



WHOLESALE & RETAIL SETA

QQA Assessment, Internal and External Moderation Policy

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Assessment, Internal and External Moderation Policy

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1. BACKGROUND

The Skills Development Act (SDA), 1998 makes provision for the establishment of sector Education and training Authorities (SETA) for each national economic sector as determined by the minister in terms of section 9 of the SDA. The SDA establishes the framework within which the SETA operates. It stipulates the composition and the function of the SETA and determines the minimum in how they should be constituted.

As guided by its mandate, W&RSETA QQA has established a framework for the facilitation of assessment, internal and external moderation. Assessments that are accessed by learners are to be done through accredited training providers, Internal moderation, that is facilitated by the training provider, must determine if the principles of assessment has been adhered to. External moderation will be facilitated by the W&RSETA and is designed to determine if assessments and internal moderation was facilitated in a valid, reliable and practicable manner. The specific compliance requirements have been outlined in this policy.

2. PURPOSE

The purpose of this policy is to:

- 2.1 Ensure that assessment measures learning in line with the **national qualification framework**
- 2.2 Establish framework for **moderation of assessment decisions** made against qualifications and unit standards for which the W&RSETA has been accredited as QQA
- 2.3 Provide **learner access to assessment under the ambit of accredited providers** within a framework of internal moderation system.
- 2.4 Ensure external moderations of assessment decisions and moderation of training conducted against qualifications and unit standards for which the constituent providers has been accredited by the W&RSETA QQA are **assessed validly, reliably and practicably**;
- 2.5 Ensure the **credibility of learner achievements** as depended on appropriate internal quality assurance system of assessments, internal and external moderation process
- 2.6 Recognize the **roles and responsibilities of assessors, internal and external moderators and W&RSETA QAs** as being essential to the delivery and quality assurance processes of Wholesale and Retail qualifications within the NQF framework.
- 2.7 Provide mechanisms for handling **appeal decisions** on assessments, internal and external moderation
- 2.8 Give effect to quality assurance in assessment processes by establishing quality control mechanisms for assessment through a **system of sampling, internal and external moderation** and validation as appropriate to qualifications and skills programmes.

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3. SCOPE

- 3.1 The policy applies to all assessment, internal and external moderation of assessment decisions, conducted by assessors and moderators registered in terms of the W&RSETA Qualifications and Quality Assurance (QQA) Assessor and Moderator Registration policy.
- 3.2 The QQA staff and/or its representatives are responsible and accountable for managing and overseeing the implementation, maintenance, review and improvement of the W&RSETA assessment, internal and external moderation policy and procedures.

4. RELATED INFORMATION AND LEGAL REFERENCE

This policy must be read in conjunction with the following supporting documents:**4.1 Internal Documents**

- W&RSETA Assessment, External Moderation Verification Tool
- Onsite External Moderation Tool

4.2 External Documents

- None

4.3 Legal Reference

4.3.1 Summary of legal and policy reference documents

- Constitution of the Republic of South Africa (Act No 108 of 1996)
- Promotion of Administrative Justice Act (Act No. 3 of 2000)
- Skills Development Amendment Act (Act No. 37 of 2008)
- National Qualifications Act (No. 67 of 2008)
- SAQA 2001 *Quality Management Systems for Education and Training Providers*
<http://www.saqa.org.za/>Documents>Criteria and Guidelines>All Documents>
- SAQA 2001 *Criteria and Guidelines for Providers*
<http://www.saqa.org.za/>Documents>Criteria and Guidelines>All Documents>
- SAQA 2002. *Criteria and Guidelines for the Registration of Assessors*
<http://www.saqa.org.za/>Documents>Criteria and Guidelines>All Documents>

4.3.2 In terms of section 32 of the NQF Act, SAQA and the Quality Councils (QCs) have the power to delegate any of their functions to a committee, any other body capable of performing the function.

