

MODERATION POLICY

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2024.10	Academic Board	10 October 2024	10 October 2027

1 PURPOSE

The Australian National Institute of Management and Commerce (The Institute or IMC) is committed to maintaining the highest level of academic standards. The principles of moderation outlined in this policy underpin the Institute’s broader processes of academic quality assurance that maintain continuous improvement and ensure that standards of student learning and assessment of learning outcomes are consistent with the level set out by the Australian Qualification Framework (AQF). This policy helps promote fair, consistent and transparent practices, and fosters staff compliance with moderation strategies.

This policy should be read in conjunction with the *Moderation Procedure*.

2 SCOPE

This policy applies to all courses and units offered by the Institute, including those delivered online. The Policy applies to the Institute’s campuses both within Australia and offshore and to parties with which the Institute has Third Party Arrangements.

3 DEFINITIONS

Academic Quality Assurance means a demonstration or verification that a desired level of quality of an academic activity has been attained or sustained or is highly likely to be attained or sustained.

Course and Unit Review means the evaluation of an academic program and assessment, including its structure, learning outcomes, currency of curriculum and quality of teaching and learning

Moderation means an essential part of the academic quality assurance process that facilitates consistency and reliability in the assessment of student learning and performance. Typically, it takes the form of a review of any or all of the following: units; unit outlines; assessment tasks; examination papers; and examination scripts.

Internal Moderators mean academic colleagues at IMC with experience and expertise in the subject area but not involved directly in the writing of the unit or assessment and/or marking process of the unit being moderated.

External Moderators mean academic staff from other higher education providers or professionals with expertise in the subject area who can provide independent review and moderation of the unit or assessment processes, where the internal moderation process indicates that there are substantial problems in the design or delivery of a unit.

Mode of delivery means course or unit delivery that is face-to-face, online, or a combination of the two modes.

4. PRINCIPLES

Minimum standards and frequency of moderation

4.1 As a minimum, moderation must ensure that learning outcomes and assessment are consistent with AQF standards deemed appropriate for the level of award offered on completion of the course

4.2 Moderation helps assure that academic staff apply practices that are consistent with the Institute's goals to provide fair, reliable and clearly defined assessment processes that reflect course and unit learning outcomes.

4.3 Moderation enables the development of a common understanding of unit standards and consistency of assessment standards and marking, which ensures equivalence of assessment standards and levels of student achievement for all courses, irrespective of location or mode of delivery.

4.4 Moderation provides data and evidence for unit and course reviews. See *Course and Unit Review Policy* and *Course and Unit Review Procedure* for information on how moderation informs the Institute's review processes.

4.5 For each unit, internal moderation will be performed at least once a year. The nature of the moderation will vary from unit to unit as appropriate. Moderation is an ongoing process. Consequently, there are two key phases to the moderation process - pre-delivery and post-delivery.

4.6 **Pre-delivery moderation** involves review and moderation of the unit, including all learning resources, presentation materials and assessment plan before unit delivery. At this stage of moderation, recommendations from previous moderation activity are reviewed and incorporated. As well as ensuring the fairness and validity of the assessment of units, moderation promotes academic standards that are consistent with those of other units of the course and commensurate with the level of award being offered.

4.7 **Post-delivery moderation** is an essential phase of moderation that leads to the ongoing improvement of units offered by the Institute. During this phase of moderation, unit delivery and assessment are examined, and staff reflect on the effectiveness of the unit in meeting unit and course learning outcomes. Recommendations for future improvements help ensure that courses and units retain their professional relevance and academic rigour. Post-delivery moderation is a key mechanism used in the monitoring and review component of the Institute's quality assurance and continuous improvement model. (See the *Academic Quality Assurance Framework*.)

5. RELATED DOCUMENTS

- i. *Assessment Policy and Procedure (Coursework)*
- ii. *Academic Quality Assurance Framework*
- iii. *Artificial Intelligence Policy*
- iv. *Blended Learning Policy*
- v. *Course and Unit Review Policy*
- vi. *Course and Unit Review Procedure*
- vii. *Examination Policy and Procedure*
- viii. *Moderation Procedure*

6. VERSION CONTROL

Historical Version	Approved by	Approval Date
2024.10	Academic Board	10 October 2024
2021.9	Academic Board	2 September 2021
2018.12	Academic Board	18 December 2018
2016.8	Academic Board	16 August 2016

The Deputy President (Education) oversees the implementation and compliance of this policy. Please contact the Deputy President's office via - policy@imc.edu.au for any enquiries or clarifications.