



# PoE Workbook

## Conduct Moderation of Outcomes Based Assessment

**Based on Unit Standard: 115759**

Initial Learner Moderator	
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## Learner Moderator Portfolio of evidence workbook Conduct Moderation of Outcomes Based Assessment

<b>LEARNER MODERATOR INFORMATION</b>	
Name	
Identity number	
Telephone no	
E-mail address	
Postal address	
<b>ASSESSOR INFORMATION</b>	
Name	
Identity number	
Telephone no	
E-mail address	
<b>INTERNAL MODERATOR INFORMATION</b>	
Name	
Identity number	
Telephone no	
E-mail address	

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## ASSESSMENT PLAN FOR ASSESSMENT EVIDENCE AND COMPETENCE JUDGEMENT

<b>Learner moderator name:</b>		<b>ID no:</b>	
<b>Assessor name:</b>		<b>Reg no:</b>	
<b>Date of assessment:</b>			
US Title: Moderate outcomes-based assessments		Unit Std No: 115759	Credits: 10
	<b>Specific Outcome</b>	<b>Evidence</b>	<b>C</b>
	<b>NYC</b>		
	<b>Initial assessor</b>		
	<b>1. Specific Outcome 1</b>		
	<b>Demonstrate understanding of moderation within the context of an outcomes-based assessment system.</b>		
1.1	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.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2	
1.2	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.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2	
1.3	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.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2	
1.4	Examples are provided to show how moderation activities could verify the fairness and appropriateness of assessment methods and activities used by assessors in different	Formative assessment 1 & 2 Summative	

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	assessment situations.	assessments 1 – 12 Practical assessments of Learner 1 and 2			
	<b>2. Specific outcome 2 Plan and prepare for moderation</b>				
2.1	Planning and preparation activities are aligned with moderation system requirements.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
2.2	The scope of the moderation is confirmed with relevant parties.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
2.3	Planning of the extent of moderation and methods of 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.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
2.4	The contexts of the assessments under review are clarified with the assessors or assessment agency, and special needs are taken into consideration in the moderation planning.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			

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2.5	Moderation methods and processes are sufficient to deal with all common forms of evidence for the assessments to be moderated, including evidence gathered for recognition of prior learning.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		
2.6	The documentation is prepared in line with the moderation system requirements and in such a way as to ensure moderation decisions are clearly documented.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		
2.7	Required physical and human resources are ensured to be ready and available for use. Logistical arrangements are confirmed with relevant role-players prior to the moderation.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		
<b>3. Specific Outcome 3 Conduct moderation.</b>				
3.1	The moderation is conducted in accordance with the moderation plan. Unforeseen events are handled without compromising the validity of the moderation.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		
3.2	The assessment instruments and process are checked and judged in terms of the extent to which the principles of good assessment are upheld.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1,2		

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3.3	Moderation confirms that special needs of learners have been provided for but without compromising the requirements specified in the relevant outcome statements.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
3.4	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 and/or assessment agency under consideration.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
3.5	Appeals against assessment decisions are handled in accordance with organisational appeal procedures.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
3.6	The moderation decision is consistent with the quality assurance body's requirements for fairness, validity and reliability of assessments to be achieved.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
<b>4. Specific Outcome 4 Advice and support assessors.</b>					
4.1	The nature and quality of advice facilitates a common understanding of the relevant outcomes and criteria, and issues related to their assessment by assessors.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			

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4.2	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.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
4.3	Support contributes towards the further development of assessors as needed.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
4.4	All communications are conducted in accordance with relevant confidentiality requirements.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
<p><b>5. Specific Outcome 5</b> <b>Report, record and administer moderation.</b></p>					
5.1	Moderation findings are reported to designated role-players within agreed timeframes and according to the quality assurance body's requirements for format and content.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
5.2	Records are maintained in accordance with organisational quality assurance and ETQA requirements.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2			
5.3	Confidentiality of information relating to learners and assessors is preserved in accordance with organisational quality	Formative assessment 1 & 2			

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	assurance and ETQA requirements.	Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		
<b>6. Specific Outcome 6 Review moderation systems and processes.</b>				
6.1	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.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		
6.2	Recommendations contribute towards the improvement of moderation systems and processes in line with ETQA requirements and overall manageability.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		
6.3	The review enhances the credibility and integrity of the recognition system.	Formative assessment 1 & 2 Summative assessments 1 – 12 Practical assessments of Learner 1 and 2		

<b>Final outcome:</b> <input type="checkbox"/> C or <input type="checkbox"/> NYC	<b>Signature Assessor</b>	
	<b>Internal Moderator signature</b>	

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