4.3.3 Section 261 (1) of the Skills Development Act (SDA) further specifies that the QCTO may, in writing and subject to such conditions as it may determine, delegate any of its functions to -

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- a) the Chief Executive Officer of the QCTO;
- b) a committee of the QCTO;
- c) the national artisan moderation body established in terms of Section 26A of the SDA;
- d) a SETA; or
- e) any other suitable body

4.3.4 Such delegation includes but is not limited to

- a) Accredite constituent providers for specific standards or qualifications registered on the NQF;
- b) Register constituent assessors and moderators for specific registered standards or qualifications in terms of the criteria established for this purpose;
- c) Take responsibility for the certification of constituent learners;
- d) Take responsibility for the certification of learner achievements.
- e) Maintain a data-base acceptable to SAQA and QCTO
- f) Submit reports in accordance with the requirements to SAQA

5. ACRONYMS & DEFINITION OF TERMS USED

QA	Quality Assurer		
QCTO	Quality Council for Trades and Occupations		
QQA	Qualifications and Quality Assurance		
Accreditation	means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the SAQA Act		
Accreditation Scope	means the list of qualification(s) and/or unit standard(s) for which a body is accredited for a defined purpose		
Assessor	means the person who is registered by the relevant Skills Development Quality Assurance Body in accordance with criteria established for this purpose by a Standards Generating Body to measure the achievement of specified National Qualifications Framework standards or qualifications, and "constituent assessor" has a corresponding meaning		
Assessment	means the process which ensures that the outcomes described in the National Qualification Framework standards or qualifications are achieved		
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Qualifications and Quality Assurance	this refers to the Unit /Department within the W&RSETA. This is the unit that will carry out the delegated function of the W&RSETA in terms of section 32 of the NQF Act, SAQA and the Quality Councils (QCs) have the power to delegate any of their functions to a committee, any other body capable of performing the function
High-Stakes Assessment Decision	means an assessment decision that has consequences with significant implications for the life opportunities, safety and well-being of learners or other people
Moderation	means the process which ensures that assessment of the outcomes described in National Qualifications Framework standards or qualifications is fair, valid and reliable
Moderator	means someone who is competent to conduct a moderation process
Primary Focus	means that activity or objective within the sector upon which an organization or body concentrates its efforts
Provider	means a body that delivers learning programmes which culminate in specified National Qualifications Framework standards or qualifications and manages the assessment thereof
Quality Assurance	means the process of ensuring that the degree of excellence specified is achieved
Quality Assurer	means a person who ensures that the degree of excellence is achieved
Registered Standards	means unit standards or qualifications registered on the National Qualifications Framework
Registration Scope	means the list of registered standards for which an assessor or moderator is registered with the SETA as an assessor or moderator
Validation	means the final step in the QQA process, which includes external moderation and endorsement of learner achievements
Endorsement	means the signing off of external moderator report by the designated QA to uphold results of assessment for learner certification
Internal Moderator	means someone appointed by the training provider to conduct an internal moderation process prior to external moderation

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External Moderator	means someone appointed by the SETA in the final step to conduct moderation process prior to certification of learners
Verification	means the final step in the QQA process, which includes authenticating learner uploads on Indicium and approval for certification

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6. POLICY

6.1 Guiding Principles

W&RSETA QQA has identified the following principles which underpin this Assessment and Moderation policy. These principles are consistent with W&RSETA QQA values and policies in other areas:

- 6.1.1 **Authenticity** - the assessor is satisfied that the evidence is attributable to the person being assessed.
- 6.1.2 **Validity** ensures assessment measures what it claims to measure. This is the most important principle for assessment.
- 6.1.3 **Reliability** refers to the accuracy with which an assessment measures the skill or attainment it is designed to measure. A reliable assessment **consistently** gives the same results under similar conditions.
- 6.1.4 **Fair** – refers to assessment, in addition to being valid and reliable, provides **equity** of opportunity for learners in line with Equality legislation.
- 6.1.5 **Quality** is a key principle in ensuring the credibility and status of W&RSETA QQA accreditation. Quality will be assured through establishing an assessment framework for providers, to include policy and guidelines, national award standards, providers' quality assurance, programme validation and national monitoring and evaluation.
- 6.1.6 **Practicable** - refers to ensuring that assessments take into account the available financial resources, facilities, equipment and time.
- 6.1.7 **Consistent** – refers to the same assessor making the same judgement under the same or similar circumstances.
- 6.1.8 **Appropriate** – refers to making sure that the assessment is suited for the performance being assessed
- 6.1.9 **Systematic** – refers to the assessment being planned and recorded to ensure that the assessment is fair
- 6.1.10 **Transparent** – refers to assessment policy and guidelines will ensure clarity and understanding by all relevant stakeholders. This will include clear and unambiguous definitions and requirements with regards to:
- 6.1.11 **Currency** - The evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent
- 6.1.12 **Sufficient** -The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently in the future
- 6.1.13 The basic values and principles governing public administration as enshrined in section 195 of the Constitution of the Republic of South Africa. In particular:
 - a) The SETA shall use its resources economically to conduct external moderation and validation processes efficiently and effectively (subsection (1) (b))
 - b) The SETA's administration of assessment and external moderation processes shall be development-oriented, especially regarding assessors and internal moderators who are registered through emerging and SMME providers (subsection (1) c).

