments relates to organising and preparing resources, people, schedules, venues, assessment instruments and documentation for the effective administration thereof.</p> <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> 1. Preparation of assessment resources, logistics, documentation and environment meets the requirements of the assessment at hand and ensures fairness and safety of assessments. 2. Parties involved in the assessment are notified in good time. Checks are carried out to ensure parties involved in the assessment are ready and available to meet required schedules. 3. All pre-assessment moderation are carried out in accordance with relevant assessment policies, moderation plans and ETQA requirements. 4. Assessment details are explained to candidates clearly and constructively. Opportunities for clarification are provided and responses promote understanding of the requirements. 5. Inputs are sought from candidates regarding special needs and possible sources of evidence that could contribute to valid 	<p>Provide input in planning</p>

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	<p>assessment including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.</p> <p>6. Candidate readiness for assessment is confirmed. In cases where candidates are not yet ready, actions are taken in line with assessment policies.</p> <p>Best practice:</p> <p>1. Plan assessment logistics:</p> <ul style="list-style-type: none"> - Dates - Times - Venues - Learner groups and names - Parties involved - Special needs - Equipment needs <p>(Document: Assessment plan)</p> <p>Assessment plan can be drawn up during staff meeting with moderation planned in conjunction. Planning should include consideration of human and physical resources, ie the availability and distribution of equipment and staff. Learners need to be adequately informed of and prepared for their involvement in the assessment process. The assessment plan should include detailed information regarding the assessment schedule with the relevant logistics surrounding each.</p> <p>2. Communicate assessment logistics: Assessment plan is communicated during pre-assessment meeting. Minutes of meeting reflects communication of the above, as well as discussion of assessment purpose, process, expectations, roles, responsibilities and appeals procedures.</p>	
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	<p>Learners are given the opportunity to provide input regarding special needs, queries and concerns, and these are dealt with without affecting the validity of the planned assessment. (Documents: Assessment plan, Pre-assessment meeting agenda and minutes)</p> <p>For practical assessment: Guidelines given to learners regarding preparation, models, and marking criteria. This could be given to learners as part of their study guides or assessment guides, but should then be referred to during the pre-assessment meeting to ensure adequate preparation of the learners.</p> <p>For theory assessment: Information given to learners regarding the material covered in the assessment and rules and regulations during assessment. The rules and regulations could be given to learners as part of their study guide or assessment guide, but should then be referred to during the pre-assessment meeting to ensure adequate preparation of candidates</p>	
Plan and prepare for moderation	Assessor forms integral part of the planning process	<p>AIM: Planning and preparation activities need to take place in conjunction with an existing assessment plan, and should show timeframes and parties involved with responsibilities.</p> <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> 1. Planning and preparation activities are aligned with moderation system requirements. 2. The scope of the moderation is confirmed with the relevant parties. 3. Planning of the extent of moderation and methods of

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	<p>Best practice:</p> <p>Assessor informed of or/and given the opportunity to contribute to the planning of:</p> <ul style="list-style-type: none"> - Dates for completion and submission of assessment instruments to moderator - Allocation of moderators and assessors to specific assessments as per assessment plan - Dates for feedback and reviews of both assessment and moderation practice and procedures 	<p>moderation ensures manageability of the process. Planning makes provision for sufficient moderation evidence to enable a reliable judgement to be passed on the assessments under review.</p> <p>4. The contexts of the assessments under review are clarified with the assessors and special needs are taken into consideration in the moderation planning.</p> <p>5. Moderation methods and processes are sufficient to deal with all common forms of evidence for the assessments to be moderated, including evidence gathered for RPL.</p> <p>6. The documentation is prepared in line with the moderation system requirements and in such a way as to ensure moderation decisions are clearly documented.</p> <p>7. Required physical and human resources are ensured to be ready and available for use. Logistical arrangements are confirmed with relevant role-players prior to moderation.</p> <p>Best practice:</p> <p>Pre-moderation meeting held to plan moderation schedule in conjunction with assessment plan. (Tip: This could be included in a general staff meeting should the parties involved be the same for both meetings) (Documents: Pre-moderation meeting and minutes)</p> <p>Plan moderation schedule in conjunction with assessment plan. Should include:</p> <ul style="list-style-type: none"> - Dates for pre-evaluation of theory papers (content, language, standard, etc) as well as responsible parties.
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		<ul style="list-style-type: none"> - Dates for post-evaluation (remarking min 10%) of theory papers as well as responsible parties. - Allocation of moderators and assessors to specific assessments as per assessment plan. - Dates for feedback and reviews of both assessment and moderation practice and procedures
Assessment specific outcome: Plan and prepare for assessment	<p>Assessor compiles assessment instruments as planned and allocated during moderation plan</p> <p>Assessor submits assessment instruments to moderator as per moderation plan for pre-assessment evaluation</p>	
Moderation specific outcome: Conduct moderation (prior to assessment)	Assessor involved as required by moderator	<p>Assessment instruments are evaluated prior to assessment as per moderation plan</p> <p>The following are examples of what should be evaluated:</p> <ul style="list-style-type: none"> - Balance of questions - Variety of questions - Material for assessment has been covered as per lesson plans to date - Material for assessment correlate with communication with learners - Material for assessment correlate with material covered in actual theory assessment instrument - Language relates to level of assessment - Level of difficulty on expected standard - Paper is proofread for correct use of spelling and grammar <p>Proposed changes are discussed with assessors and processed accordingly</p>

