

Schools must have a formal moderation policy and retain evidence of moderation activities. The University's Moderation of Assessment Policy ensures the consistency, fairness, and maintenance of academic standards across all assessments by maintaining comparable standards of student learning required to achieve specific grades, credits, or awards, regardless of delivery mode or location.

The Moderation of Assessment Policy applies to:

- **Summative assessments** contributing to final grades, credits, or awards.
- **All stages of the assessment process**, from design and criteria setting, to final results.
- **Stage 3 assessments** for programmes with a significant number of Ordinary Degree exits.

Schools may also apply moderation to non-qualifying assessments at their discretion.

Key Information for Schools



Schools must have a formal moderation policy that aligns with the University Policy. This policy should clearly set out the School's procedures and responsibilities regarding moderation processes.



Schools are required to retain records that demonstrate moderation has taken place. These records, along with the moderation policy and its implementation, must be reported on annually by the External Examiner.



All Schools must establish robust moderation processes to ensure consistency across assessments within any given course. This includes ensuring equivalence over academic years, between different authors, assessment types or locations, graders/markers, and languages (where applicable).



School moderation processes must ensure that assessments are both robust and appropriately aligned with the learning outcomes being assessed. Moderation should involve both pre-distribution review of assessments and post-marking scrutiny to maintain fairness and consistency.

Resources

- Read the full [Policy on Moderation of Assessment](#)
- The [Moderation of Assessment - Guide for Schools](#) provides detailed procedures to assist Schools in implementing the policy.