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- c) Adherence to procedural fairness as required by the Promotion of Justice Act (Act No. 3 of 2003) in terms of:
 - i) reasonable notice (nature and purpose),
 - ii) a chance to make representations,
 - iii) a clear statement of the administrative action,
 - iv) advice as to review or internal appeal, and
 - v) advice as to the right to request reasons.

6.2 General Requirements

- 6.2.1 W&RSETA QQA will ensure that providers conduct fair and consistent assessment and internal moderation practices, by adopting the policy on assessment; quality assuring provider's assessment processes, validating assessment arrangements per programme and monitoring their fair and consistent learning programme delivery and QMS
- 6.2.2 W&RSETA QQA will put in place necessary mechanisms regarding the processing of results received from providers and the operation of an appeal process.
- 6.2.3 Accredited providers will be required to develop assessment and moderation policies and procedures as part of their quality assurance with W&RSETA QQA. The provider will outline their assessment arrangements per programme as part of their submission for validation.
- 6.2.4 W&RSETA QQA will monitor providers, their programmes and the attainment of the national standards to ensure the effective implementation of fair and consistent assessment and internal moderation within and across all providers offering W&RSETA qualifications and unit standards.
- 6.2.5 The W&RSETA QQA will provide a policy requiring providers to develop quality assurance system of learning provision in terms of assessment practices, internal and external moderation.

6.3 Holistic Approach to Assessment.

The holistic approach attempts to prevent assessment from becoming a purely technical application, dislocated from a particular and broader context. It is imperative that providers consider the holistic approach as an attempt to prevent assessment from becoming a purely technical application, dislocated from a particular and broader context.

6.3.1 Key elements of a Holistic Approach

A holistic approach

- a) Is deeply committed to the development and maintenance of assessment systems that protect the integrity of standards, qualifications and institutions;
- b) Subscribes to the principles and values of human development and lifelong learning.

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- c) As such it consciously supports the social purposes of RPL in relation to access, equity and redress, and strives to implement assessments in a manner that promotes dignity and quality, confidence and educational opportunities;
- d) Is learner-centred and developmental where assessments are not used to penalize candidates for what they do not know, but to shape and form decisions around educational planning and career-pathing;
- e) Allocates a high priority to learner-centred support systems that will assist in the preparation for assessment;
- f) Seeks to address the context and conditions that inform the practice. This means taking steps to remove the emotional, educational and cultural factors that may constitute barriers to effective learning and assessment practice;
- g) Promotes the principle of flexibility in the use of assessment methods and instruments in accordance with the rights of candidates to participate in the selection and use of 'fit for purpose' assessment methods;
- h) Recognizes the rich diversity of knowledge and learning styles, which candidates bring into an assessment situation;
- i) Recognizes that RPL should ideally be the first step into a learning programme that will build on the skills and knowledge already recognized and credited;
- j) Takes as its starting point the standpoint of critical theory, which challenges the social and structural conditioning of the curriculum, institutions and related opportunities for adult learners in formal education; and

Will increasingly challenge the construction and content of qualifications to be more inclusive of knowledge, skills, values and attitudes that are acquired outside formal institutions of learning in society.

