

1. PURPOSE

The purpose of this Moderation Policy is to ensure consistent, credible, and quality-assured moderation practices that uphold the integrity of summative assessment, ensure fairness and comparability of assessment outcomes for students across the organisation, and meet organisational and regulatory requirements.

2. SCOPE

This policy applies to all summative assessment activities across all programmes, courses, and credentialled products, and to all staff, contractors, and committees involved in the moderation process.

3. DEFINITIONS

Term	Definition
Moderation	Processes used to maintain, improve, and assure the quality, integrity, and consistency of summative assessment decisions.
Summative Assessment	Assessment used to make a final judgement about student achievement of learning outcomes or standards, contributing to overall course results or credentialling.
Academic Regulatory Framework (ARF)	The organisation’s framework that sets academic rules, standards, and requirements governing assessment and related academic processes.
Quality Assurance	Processes ensuring assessment and moderation are fair, valid, reliable, and meet organisational and regulatory expectations.

4. PRINCIPLES

- 4.1 Moderation keeps students at the centre and supports fair and inclusive assessment outcomes.
- 4.2 Moderation ensures equity for all students.
- 4.3 Moderation is conducted through respectful and transparent processes for everyone involved.
- 4.4 Moderation protects the integrity of summative assessment by ensuring decisions are valid and reliable.
- 4.5 Moderation ensures consistent and comparable assessment outcomes across campuses and delivery modes.
- 4.6 Moderation processes are clear, well-communicated, and regularly reviewed.
- 4.7 Moderation helps build professional capability and reflective practice for staff.
- 4.8 Moderation supports continuous improvement in assessment design, teaching, and programme development.

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Refer to the [QMS](#) for the latest version.

5. POLICY STATEMENTS

- 5.1 Moderation enacts the organisation’s Moderation Principles and adheres to the Academic Regulatory Framework.
- 5.2 Moderation is systematically planned and implemented to assure fairness, validity, and integrity of summative assessment decisions.
- 5.3 Moderation processes ensure that assessment judgements are consistent across assessors, campuses, modes of delivery, and contexts.
- 5.4 Moderation confirms that summative assessment materials are appropriate, aligned with learning outcomes, and capable of generating valid evidence.
- 5.5 Every programme or qualification that leads to a credential, must have a moderation plan that ensures comparability of assessment outcomes across the organisation.
- 5.6 Staff involved in assessment must participate in moderation activities and have the necessary subject expertise and assessment capability.
- 5.7 Moderation feedback, actions, and expectations are communicated clearly, appropriately, and in a timely manner to support improvement.
- 5.8 Moderation practices must be culturally responsive, inclusive, and appropriate to the assessment method, discipline, context, and student.
- 5.9 Moderation outcomes, reports, and records are managed accurately, ethically, and in accordance with the Academic Regulatory Framework and organisational quality assurance requirements.
- 5.10 Moderation supports ongoing enhancement of assessment design, assessor judgement capability, programme quality, and organisational academic integrity.
- 5.11 Moderation supports assessment design that enables appropriate and transparent use of generative artificial intelligence (GenAI) while ensuring authentic evidence of learning.

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