

**Centre for Teaching and Learning**

**A proposed template to be adopted or amended by Faculties**

**INTERNAL and/or EXTERNAL MODERATOR’S REPORT FOR CONTINUOUS ASSESSMENT DURING PERIODS OF REMOTE TEACHING**

**(version 1.1)**

**Note to assessors and moderators (abstract from General Academic Rules of the NWU)**

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| --- | --- |
| **Undergraduate** | **Postgraduate** |
| * For every module there will be one (1) internal assessor and one (1) internal moderator. * For every exit-level module there will be one (1) internal assessor, one (1) internal moderator, and one (1) external (second) moderator (external to the University). | * For each module there will be one (1) internal assessor and one (1) internal (first) moderator, as well as one (1) external (second) moderator (external to the University). |

**Road map to the structure of moderator’s report**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section** | **Section information to be completed** | **Section to be completed by:** | | | **Page** |
| Assessor | Internal moderator | External moderator |
| CONTINUOUS ASSESSMENT | | | | | |
| A1 | Module information | ✔ |  |  | 1 |
| A2 | Supporting documents: MOD document |  | ✔ or | ✔ | 2 |
|  | Module assessment plan |  | ✔ or | ✔ | 2 |
|  | Rubrics and marking schemes |  | ✔ | ✔ | 2 |
| A3 | Moderation of continuous assessment plan (Online and paper based modalities) |  | ✔ | ✔ | 2 |
| A4 | Moderator’s comments and sign off | ✔ | ✔ | ✔ | 3 |
| INTERNAL/EXTERNAL MODERATION OF THE GRADING AND MARKING OF THE ASSESSMENT  MARKED ASSESSMENTS | | | | | |
| B1 | Reliability and validity of the marking process |  | ✔ or | ✔ | 4 |
| B2 | Signatures | ✔ | ✔ | ✔ | 4 |

1. **INTERNAL/EXTERNAL MODERATION OF CONTINUOUS ASSESSMENTS**

**1. Module information**

(To be completed by the internal examiner(s)/assessors)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module code and module name** |  | | | | **1st Internal assessor name:** |  |
| **Number of continuous assessment opportunities:** |  | | | | **2nd Internal assessor name:** |  |
| **NQF level:** |  | ***5*** |  | ***7*** | **Internal moderator name:** |  |
|  | ***5/6*** |  | ***8*** |  |  |
|  | ***6*** |  | ***9*** | **External moderator name:** |  |
|  | ***6/7*** |  | ***Other*** |
| **Module credits:** |  | | | |  |  |

**2. Supporting documents** (to be completed by the internal and external moderator)

I (the moderator) have received the following documents (please insert tick marks ✔) along with this document for internal and external moderation purposes:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Internal moderator** |  | **External moderator** |
| **Supporting documents** | **Assessment plan** |  | **Assessment plan** |
| Documents  included/received (✔ ) |  | Documents  included/received (✔ ) |
| Module overview document (MOD) and/or module study guide and/or tutorial letter |  |  |  |
| Continuous assessments plan (including all assessments contributing to the final module mark) for online and/or paper based modality |  |  |  |
| Rubrics or marking schemes for all assessment opportunities for online and/or paper based |  |  |  |

**3. Moderation of continuous assessment plan (Online and paper based modalities)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Internal moderator** | |  | **External moderator** | |
| *Please answer the following questions by inserting a tick mark (*✔) *in the appropriate box.* | | | **Compliant** | **Non-compliant** | **Compliant** | **Non-compliant** |
| a) | The continuous assessment plan **assesses** the module outcomes as indicated in the Module Overview Document/study guide | |  |  |  |  |
| b) | The weighting of the assessments is clearly indicated in the continuous assessment plan | |  |  |  |  |
| c) | The types of assessment opportunities are **suitable for a balanced continuous assessment** when the assessment plan (in study guide) for the module is considered. | |  |  |  |  |
| d) | The assessments assess knowledge and skills appropriate to the NQF level. (Appropriate balance between lower and higher-order thinking skills) | |  |  |  |  |
|  | **NWU guidelines** | |
|  | NQF 5: 80% levels 1–3 and 20% levels 4–6 | NQF 6/7: 50% levels 1–3 and 50% levels 4–6 |
|  | NQF 5/6: 70% levels 1–3 and 30% levels 4–6 | NQF 7: 40% levels 1–3 and 60% levels 4–6 |
|  | NQF 6: 60% levels 1–3 and 40% levels 4–6 | NQF 8: 20% levels 1–3 and 80% levels 4–6 |
| e) | Appropriate **variations of assessments** are used in the continuous assessment of the module to accommodate the diversity in students' learning needs, suitable to the discipline or subject and mode of delivery. | |  |  |  |  |
| f) | The **scoring** is appropriate, clearly visible on the assessments, and the totals add up correctly. | |  |  |  |  |
| g) | The **language** (correctness of spelling, grammar, punctuation, translations, clarity of questions) of the assessments is appropriate. | |  |  |  |  |
| h) | The **general impression** of the care of the assessments (page layout, correct templates, numbering of questions, instructions, NWU logo(s), and quality of printing) is appropriate. | |  |  |  |  |
| i) | The **rubrics/marking memoranda** are complete (suggested answers/assessment criteria for all questions and clear marks allocations and marking instructions are provided). | |  |  |  |  |
| j) | The duration allowed for the completion of continuous assessment opportunities is appropriate (online). | |  |  |  |  |  |

**4. Moderator’s sign off and comments on continuous assessment of the module**

**Moderator’s comments or suggestions**

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| --- | --- | --- |
| **Internal moderator** |  | **External moderator** |
|  |  |
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**Moderators sign off**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title, name and surname: | Signature: | Date: |
| Internal moderator : |  |  |  |
| External moderator: |  |  |  |

1. **INTERNAL/EXTERNAL MODERATION OF THE GRADING AND MARKING OF THE ASSESSMENT**

**Faculties/schools/subject groups should consider the practicality of these criteria and adjust according to the nature of the assessment task(s) within the current emergency remote teaching circumstances.**

**1. Reliability and validity** (complete **AFTER** a selection of marked assessments were moderated)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Please answer the following questions by inserting a tick mark (*✔ ) *in the appropriate box.* | | **Internal moderator** | |  | **External moderator** | |
| **Accuracy and fairness** | | **Compliant** | **Non-compliant** | **Compliant** | **Non-compliant** |
| a) | The **marking was fair and accurate** according to the expected skills levels, module and learning outcomes and marking memoranda. |  |  |  |  |
| b) | The marker(s) used the **memorandum** to their **discretion** and the marking was done in a **consistent** manner. |  |  |  |  |
| c) | The totals, percentages and marks were **calculated correctly.** |  |  |  |  |
| d) | Particular attention was given to **borderline cases** (Less than 40%, 50% and 75%). |  |  |  |  |
| e) | **Number of assessments moderated** (number out of total scripts) | / | | / | |

**2. Moderator’s sign off and comments on continuous assessment of the module**

**Please comment on the quality of the marking and grading of the continuous assessments**

|  |  |  |
| --- | --- | --- |
| **Internal moderator** |  | **External moderator** |
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**3. Sign off for the marking and grading of continuous assessments**

The assessors and moderators hereby acknowledge that they have seen and validated the continuous assessment opportunities**.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Title, name and surname: | Signature: | Date: |
| Internal moderator : |  |  |  |
| External moderator: |  |  |  |

Do not type here