6.4 Assessment requirements

6.4.1 Planning & Implementation of Assessment

- a) Providers will develop a coordinated assessment plan per programme.
- b) The selected assessment methods will be appropriate to the programme content and its outcomes, which are in line with the standards of knowledge, skill and competence of the unit standard and or qualification
- c) Where appropriate, a range of assessment methods should be applied - Assessment should, where possible, be integrated and over-assessment avoided.
- d) Appropriate language and expressions will be used in the assessment.
- e) Appropriate timing of assessment will occur, including setting of deadlines and related policy (e.g. for treatment of assessment evidence submitted late).
- f) Provider should ensure that the assessor fulfils their role in terms of planning, preparing and conducting assessment, providing feedback on assessment results to learners and providing review on assessments

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6.4.2 Recognition of Prior Learning

Assessment processes will be in place for the Recognition of Prior Learning. These should be consistent with W&RSETA QQA policy on the Recognition of Prior Learning.

6.4.3 Making assessment decision

- a) Sufficient evidence will be gathered upon which to make an assessment decision
- b) Assessment marking will be consistent/reliable across internal assessors
- c) Assessment will be undertaken by a suitably qualified and registered assessor (ie have relevant qualifications and/or relevant current knowledge, skill and competence in the area which they are assessing). Failure to comply will impact on the accreditation status of the provider.
- d) Assessment systems will include internal moderation and checking processes
- e) Learner information forwarded to W&RSETA QQA for certification purposes should be accurate and reliable
- f) An internal appeals mechanism will be in place for learners wishing to appeal the outcome of an assessment and internal moderation
- g) Providers will have in place arrangements for corrective action, if and when issues arise which could impact on the validity of certificates.
- h) These arrangements will include immediate notification to W&RSETA QQA.

6.4.4 Security

- a) Assessment systems will incorporate secure mechanisms for recording, storing and accessing learners assessment records
- b) Assessment will include appropriate security measures.

6.4.5 Informing Learners

- a) Assessment will be transparent and all pertinent information will be made available to learners, prior to the assessment
- b) Processes will be in place to ensure clear results are given to learners.
- c) Constructive formative feedback as appropriate, should be given to learners and learners give feedback to the assessor

6.4.6 Reasonable Accommodation

Reasonable accommodation regarding the adaptation of assessment will be made, as necessary, to cater for the needs of learners.

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6.5 Internal Moderation Requirements

- 6.5.1 The Internal Moderator is at the heart of quality assurance in all programmes, both within the national framework and within the quality and management systems of each accredited provider. The role, in terms of managing assessment is that it consistently meets national standards.
- 6.5.2 Internal Moderation will be undertaken by a suitably qualified and registered Moderator (i.e. have relevant qualifications and/or relevant current knowledge, skill and competence in the area which they are assessing). Failure to comply will impact on the accreditation status of the provider.
- 6.5.3 Internal Moderators will have the technical and subject matter expertise relevant to the unit standards and or qualification(s) for which they are responsible to enable accurate judgements to be made about the assessment judgements
- 6.5.4 Although internal moderators/moderators may provide useful input into assessment issues in areas where they are not subject-matter experts, they may be unable to judge whether acceptable assessment decisions have been made in areas in which they are not themselves competent.
- 6.5.5 Where it is impracticable to have moderators who are subject-matter experts, moderators should establish partnerships with others who are competent to provide endorsement of decisions relating to the subject-matter of an assessment. This may include another competent moderator.
- 6.5.6 The internal moderator should not be the same person as the assessor for quality assurance purposes. Such moderator shall have no actual or perceived interest in the outcome of the assessment. If no such moderator is available within company, it is the provider's responsibility to source an internal moderator.
- 6.5.7 In relation to any "high-stakes" assessment (e.g. where the declaration of competence impacts on the health and safety of persons), subject-matter competence of assessors and moderator/moderators is mandatory.
- 6.5.8 Internal moderator/moderators must also be familiar with and continuously refresh their understanding of:
- current unit standards and qualifications
 - relevant policies, legislation and regulations
 - quality assurance and reporting requirements.
- 6.5.9 Internal moderators must have the skills required to effectively and efficiently perform all functions according to latest methods, including, but not limited to communication with the QQA, providers, assessors, assessment agencies and candidates.
- 6.5.10 Internal moderation includes consideration of:
- The design of the assessment itself to ensure that the choice and design of assessment methods are appropriate for the standards being measured by the assessment;
 - The implementation of the assessment according to the specified guidelines;
 - The moderation of the content in the learner summative assessment;

