

## Assessment Moderation

### Definitions of 'Moderation'

Moderation is a quality assurance process that is used to ensure assessment judgements are made with consistency.

The national Vocational Education and Training (VET) regulator, the Australian Skills Quality Authority (ASQA) defines moderation as:

"... a quality control process aimed at bringing assessment judgements into alignment. Moderation is generally conducted **before** the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency".

### Moderation versus Validation

Although validation is also a quality assurance process, it differs from moderation in two main ways:

#### 1. Timing

Validation is an ongoing process of reviewing Greenwich Management College's assessment practices. It can occur before, during and after assessment. Moderation is about the consistency of assessment judgement and should be conducted after assessment has been completed by a student but before the assessment decision is handed down to the student

#### 2. Standards for RTOs 2015

This legislation mandates systematic validation of assessment judgements but does not require an RTO to conduct moderation as an activity to comply with the Standards, however Greenwich Management College conducts moderation on a regular basis.

### What Would Moderation Typically Look Like?

Given that the purpose of moderation is about confirming the consistency of assessment judgements, a typical moderation session should include the assessors who have marked the assessment tasks in question. This is conducted at the end of each term

As this is a quality assurance process, appropriate records are kept.

## Moderation Form Template

<b>Moderation assessor names</b>	Click or tap here to enter text. Click or tap here to enter text.		
<b>Participant qualifications</b>	Click or tap here to enter text. Click or tap here to enter text.		
<b>Date of moderation</b>	Click or tap here to enter text.		
<b>Unit(s) of competency</b>	Click or tap here to enter text. Click or tap here to enter text.		
<b>Unit(s) code(s)</b>	Click or tap here to enter text. Click or tap here to enter text.		
<b>As part of qualification</b>	Click or tap here to enter text.		
<b>Qualification code</b>	Click or tap here to enter text.	<b>AQF level</b>	Click or tap here to enter text.
<b>Evidence reviewed in moderation exercise</b>	List what was reviewed. E.g. knowledge questions, skills observation reports, portfolio, verification reports, case study responses etc. Click or tap here to enter text.		
<b>Support documents used in moderation session</b>	List support documents e.g. unit of competency, assessment tool, assessment instructions, benchmarking documents/answer key etc. Click or tap here to enter text.		
<b>Student identification(s)</b>	List identifiers e.g. student ID # for the assessment evidence under moderation Click or tap here to enter text.		

### Agreed outcomes required from assessment task(s):

Make a note of what it is the moderating assessors expect to see as an outcome from the assessment task(s). Assessment should be designed to provide outcomes that are relevant to the workplace and industry. Here is space for a consensus to be noted on what 'assessment should look like'. This will help with the moderation process as it provides a benchmark within the group to determine if marking decisions are consistent with what is expected to be seen from the assessment evidence.

Click or tap here to enter text.

### Questions related to the overall evidence being moderated:

Question: Overall, is the evidence...	Yes	No
Directly related to the unit(s) of competency being assessed?	<input type="checkbox"/>	<input type="checkbox"/>
Consistent with what the unit(s) of competency require?	<input type="checkbox"/>	<input type="checkbox"/>
Based on the knowledge evidence and performance evidence required for the unit(s) of competency?	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate for the AQF level of the qualification in which the unit(s) sit?	<input type="checkbox"/>	<input type="checkbox"/>
Genuinely completed by the student? (authentic)	<input type="checkbox"/>	<input type="checkbox"/>

Fully completed?	<input type="checkbox"/>	<input type="checkbox"/>
Correct in its content?	<input type="checkbox"/>	<input type="checkbox"/>
Recent enough to show currency?	<input type="checkbox"/>	<input type="checkbox"/>
Taken from more than one source?	<input type="checkbox"/>	<input type="checkbox"/>
Supporting the final unit of competency decision?	<input type="checkbox"/>	<input type="checkbox"/>
Displaying the agreed outcomes required from the assessment task(s)?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Questions related to the KNOWLEDGE evidence being moderated:</b>		
<b>Question:</b>	<b>Yes</b>	<b>No</b>
Knowledge answers have all been fully completed by the student?	<input type="checkbox"/>	<input type="checkbox"/>
Assessor has made a mark for each answer to show their evaluation of the student response?	<input type="checkbox"/>	<input type="checkbox"/>
Feedback has been written for the student about the <b>knowledge</b> component of their assessment?	<input type="checkbox"/>	<input type="checkbox"/>
This component of the evidence is at the appropriate AQF level?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Questions related to the SKILLS evidence being moderated:</b>		
<b>Question:</b>	<b>Yes</b>	<b>No</b>
Any checklists contain sufficient detail to understand skill(s) being observed?	<input type="checkbox"/>	<input type="checkbox"/>
Assessor has made a mark against each criteria to show their evaluation of the student performance?	<input type="checkbox"/>	<input type="checkbox"/>
Feedback has been written for the student about the <b>skills</b> component of their assessment?	<input type="checkbox"/>	<input type="checkbox"/>
This component of the evidence is at the appropriate AQF level?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Questions related to the PORTFOLIO evidence being moderated:</b>		
<b>Question:</b>	<b>Yes</b>	<b>No</b>
Portfolio evidence is genuine evidence confirming the student's ability?	<input type="checkbox"/>	<input type="checkbox"/>
Assessor has made a mark for each portfolio piece to show their evaluation of the student submission?	<input type="checkbox"/>	<input type="checkbox"/>
Feedback has been written for the student about the <b>portfolio</b> component of their assessment?	<input type="checkbox"/>	<input type="checkbox"/>
This component of the evidence is at the appropriate AQF level?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Questions related to the VERIFICATION evidence being moderated:</b>		
<b>Question:</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>

Verification report has been fully completed about the student?	<input type="checkbox"/>	<input type="checkbox"/>
Verifier has noted the student's name on their report to confirm the information is about the student?	<input type="checkbox"/>	<input type="checkbox"/>
Details about the verifier are recorded? i.e. who they are	<input type="checkbox"/>	<input type="checkbox"/>
Details about the verifier are credible? i.e. they are in a relevant position to verify student skills	<input type="checkbox"/>	<input type="checkbox"/>

**The following points relate to administrative components of the assessment documentation:**

<b>Administrative components of the assessment documentation:</b>		
<b>Element:</b>	<b>Yes</b>	<b>No</b>
Student declaration has been signed and dated by the student ("this is my own work")	<input type="checkbox"/>	<input type="checkbox"/>
Student has acknowledged they are ready to begin assessment, including acknowledging they understand requirements	<input type="checkbox"/>	<input type="checkbox"/>
Student request for special consideration (if any) has been noted	<input type="checkbox"/>	<input type="checkbox"/>
Assessor has entered their name, contact details etc. on the assessment documentation	<input type="checkbox"/>	<input type="checkbox"/>
Evidence types submitted have been correctly recorded by the assessor	<input type="checkbox"/>	<input type="checkbox"/>
Final unit(s) of competency decision has been selected	<input type="checkbox"/>	<input type="checkbox"/>
If required, clear instructions are ready for the student regarding resubmission	<input type="checkbox"/>	<input type="checkbox"/>

**Moderation Decision:**

The evidence judgements and unit decision are accepting as meeting the unit(s) requirements and AQF qualification requirements

**YES**       **NO**

**Suggestions for Improvement:**

Click or tap here to enter text.

**Comments Regarding this Moderation Activity:**

Click or tap here to enter text.