

MODERATION POLICY

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Table of Contents

1. POLICY PURPOSE	3
2. POLICY SCOPE.....	3
3. TERMINOLOGY	3
4. MINIMUM CRITERIA FOR A MODERATOR	4
5. THE ROLES AND RESPONSIBILITIES OF THE MODERATOR	4
6. FORMATIVE ASSESSMENT QUESTION PAPER - MODERATION PROCESS	4
7. SUMMATIVE ASSESSMENT QUESTION PAPER - MODERATION PROCESS	5
8. QUALITY ASSURANCE OF ONLINE ASSESSMENTS	6
9. MODERATION OF STUDENT SCRIPTS	7
10. ADJUSTING MARKS	7
11. APPEALS.....	7

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1. POLICY PURPOSE

This Moderation Policy ensures the quality, fairness, consistency, and integrity of assessment practices within iQ Academy. It provides a structured framework for the moderation process to verify that assessments align with learning outcomes, meet required academic or professional standards, and are implemented fairly and reliably.

2. POLICY SCOPE

This policy applies to all assessments conducted within the institution's short courses and higher certificate programmes. It covers the moderation of formative and summative assessments, including their design, implementation and evaluation.

3. TERMINOLOGY

- Assessment refers to the process of collecting, evaluating and interpreting evidence to determine the extent to which students have achieved specific learning outcomes, competencies, or educational goals.
- Formative Assessment is conducted during the learning process to provide ongoing student feedback.
- Summative Assessment is a formal evaluation conducted at the end of a learning period, module or programme to measure a student's overall achievement of the intended learning outcomes.
- Learning outcomes are clear, concise statements describing what learners are expected to know, understand or be able to do upon completing a course or module or programme.
- An external moderator is a qualified, independent individual outside the institution who is appointed to oversee, review, and verify the quality, fairness, and consistency of assessment practices, processes, and outcomes in a module or programme.
- An Internal Moderator Is a subject matter expert within an institution responsible for ensuring assessments' quality, fairness and consistency.

4. MINIMUM CRITERIA FOR A MODERATOR

A moderator must

- be a subject matter expert in the subject being moderated
- have experience in assessment design and moderation
- hold a qualification one NQF level higher than the subject being moderated

5. THE ROLES AND RESPONSIBILITIES OF THE MODERATOR

The Moderator must

- Moderate all questions in the summative question paper, emphasising clarity, appropriateness and difficulty.
- Verify that assessments are fair, valid, reliable and do not discriminate against students with disabilities.
- Moderate the memorandum.
- Ensure that special tables, formulae and other documents accompanying the questions are available.
- Edit and suggest improvements to the questions in the summative question paper and marking memorandum.
- Complete the moderator's report on the design of assessments.
- Verify that assessments are assessing the learning outcomes for the module.
- Identify areas of improvement.

6. FORMATIVE ASSESSMENT QUESTION PAPER - MODERATION PROCESS

Internal Moderation

1. Planning for moderation

- The subject matter expert designs and develops formative assessments, ensuring they align with the learning outcomes, are fair and accommodate special needs without compromising standards.
- The Head: Faculty coordinates the internal moderation process, assigning staff to review the assessments.

2. Moderation process

- Internal moderators review the assessment instruments to ensure:
 - Alignment with learning outcomes and assessment criteria.
 - Fairness, clarity and contextual relevance.
 - Suitability of questions for the intended level and purpose.
- Moderators verify the marking memorandum for accuracy and consistency.

- Feedback is provided to the designer of the assessment, and necessary adjustments are made.

External Moderation

There is no external moderation of formative assessments as these assessments are developmental in nature and are internally moderated to support learning and progression.

7. SUMMATIVE ASSESSMENT QUESTION PAPER - MODERATION PROCESS

Internal Moderation

1. Planning for Moderation
 - Subject matter expert design and develop summative assessment questions, ensuring alignment with learning outcomes.
 - The Head: Faculty oversees the internal moderation process, assigning staff to review the assessments.
2. Moderation Process
 - Internal moderators review the summative assessments to confirm:
 - They are valid, reliable, and aligned with the intended learning outcomes.
 - Marking memoranda are clear, accurate and consistent.
 - Assessments are at the appropriate level for the qualification.
3. Implementation and Review
 - Once internally moderated, assessments are finalised and prepared for external moderation.