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6.5.11 The verification and review of the assessment process to ensure that assessors are using feedback to develop their assessment procedures Internal Moderators must fulfil the roles and functions allocated to them in terms of the relevant policies and procedures of SAQA, the QQA and in particular that of constituent accredited providers. Such roles and functions may include:

- a) Carrying out and evaluating internal assessment and quality assurance systems.
- b) Supporting providers and assessment agencies in identifying the assessment and moderation capacity required to implement the NQF and the skills development strategy effectively.
- c) Conducting moderation of assessment instruments, plans and guides on any occasion in which these are first used, or are revised, including documenting proof of individual learners' competence status.
- d) Verifying that Assessments are fair, valid, reliable and practical.
- e) Identifying areas of improvements within the Assessment System.
- f) Provide support and guidance to the Assessors.
- g) Identifying the need to redesign assessments, assessment tools/instruments if required.
- h) Identifying the need to redesign moderation, moderation systems, tools if required
- i) Conducting moderation of assessment results and records using a 10% minimum sample as prescribed by organizational and sectoral policies.
- j) Evaluating the performance of registered Assessors and ensures their registration is valid with the W&RSETA QQA.
- k) Providing an appeals procedure for dissatisfied Learners and further assist in finding amicable solutions.
- l) Reporting on quarterly basis to relevant parties, including the W&RSETA QAs, on the results of their moderation.
- m) Initiating appropriate strategies to continuously improve the quality of assessments, and hence the integrity and credibility of the national system for assessment and certification.

6.6 External Moderation requirements

6.6.1 W&RSETA QQA moderation of providers and learning programmes is a comprehensive check on achievement and ensures that a learner is given the best opportunity to achieve their best quality of work and therefore their best overall result/competence before submission to an External Moderation. The QQA may decide to externally moderate POE for monitoring processes.

6.6.2 To keep the independence and objectiveness of the external moderation process, the external moderator should not have been participating in the W&RSETA programmes under assessment.

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6.6.3 All external moderators will be contracted through an independent process facilitated by the Supply Chain unit of the W&RSETA.

6.6.4 External Moderation is conducted on behalf of the QQA by competent contracted external moderators on a random sample of 10% but not limited to it. This usually involves:

- a) The provider studies the external moderation requirements before submitting the external moderation evaluation template, provided by QQA. Everything needs to be in place before submission. This includes but is not limited to the following: all uploads on Indicium completed, internal moderation done and all checks done.
- b) The training provider and/or regional coordinator will alert the responsible QA and request sampling for mid-term external moderation on W&RSETA sponsored learnership programmes that have reached 50% credit upload on the system Indicium.
- c) Unit Standards that are non-W&RSETA, if done outside W&RSETA qualification as single unit standards should be quality assured by the quality assurance body as stated on the South African Quality Assurance (SAQA) document. The provider has to make sure they have scope with the quality assurance body.
- d) Where the unit standard does not fall under W&RSETA in the SAQA document, W&RSETA will not quality assure the unit standard.
- e) Once an accredited provider conducts assessment for purposes of awarding a W&RSETA accredited certificates using the approved learning programme, the provider must apply to the QQA for external moderation on 10% of the total assessment conducted.
- f) The QQA may at their discretion increase the sample size for external moderation.
- g) Application for external moderation must be done in the region where the employer head office is and/or the contract is held.
- h) The sample will be selected by the relevant QA from the total list of learner assessment results according to a structured and random selection.
- i) The QA or designated outsourced appointed service provider will evaluate the application and approve or reject the request.
 - **If approved**, the QA will notify the provider of the next step that entails either the submission of the selected learner portfolios for desktop evaluation or onsite verification.
 - **If denied** or rejected the QA will formally return the checklist and e-mail / communicate to the provider and explain further steps for development.
- j) Within 10 working days of receipt of the purchase order and the learner portfolios, the QA or designated outsourced appointed service provider will conduct a desktop evaluation of the evidence submitted.
- k) The QA submits the report to the provider and W&RSETA QQA Certification Officer.