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<p>Assessment specific outcome: Conduct assessment</p> <p>Moderation specific outcome: Conduct moderation</p>	<p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> Assessors conduct assessments as per the assessment plan, unless adjustments are justified by the situation and the validity of the assessment is not compromised. Assessors promote effective, manageable, fair and safe assessment. Questioning techniques are appropriate and non-leading, pitched at the language level of the learner, and appropriate to the assessment. Sufficient evidence is gathered, and judgements are consistent. Records of assessment are in line with the institution's quality assurance system, and meet the requirements to: <ul style="list-style-type: none"> Record assessment judgements and feedback Support internal and external moderation requirements Provide adequate evidence to address possible appeals <p>Best practice:</p> <p>Practical assessments: Examples of oral questioning is available for all areas of assessment, and an effective method is in place to record applicable question with learner answer for fair and valid judgement to be made, and to provide evidence to address possible appeals. Questions must be pitched in a non-leading manner, but at an appropriate level, ensuring that the learner is put at ease and that the learner</p>	<p>Aim: Moderators verify assessment procedure as per schedule, and practice as per good assessment principles.</p> <p>Moderation needs to address:</p> <ul style="list-style-type: none"> The design of the assessment (as per previous) Activities before, during and after assessment The assessment documentation <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> Moderation needs to be conducted in accordance with the moderation plan. (unforeseen events are handled without compromising validity) The assessment instruments and process are checked and judged in terms of the extent to which the principles of good assessment are upheld. Moderation confirms that special needs of candidates have been provided for but without compromising the requirements specified in the relevant outcome statements. The proportion of assessments selected for checking meets the quality assurance body's requirements for consistency and reliability. The use of time and resources is justified by the assessment history or record of the assessors under consideration. Appeals against assessment decisions are handled in accordance with organisational appeal procedures. The moderation decision is consistent with the quality assurance body's requirements for fairness, validity and reliability of assessments to be achieved.
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	<p>comprehends what is expected. Ratio of learners to assessors are such that it does not compromise assessment judgement, and assessment instrument allows for fair and valid judgement to be made and recorded without proving a barrier in the process.</p> <p>General: Recordkeeping of assessment outcomes subscribe to the organisation's policies on confidentiality and security, and is sufficiently comprehensive to ensure that the basic assessment principles are upheld. Assessment instruments and documentation should support moderation practice, and not pose a barrier.</p>	<p>Best practice:</p> <p>Moderation during practical assessment: The moderator should constantly verify the assessment process, assessor conduct and learner conduct.</p> <p>The moderator should act as 2nd assessor for a minimum of 10% of the assessments. Should discrepancies be identified between the assessor and moderator judgement, this percentage should be increased in relation to the discrepancy. The moderator should act as coach and mentor to the assessor during practical assessment, especially if the assessor is inexperienced.</p> <p>Assessment practice should be verified according to an observational checklist covering the outcomes of assessment.</p> <p>Moderation after theory assessment: Remark of 10% minimum of theory assessment answer papers</p> <ul style="list-style-type: none"> - Report to give spectrum of results <p>Example: Amount of students assessed = 30</p> <table border="1" data-bbox="1361 1118 1966 1187"> <tr> <td>0-20</td> <td>21-40</td> <td>41-60</td> <td>61-80</td> <td>81-100</td> </tr> <tr> <td>2</td> <td>7</td> <td>15</td> <td>6</td> <td>0</td> </tr> </table> <p>The above example is a good indication of feedback regarding:</p> <ul style="list-style-type: none"> - Effectiveness of lecturing - Learners ability or level of understanding - Problem cases or learners who require additional 	0-20	21-40	41-60	61-80	81-100	2	7	15	6	0
0-20	21-40	41-60	61-80	81-100								
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		<p>tutoring/support</p> <ul style="list-style-type: none"> - Level of difficulty of paper - Language level of paper - Learner understanding/interpretation of work - Learner understanding/interpretation of questions <p>Remark should also be a check for the effectiveness of the marking done by the assessor. Should discrepancies be found, the percentage of papers remarked should be increased in relation to the discrepancy.</p>
<p>Assessment specific outcome: Provide feedback on assessments</p>	<p>Aim: Feedback must be given to all relevant parties in a clear and constructive manner. Evidence should be available for giving oral and written feedback, covering all possible assessment outcomes.</p> <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> 1. Feedback is given to relevant parties in accordance to confidentiality requirements, in an appropriate sequence and within agreed timeframes. 2. Feedback is clear and confined to strengths and weaknesses in performance and/or requirements for further evidence in relation to the outcome/s at hand. 3. The type and manner of feedback is constructive, culturally sensitive and related to the relevant party's needs. Sufficient information is provided to enable the purpose of assessment to be met, and to enable parties to make further decisions. (guidance and support) 4. Feedback on the assessment process is obtained from the candidate and opportunities are provided for clarification and 	

