



GUIDELINES FOR THE PBEC APPOINTED MODERATOR WHEN MODERATING A PROGRAMME AT A HIGHER EDUCATION INSTITUTION

Background

Historically, the Certification Council for Technikon Education (SERTEC), assigned one department as the national “convener” Technikon for a qualification. The role of the convener Technikon was rotated amongst the departments offering the qualification. The convener would be responsible for developing the curriculum and convening meetings of the various departments. The convener would determine the “standard” of the qualification and monitor this via the SERTEC process. This quality assurance mechanism became redundant with the establishment and merger of certain Higher Education Institutions (HEIs).

Each HEI is autonomous and although the Professional Board for Emergency Care (PBEC) is responsible for setting the minimum standards and the broad exit level outcomes that would lead to registration with the Health Professions Council of South Africa (HPCSA), each HEI may interpret these differently and the actual programme design may differ amongst the HEIs. This variation in offering may have the potential to create confusion for the Board appointed moderator when determining what the appropriate exit level of the programme is that they have been allocated to moderate.

Health Professions Act 56 of 1974

In terms of Section 15A (c) of the Act, the objects of a Professional Board are subject to legislation regulating health care providers and consistency with national policy determined by the Minister, to control and to exercise authority in respect of all matters affecting the education and training of persons in, and the manner of the exercise of the practices pursued in connection with, any health profession falling within the ambit of the Professional Board.

In terms of Section 15A (d) of the Act, the objects of a Professional Board are to promote liaison in the field of the education and training contemplated in paragraph (c), both in the Republic and elsewhere, and to promote the standards of such education and training in the Republic.

In terms of Section 15B (1)(b) of the Act, a Professional Board may appoint examiners and moderators, conduct examinations and grant certificates, and charge such fees in respect of such examinations or certificates as may be prescribed.

The Role of the PBEC Appointed Moderator

The PBEC Moderator is appointed to a programme at an HEI to report on the maintenance of overall programme standards and the continuous improvement and innovation (including curricular and assessment practices) of the programme. The PBEC Moderator is required to submit a (moderation report to the PBEC making use of Form 349 (moderating reporting template)).

General principles:

- The purpose of the PBEC programme moderator is to, together with the internal moderator outline a moderation plan for the upcoming academic year to monitor compliance with the minimum standards and broad curriculum as determined by the PBEC which lead to registration in the respective category with the HPCSA as well as the assurance of programme standards;
- The PBEC moderator also needs to confirm alignment with the Higher Education Qualification Sub Framework (HEQSF) standards, South African Qualifications Authority (SAQA) level descriptors and critical cross-field outcomes such as exit level outcomes (ELOs) and graduate attributes.
- The PBEC moderator role must be performed independently and without prejudice to the institution approved policies and procedures.

Criteria for the selection and appointment of a PBEC moderator:

- PBEC moderators should be external to the HEI being moderated;
- PBEC moderators should be appointed at the end of the preceding academic year for three years consecutively, where this is possible or feasible (this is for purposes of implementing recommendations and/or following up on recommendations);
- The PBEC moderator should be an acknowledged expert in the profession to which they have been allocated to moderate with appropriate experience and qualifications and be a HPCSA registered practitioner;
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- PBEC moderators will be expected to comply with the contents of Form 305 (Code of Conduct and Declaration of Confidentiality for Evaluators, Examiners and Moderators) during the moderation process.
- The PBEC moderator reports and accounts to the Education Committee Chair via Board Secretariat

Roles of the PBEC moderator:

In order to fulfil the roles of the PBEC moderator, a moderation plan that is agreed upon by the Head of Department, internal moderator (external moderator where applicable) and module lecturer is to be submitted to the Education Committee for approval at the first Education Committee meeting of the related academic year

During PBEC moderation processes, the below serves as a guide to complete the moderation role:

- Confirm that the HEI-approved module curriculum, that is commensurate with the Board minimum standards related to the module, is being delivered.

- evaluate and comment that the teaching , learning and assessment practices are being followed in relation to the institutions approved policies and procedures
- Evaluate and comment on the programme standards are in accordance with the HEQSF, SAQA level descriptors and PBEC minimum standards and broad exit level outcomes;
- Report objectively and ethically on the programme in accordance with the PBEC minimum standards
- evaluate and comment that the assessments of subjects / modules are valid (in terms of HEQSF standards, SAQA level descriptors and in line with the PBEC minimum standards and exit level outcomes;
- Evaluate and comment that the assessment plan, assessment tasks, assessment criteria and assessment rubrics are appropriate to achieve the subject/module within the programme;
- Evaluate and comment that marking practices are reliable and fair across the programme;
- Evaluate and comment assessments are aligned to subject/module within the programme;
- Evaluate and comment on the overall assessment plan, mark allocation, design of individual assessment tasks, including their assessment criteria, rubrics and marking scales;
- Evaluate and comment on the reliability and fairness of marking practices;
- Make recommendations for the improvement of teaching, learning and assessment practices within a subject;
- Evaluate and comment on inter-assessor consistency, where applicable;
- Evaluate and comment on the security ,integrity and control of processes and procedures of assessment such as student movement and related practices.
- Ensure that the minimum clinical skills requirements as stipulated by the PBEC at the exit level have been met;
- Make recommendations with regard to programme and/or subject/module changes and/or improvements in the best interests of the programme, staff and students to ensure compliance with the PBEC minimum standards.

In order to meet the above guide:

- timelines

Conclusion

The PBEC moderator role is to evaluate and report that the programme has met the PBEC theoretical, clinical and practical minimum standards. The moderator report should highlight any discrepancies that may require further evaluation. The Board may decide based on information received to commission an ad hoc programme review.

The PBEC moderator must inform the Committee chairperson via secretariat of any issues that could lead to non-compliance with the minimum standards for registration with the PBEC.