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- l) Submit the completed external moderation report to the W&RSETA QQA Certification Officer.
- m) On an annual basis; the QQA Team will review and revise the tools and procedures based on an analysis of the evidence feedback to ensure continuous improvement.

6.7 Appeal requirements

6.7.1 Any learner, who feels that s/he has been unfairly assessed, may institute an appeal as defined in this policy.

6.7.2 The purpose of this appeals procedure is to give assessment and or moderation candidate's avenues through which they can challenge the assessor or moderators decision. The appeals procedure is as follows:

- a) Every candidate being assessed and or moderated has the right to appeal against the decisions, conduct or compliance of the assessor or moderator.
- b) All candidates shall be familiarized with proper Appeals Procedure.
- c) All appeals are to be sent to the moderator on the required documentation.
- d) The moderator shall channel the appeal to one of two areas:
 - the moderating appeals committee team (for appeals against decisions)
 - organization's management (for appeals against the conduct or compliance of the moderator)
- e) An appeal must be lodged within ten working days of feedback to the learner and without prejudice on the part of the learner.
- f) An appeal will be resolved within 2 weeks of being lodged.
- g) The moderation committee then evaluates the issue, reviews the moderation process as well as the procedure that was followed by the assessor and is authorized to comment on the outcomes and the procedural correctness. A decision to deal with the appeal would then be taken.
- h) The relevant moderation team / body shall remark/asses the script/POE (if it was a written moderation complaint) or give the learner the same practical moderation (if it was practical moderation complaint) in the presence of another moderator or assessor.
- i) All the persons involved in the appeals procedure shall check the results of the re-moderation.
- j) If after re-evaluating the learner's script it is found that there was a mistake on the part of the assessor or moderator, the learner will be allocated the appropriate outcome.
- k) If the learner has performed far below the required competence standards, remedial policies will be invoked.
- l) The appeal and the results of the appeal are recorded and stored electronically against the learner record.

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- m) If the learner is still dissatisfied with the organization's moderator's intervention process, he/she may apply in writing to the SETA Manager for verification.
- n) A training provider wishing to appeal against a decision of the W&RSETA QQA in terms of the outcome of the external moderation shall make a written submission to the W&RSETA QA to that effect together with reasons for the appeal within one calendar month of such decision being made.
- o) Should the W&RSETA QA uphold an appeal from a training provider, the W&RSETA QQA shall –
 - i) amend the decision accordingly;
 - ii) record such amendment in all the relevant documentation where the original decision was recorded;
 - iii) make the necessary amendments to all the relevant documentation; and
 - iv) issue revised versions of all relevant documentation.
- p) Should the W&RSETA QA not uphold the appeal, the provider may escalate the appeal within two weeks to the of the W&RSETA
- q) Should the W&RSETA QQA Manager uphold an appeal from a training provider, (Steps a – d will be followed)
- r) Should the W&RSETA QQA Manager not uphold an appeal from a training provider, then the provider may escalate the appeal within two weeks to the COQR

6.8 Re-assessment requirements

6.8.1 In line with the objective of cost effectiveness prescribed by the NQF, it is recommended that the assessment system should allow for re-assessment of learners. It is the QQA recommendation that learners should be given no more than one summative assessment and two re-assessment opportunities to reflect competence, without first completing the development plans as set by the learner, facilitator and assessor together, and incurring additional financial costs for the learner (or employer, at their discretion) to pay for additional re-assessments.

6.8.2 There are different cases for re-assessment. These could be:

- a) If a learner **has not yet achieved the level of competence required** to meet the stated learning outcomes of a summative assessment task(s), the learner should be re-assessed. Where possible, this re-assessment could take the form of an oral presentation.
- b) If a Learner has not yet achieved the level of competence required in an assessment to be credited with the registered unit standards or qualifications, the learner should be re-assessed. The accredited provider policy should guide the process.
- c) Dealing **with irregularities in assessment** practices.

