Moderation Policy

Section 1 - Purpose

(1) This Policy applies to all undergraduate (including undergraduate honours' courses) and coursework postgraduate courses and subjects.

(2) The Policy establishes a framework of minimum requirements for the moderation of learning materials and assessment within which Faculty will devise specific guidelines for moderation procedures, allowing for the contractual arrangements involving teaching partners of Charles Sturt University.

(3) The purpose of this Policy is to ensure that:

   a. course and subject materials provided to students contain clearly-stated learning outcomes and current learning resources, and that students understand what is expected to complete satisfactorily the requirements of courses/subjects;
   b. subject assessment tasks are stated unambiguously, consistent with the internal and external accepted curriculum principles for the course and the learning outcomes for the subject, and that they are appropriately and fairly weighted and are applied consistently irrespective of the place and modes of delivery; and
   c. everyone involved in delivery and assessment has a shared understanding of the [Assessment Policy - Coursework Subjects](), and will make informed assessment judgments that are transparent and applied consistently to all students.

Section 2 - Glossary

(4) Nil.

Section 3 - Policy

Part A - The Objectives of Moderation

(5) Moderation seeks to ensure that:

   a. the subject convenors/coordinators and course teams comply with the assessment policy of Academic Senate;
   b. standards to be achieved by students are transparent, widely-understood and observed;
   c. learning tasks, activities and assessments are consistent with stated learning outcomes and are set at the appropriate AQF level (for the award); and
   d. assessment procedures and practices are fair, culturally-appropriate and incorporate clearly-defined assessment (and marking) criteria that are fairly and consistently applied for all students in the same course and subject.

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Part B - The Nature and Definition of Moderation

(6) The minimum requirement at Charles Sturt University is that moderation of all learning materials and assessments for each subject will be undertaken at least once per year, taking into account course-wide learning outcomes and using course level documents and reports.

(7) At Charles Sturt University, moderation has three phases (pre-delivery moderation; moderation during delivery; post-delivery moderation):

Pre-Delivery Moderation

(8) Moderation of Subject Learning Materials: involves a comprehensive analysis of the content of the subject outline across all subject offerings, including

   a. the appropriateness of the learning materials, including web-based resources, to the assumed knowledge for the subject and the level of the award;
   b. the currency and suitability of the learning materials;
   c. an appraisal of the relation between the subject and the intended course learning outcomes; and
   d. an appraisal of the extent to which previous moderation reviews, feedback and comments have been addressed.

(9) Review of Assessment Tasks: reaffirms the fairness, clarity and standards of the assessment tasks before they are used. Assessment tasks will be subject to pre-assessment moderation to ensure that:

   a. they are appropriately aligned to the learning outcomes of the course;
   b. assessments are fair and feasible, culturally-appropriate, take into consideration adjustments that may be required for students with disabilities and that reasonable weightings are applied for each task;
   c. they are appropriately spaced throughout the study period and achievable by students in the allocated timeframe;
   d. their content and instructions are presented clearly so that students understand what is required of them in order to achieve a given grade, in accordance with criterion-referencing; and
   e. the academic challenge they demand of students is consistent with the level of the award for the course.

Moderation During Delivery

(10) Moderation During Delivery includes checking the consistency of marking during the assignment, examination and grading process against the assessment/marking criteria and related standards in order to ensure consistency across groups of students in the same subject, as well as the review of grades before approval and communication to students.

Post-Delivery Moderation

(11) Post Delivery Moderation is an examination of the effectiveness of the moderation process and includes a formal reflection on moderation methods used.

Benchmarking (or External Referencing)

(12) Courses and subjects will be benchmarked regularly against similar accredited courses offered by other higher education providers to ensure comparability of standards and to gain feedback for ongoing review and improvement.

The Frequency of Moderation of the Three Phases

(13) Internal Pre-Delivery, During-Delivery and Post-Delivery Moderation should be carried out at least once per year for each subject.

Responsibilities and Reporting

(14) Faculties, Schools and Course Teams and Course Directors are responsible for developing their own moderation guidelines and internal reporting practices.

(15) The Executive Dean or nominee (such as a Course Director) will be responsible for moderation of courses and subjects taught by CSU teaching partners, in consultation with Head of Schools.

(16) The Executive Deanor nominee will provide a summary report to Academic Senate each year, in a format determined by Academic Senate.

(17) The Head of Schoolor nominee will be responsible for the moderation of subjects, and will maintain a record of the moderation processes.

Moderators

(18) Moderators will be appointed by the Head of School or nominee.

(19) Moderators will be experienced staff, with appropriate skills, and may be people who are not currently employed as staff of the University or are otherwise independent of the teaching team responsible for the subject.

(20) It is expected that moderators will be provided with appropriate induction training.

Part C - The Role of Academic Senate

(21) Academic Senate is responsible for:

   a. approving and amending this Policy; and
   b. with the assistance of the Deputy Vice-Chancellor (Academic), monitoring the implementation and the regular reporting on the outcomes of this Policy.

Section 4 - Procedures

(22) Nil.

Section 5 - Guidelines

(23) Nil.

Status and Details

Status	Historic
Effective Date	26th June 2014
Review Date	26th June 2015
Approval Authority	Academic Senate
Approval Date	26th June 2014
Expiry Date	27th August 2014
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