

The Moderation of Assessment Policy and Procedures promote consistency, fairness, accuracy and equivalence in assessment design, marking and grading across all locations, modes of study and assessment variants. It establishes a common framework for moderation activities throughout the assessment lifecycle and helps ensure that academic standards are maintained across the University.

The Moderation of Assessment Policy and Procedures apply to:

- ✓ all summative assessments and assessment variants, including reassessments, regardless of delivery mode or location;
- ✓ all stages of the assessment lifecycle, including internal review of assessment, marker benchmarking and standardisation and post-assessment moderation;
- ✓ all staff involved in assessment design, marking, moderation and course leadership.

The Moderation Process

	Internal review of assessment (pre-assessment) Assessment tasks, marking schemes, model solutions and rubrics must be reviewed before release to students. The review includes internal checks to confirm alignment with learning outcomes, equivalence across locations and modes of study, accessibility, compliance with university requirements, and other aspects of assessment quality.
	Marker benchmarking and standardisation (during marking) Markers participate in benchmarking and standardisation activities before substantive marking begins. These activities help ensure a shared understanding of assessment standards, consistent application of marking criteria and equitable marking practices across locations and markers.
	Post-assessment moderation (after marking) Moderation takes place after marking has been completed to evaluate the consistency and appropriateness of marking decisions. Moderation may identify areas requiring review, further discussion or corrective action before results are considered by assessment boards.
	Implementation and oversight Schools are responsible for implementing effective moderation arrangements and retaining evidence of moderation activities. The policy and procedures define clear responsibilities for key staff across all stages of the moderation process. Schools should ensure these responsibilities are appropriately assigned and understood. Moderation outcomes and actions must be documented and made available to Course Assessment Boards, Boards of Studies and External Examiners.



Resources and Support

- **Moderation of Assessment** [Policy and Procedures](#)
- **Moderation of Assessment** [Example Scenarios](#)