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6.9 Evaluation, Review and Improvement

The effectiveness of the Assessment and External Moderation Policy and procedures shall be monitored and annually reviewed against quality objectives and associated performance indicators to identify and implement appropriate amendments aimed at improving the effectiveness, economy and efficiency of said policy and procedures.

6.10 Related Policies, Processes and Procedures

POLICY	PROCESSES	PROCEDURES
<ul style="list-style-type: none"> • RPL • Certification • Assessor and Moderator Registration • Accreditation 	<ul style="list-style-type: none"> • Certification • Assessor and Moderator Registration • Accreditation 	<ul style="list-style-type: none"> • Certification • Assessor and Moderator Registration • Accreditation

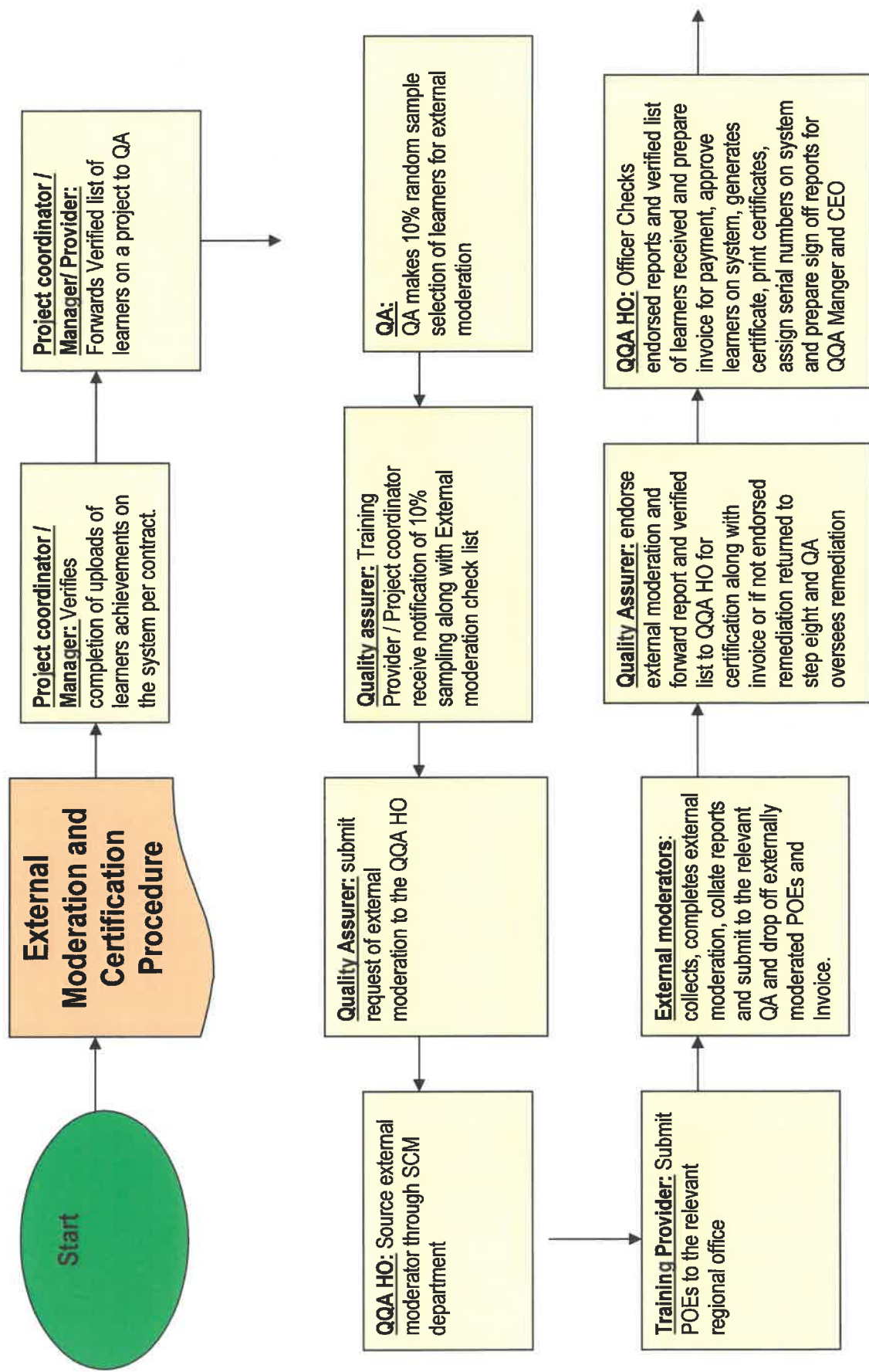
6. EXCLUSIONS

There are no exclusions to this policy.