External Moderation

1. Planning for Moderation
 - The Head: Faculty appoints external moderators, subject to approval by the Academic Board.
 - External moderators are provided with the assessment instruments, marking memorandum, and relevant documentation.
2. Moderation Process
 - External moderators review the assessments to ensure alignment with quality assurance requirements, learning outcomes and academic standards.
 - They assess the assessment instruments and processes' appropriateness, fairness and validity.
 - Feedback is provided to the internal team, and adjustments are made as required.

3. Reporting

- External moderator completes a moderation report and submits it to the institution.
- The report ensures that the summative assessments meet the required standards.

8. QUALITY ASSURANCE OF ONLINE ASSESSMENTS

Recording Questions in the Learning Management System (LMS)

- Questions from the question paper are entered into the LMS question bank.
- Each question is built into the question bank with the answer options inserted.
- The correct answer is indicated for each question.
- A mark is allocated to the question, and a tag is assigned to indicate the relevant learning outcome.

Quality Assurance of Questions in the LMS

- After questions are built in the LMS question bank, a designated member of the Faculty is tasked with performing a quality check.
- The faculty member reviews the content to ensure accuracy, clarity, and alignment with learning outcomes.

Verification by the Senior Learning Designer & Technologist

- The Senior Learning Designer & Technologist export the questions and answers from the LMS question bank into an Excel spreadsheet.
- The exported questions, options, answers, and accompanying tags are checked against the original question paper to ensure consistency and correctness.
- The reviewer signs off that:
 - The question references, wording, and formatting are correct.
 - The answer options, correct answers, and allocated marks align with the question paper.
 - The learning outcome tags match appropriately for each question.

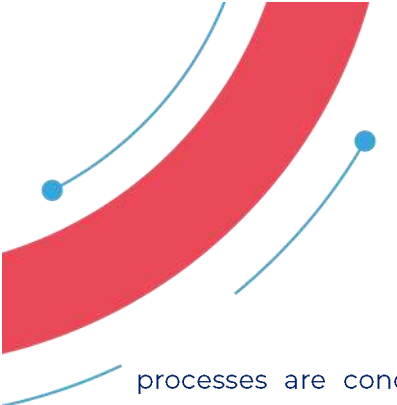
Assessment Settings in the LMS

- Once all quality checks are complete, the Senior Learning Designer & Technologist configures the assessment settings in the back end of the LMS.
- Key settings include:
 - Randomisation of questions or answer options.
 - Setting a pass mark for the assessment.
 - Specifying the release date for student access.

Final Review and Approval

- All steps above are signed off to confirm that the formative and summative assessments in the LMS are valid, accurate, and aligned with institutional quality assurance standards.
- The assessment is then activated in the LMS for student access.

This process ensures that all online assessment questions are thoroughly checked for quality, accuracy, and compliance with learning outcomes before being released to students. Moderation

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processes are conducted in alignment with the institution's Assessment Policy and Quality Assurance Policy.

9. MODERATION OF STUDENT SCRIPTS

Students complete online, automatically marked questions for both formative and summative assessments. All moderation and quality assurance processes are conducted during the design of the questions and after their integration into the learning management system's question bank. No internal or external moderation of individual student scripts is conducted, as assessments are automatically marked. Moderation focuses on the verification of assessment instruments, memoranda, system configuration, and a representative sample of assessment outcomes to ensure fairness, validity, and consistency.

10. ADJUSTING MARKS

Marking across the qualifications is automatic. As a result, the adjustment of marks is not normally required. Any adjustment of marks, should it be necessary due to a verified system or assessment error, is conducted in accordance with institutional quality assurance and approval procedures.

11. APPEALS

Appeals against assessment decisions will be handled in accordance with the appeal *Student Appeals Policy*.