



Australian Graduate School of Leadership Policy Register

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| Policy name | Moderation | | |
| Version | 1.0 | Status | Approved by Board of Directors |
| Communication | To all staff, students and prospective students | Date | 21 January 2013 |

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| Related Policies | <ul style="list-style-type: none">• Assessment• Grading• Progression, Exclusion and Graduation• Special Consideration• Student Grievance |
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1. Preamble

Moderation of assessments contributes to quality assurance and quality control of the assessment process. Moderation commences with the design of assessments to facilitate the operation of the moderation process.

2. Scope

The policy applies to all staff and students of AGSL.

3. Principles

The aims of external moderation are to measure the quality of judgements made by academic staff with regard to student assessment and to ensure the comparability of academic standards and outcomes of subjects within courses offered by AGSL and other providers.

4. Procedures

The design and development of the moderation process starts with discussions between all those involved in teaching or supervising the subjects within a course.

The purpose of these discussions is to insure that the design process is valid, fair and that the inter-relationships between each subject assessment, the subject objectives, the overall course objectives and moderation activity are mutually supportive and have been taken account in the marking guides develop for each assessment.

In reviewing subject material, wherever appropriate exemplars should be incorporated that demonstrate the nature of the learning that is expected and that will be rewarded in assessments.

To reduce the likelihood of moderation uncovering assessments requiring revision, periodic discussions amongst course lecturers and supervisors are essential. Moderation feedback provided to lecturers and supervisors is just as important to their development as formative assessment feedback is to the learning process of their students.

Moderations need to be undertaken by experienced external reviewers and assessments to be moderated need to be selected at random and where necessary as a consequence of some form of atypical behaviour. The sample size of assessments selected for moderation will need to reviewed periodically and is initially set at 5%.

To ensure moderation processes deliver final grades to students rapidly and effectively investment in research design to enhance moderation effectiveness is essential; this also involves investigating ways in which new technology can be applied to the moderation process.

Frequency

Moderation is to be undertaken on a rolling, cyclical basis. The Executive Dean shall maintain a program of moderation that is approved by the Academic Board. Each subject shall be moderated not less than once every three years, but may be moderated more often (considering, for example, the rate of change of course content, new staff appointments or any other circumstance that may imply more frequent moderation).

The program of moderation maintained by the Executive Dean shall include a moderator induction process that ensures moderators are familiar with the course and subject's broad ethos, learning outcomes and objectives and provides them with the tools and information they require to undertake an effective moderation.

Appointment of Moderators

Moderators are to be appointed by the Academic Board on recommendations received from the Executive Dean or any other person. AGSL recognises that effective moderation includes the entire assessment process starting from the design of assessment schema and moderators will normally be appointed within a timeframe that allows them to effectively moderate the entire assessment process.

Reporting

At the conclusion of each moderation exercise, the moderator(s) shall provide a written report to the Executive Dean and Academic Board. The report is to specify the areas that were investigated, the findings of the investigation and recommendations for future action. The Academic Board shall review the moderators' reports and determine a set of actions that are to be implemented by Executive Dean.

5. Responsibilities

The Academic Board and Executive Dean are responsible for the application of this policy.