

## Moderation Policy

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### Purpose

The purpose of this document is to set out the College's policy in relation to moderation of assessments.

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### Applicability

This policy applies to all College Program Directors, lecturers, other employees and external contractors involved in the moderation of assessment.

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### Policy

There are several aspects to the College's Moderation Policy with the fundamental principles being:

- a) Moderation is a key part of our academic quality control;
- b) Internal moderation is critical to ensure student equity across assessors in all Programs;
- c) External moderation is critical to ensure quality control in accordance with industry standards
- d) Given the large volume of assessments it is not possible to formally moderate every exam script or assessment sheet so informal moderation is undertaken by Program Directors and external moderation is achieved by sampling in accordance with a formula; and
- e) The data and information accumulated via the moderation system is used by the Group Course Committee and the Academic Board to inform the improvement of Programs and their delivery.

Subordinate to these principles are procedures concerned with:

- a) Moderating assessment feedback and results;
  - b) External moderation;
  - c) Establishing grade distributions; and
  - d) Formulating recommendations based on results of moderation.
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### Moderation by Program Directors

The first phase in the internal moderation process is achieved by Program Directors reviewing lecturer feedback and cohort results in assessment events in order to detect anomalies in feedback provided or grade distribution.

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**Name of Policy** Moderation Policy  
**Category** Academic  
**Owner** Chief Academic Officer

**Document Type** Policy  
**Information Classification** OPEN  
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**External  
Moderation**

External moderation is the process by which the College implements external input into the integrity of our assessment system. External moderators, working with the College's external Moderation Templates, give input into:

- a) The fairness of markers against the markers' guides;
- b) Consistent approach of markers;
- c) Appropriateness of what we are assessing;
- d) The accuracy and clarity of assessment instruments and markers' guides;
- e) How assessment instruments and markers' guides might be improved; and
- f) The appropriateness of the curriculum (as determined by analysis of assessment).

The annual completion of the Moderation Templates results in reports which are given to the Program Director to consider and take appropriate action. Such action regularly results in amendments to assessments and markers' guides, and sometimes course materials.

**Related  
Documents**

Internal Moderation Procedure  
 External Moderation Procedure  
 External Moderation Templates

**Note:**

If there is a related Procedure that your Policy relates to please insert the name of the procedure within the document as a ["hyperlink"](#).

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<b>Category</b>	Academic	<b>Information Classification</b>	OPEN
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