7. REQUEST TO DEVIATE FROM POLICY

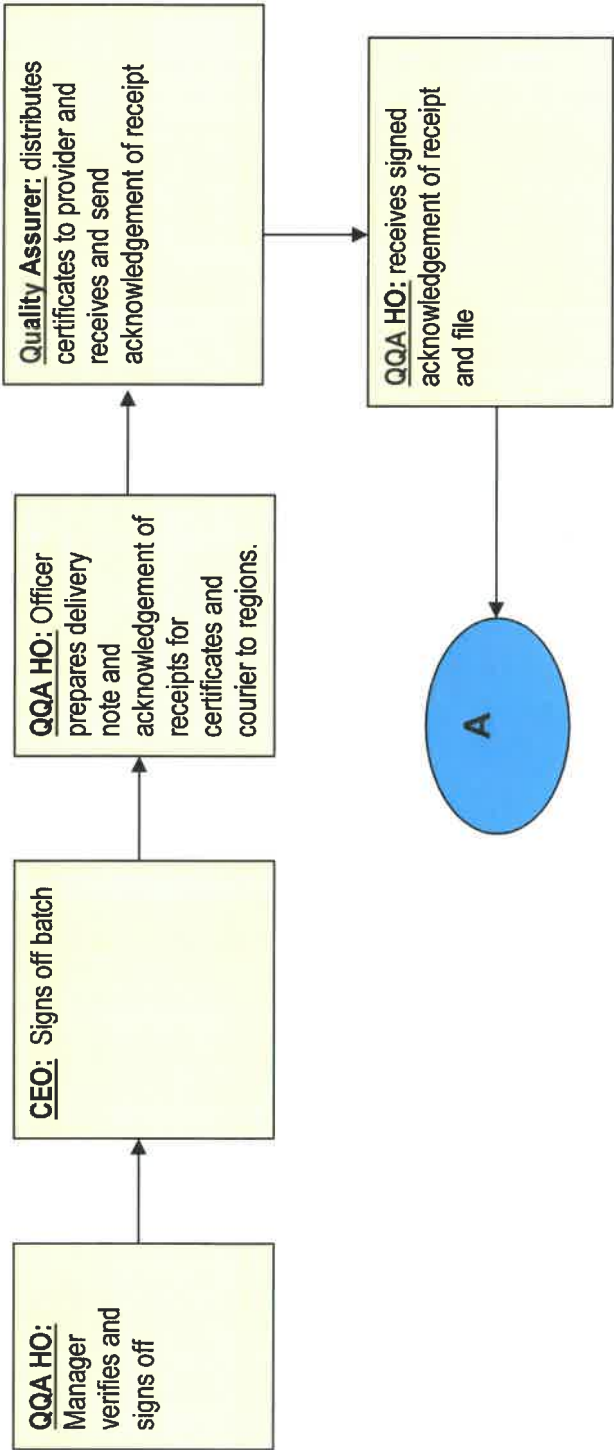
Requests to deviate from any provision of this policy may be made to the Chief Executive Officer in writing. The Chief Executive Officer has powers to grant such request in whole or in part or refuse it. Unauthorised deviations may result in disciplinary action.

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Policy Approval & Sign-off

1. POLICY INFORMATION

Policy Name	Assessment, Internal Moderation and External Moderation Policy
Policy Reference Number	POL_QQA_006

2. RECOMMENDATIONS/ ENDORSEMENTS

Recommended for approval to Accounting Authority by REGGIE SIBIYA (Name),

QCS (Designation)
Committee Chairperson

Reggie Sibiyá
Signature

09/02/2018
Date

3. APPROVAL BY W&RSETA ACCOUNTING AUTHORITY

P. Maphoshe
W&RSETA Board Chairperson

Date

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