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	<p>explanations concerning the entire assessment.</p> <p>5. Disputes and/or appeals that arise are dealt with according to the assessment policy.</p> <p>6. Agreements reached and key elements of the feedback are recorded in line with the requirements of the organisation's quality assurance system.</p> <p>Best practice:</p> <p>Learners to sign for feedback received. Feedback should be given within a reasonable timeframe, and should be used as information to provide guidance and support to learners.</p>	
<p>Assessment specific outcome: Review assessments</p>	<p>Aim: Assessment review should address the quality of the assessment instruments, outcomes, guides and process, as well as the learners readiness for assessment.</p> <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> 1. Review identifies strengths and weaknesses in the instruments and process, and records these for incorporation in assessment redesign. 2. Feedback from relevant parties is analysed and used to influence future assessments positively. 3. Weaknesses in the assessment design and process that could have compromised the fairness of assessment are identified and dealt with according to the organisation's assessment policy. 4. Weaknesses in the assessment arising from poorly defined 	

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	<p>outcomes and criteria are identified, and effective steps are taken to inform relevant bodies.</p> <p>Best practice:</p> <p>Assessment review should be used as part of internal self-evaluation. Trends and areas of weakness in assessment processes, assessment instruments, lesson plans, educational methods, lecturers, learning material, etc are easily identifiable if used in conjunction with moderation reports.</p>	
<p>Moderation specific outcome: Advise and support assessors</p> <p>This should be done throughout assessment</p>	<p>Assessors should actively involve moderators in the assessment process and seek their advice and support.</p>	<p>Aim: Advice and support should be given to assessors throughout the assessment process to contribute to the basic assessment principles, and ensure the constant development of assessors and assessment practice.</p> <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> 1. The nature and quality of advice facilitates a common understanding of the relevant outcomes and criteria, and issues related to their assessment by assessors. 2. The nature and quality of advice promotes assessment in accordance with good assessment principles and enhances the development and maintenance of quality management systems in line with ETQA requirements. 3. Support contributes towards the further development of assessors as needed. 4. All communications are conducted in accordance with relevant confidentiality requirements. <p>Best practice:</p>

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		<p>Assessment and moderation is an integrated process during which communication is key. Effective sharing of information with NQF principles as guide, will ensure fair, valid and reliable judgements, and will ensure that a consistent process of improvement will be achieved.</p>
<p>Moderation specific outcome: Report, record and administer moderation</p>		<p>Aim: Reporting of moderation needs to be consistent, available to all relevant parties, provide adequate evidence to address this function, and adhere to confidentiality and security policies.</p> <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> 1. Moderation findings are reported to designated role-players within agreed time-frames and according to the quality assurance body's requirements for format and content. 2. Records are maintained in accordance with organisational quality assurance and ETQA requirements. 3. Confidentiality of information relating to candidates and assessors is preserved in accordance with organisational quality assurance and ETQA requirements. <p>Best practice:</p> <p>Moderation findings can be communicated during a general staff meeting should the parties involved correlate. Planning to address areas of weakness in conjunction with assessment reviews, can be made and documented.</p>
<p>Moderation specific outcome:</p>		<p>Aim: Identify areas for improvement and methods to</p>

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<p>Review moderation systems and processes</p>		<p>achieve it.</p> <p>Criteria as per unit standard:</p> <ol style="list-style-type: none"> 1. Strengths and weaknesses of moderation systems and processes are identified in terms of their manageability and effectiveness in facilitating judgements on the quality and validity of assessment decisions. 2. Recommendations contribute towards the improvement of moderation systems and processes in line with ETQA requirements and overall manageability. 3. The review enhances the credibility and integrity of the recognition system. <p>Best practice:</p> <p>As per the previous, planning to improve moderation practice can be incorporated into a staff meeting should the relevant parties correlate. Feedback from all parties involved should be taken into consideration in the compilation of the moderation report. It is advisable that assessment and moderation review be done against measurable criteria, for the effective measurement of impact of improvement plans and new methods and processes.</p>
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