INSTITUTIONAL ACADEMIC MODERATION PROCEDURE

Approve	Academic Board
Approval date	17/2/2020, 6/11/2019, 27/2/2017, 5/11/2012, 9/3/2009
Date for Review	February 2025
Responsible Officer	Academic Director
Author / Role	N Holm (Director of Coursework) D Speed (Dean)
Related Documents	
Higher Education Standards (2021)	5.3, 6.3.1, 6.3.2
National Code (2018)	

Purpose

This procedure guides the implementation of the SCD Institutional Academic Moderation.

Procedure

Before Institutional Academic Moderation

a. At the commencement of each year, the Dean will
    • write to the Principals or appropriate leaders of teaching bodies to be moderated during the year
    • provide the Institutional Academic Moderation pro forma.

b. At a later date, the Dean will
    • write again to the same Principals or leaders, seeking proposals for two panel members
    • arrange the membership of the panel and seek Academic Board approval for such membership
    • negotiate with the same Principals or leaders the date of the Institutional Academic Moderation panel visit, giving not less than three months' notice
    • advise the sequences and dates relating to the Institutional Academic Moderation
    • advise the details of those items that need to be collected over the period and which will form part of the Institutional Academic Moderation.

c. In preparation for any moderation, issues of special concern within the teaching body may be drawn to the attention of the Academic Board by the teaching bodies themselves, the Coursework Committee, other committees of the Sydney College of Divinity, or officers of the Sydney College of Divinity
    • may receive consideration by the Dean and Academic Board in the establishment of the External Moderators Panel
    • may be referred directly or through the Dean or Academic Board to the panel, with a request that the panel give these matters particular attention. This will allow the panel to identify priorities and will assist the teaching body to prepare responses.

d. Each teaching body will
    • complete the Institutional Academic Moderation pro forma [Appendix A] as part of a rigorous self-assessment process
    • prepare a Performance Portfolio that includes documentary evidence in support of the institution self-assessment ratings made with respect to each indicator. The Performance Portfolio should consist of course and resourcing documentation (of no more than 10 pages) with any attachments deemed necessary and (where appropriate) indications of materials to be made available to panel members on the day of the visit
    • forward the completed pro forma and the Performance Portfolio to the moderators at least four weeks in advance of the moderation.
    •

e. On the basis of evidence presented in the Performance Portfolio, the Moderation Panel:
    • will select 'established', 'not established', or 'in process' against each indicator in the institutional moderation pro forma
    • may comment at its discretion

- may at its discretion, as the panel or individual moderators, hold informal discussions with staff or students of the MI, and/or visit the MI informally
- will return the Institutional Academic Moderation pro forma as completed by the panel to the MI two weeks before moderation.

The Institutional Moderation

a. At least one full day will be set aside for the Institutional Academic Moderation at the teaching body. A second day may be scheduled if indications are that the Institutional Academic Moderation may take longer than one full day.

b. The Moderators should have direct access to all items and people specified in the Institutional Academic Moderation Policy.

c. The Moderators will focus on items specified in the Institutional Academic Moderation pro forma.

Reporting

a. Within six weeks of their visit to a teaching body, the panel will
    i. prepare a written report that is
        - in accord with the criteria in the Institutional Academic Moderation pro forma, together with the Institutional Academic Policy and Procedure
        - designed to advise and assist teaching bodies in their pursuit of educational excellence
    ii. present the report to the Coursework Committee.

b. The Moderators may also report on other academic matters not covered in the criteria and on any areas of concern.

c. The Coursework Committee will
    - make the Moderators' report available to the teaching body for comment
    - present the Report to Academic Board together with the teaching body's response.

d. The Academic Board will request the Member Institution to report within six months on how it is addressing any concerns raised in the Moderators' report and ensure the establishment of a process for addressing any remaining issues to its satisfaction.

Appendix A   Institutional Academic Moderation Self-assessment

Name of Member Institution or SCD Korean School of Theology:

Name of Person Completing this Report:

Date:

Indicators	Self Assessment	Panel Assessment	Comment by Moderators
A: Strategy & Policy Framework			
1. The MI's Strategic directions are aligned with SCD's strategic plan and directions	Established Not established In process	Established Not established In process	
2. The MI's strategic directions are aligned with TEQSA expectations	Established Not established In process	Established Not established In process	
3. The MI's Policies are consonant with those of the SCD	Established Not established In process	Established Not established In process	
B: Learning and Teaching			
Curriculum 1. Qualified internal academic committees and designated lead personnel are appointed to arrange delivery of SCD courses	Established Not established In process	Established Not established In process	
Curriculum 2. The teaching body's academic planning process is in accordance with SCD structures and standards	Established Not established In process	Established Not established In process	
Curriculum 3. SCD student feedback on units survey is used appropriately in the teaching body	Established Not established In process	Established Not established In process	
Curriculum 4. SCD student feedback on teaching survey is used appropriately in the teaching body	Established Not established In process	Established Not established In process	

Curriculum 5. Results of students' feedback surveys are used for systematic improvements and communicated to students	Established Not established In process	Established Not established In process	
Teaching and Library Staff 1. Staff recruitment, retention and replacement policies are in place	Established Not established In process	Established Not established In process	
Teaching and Library Staff 2. A staff professional development policy is in place, including annual appraisal	Established Not established In process	Established Not established In process	
Teaching and Library Staff 3. A faculty workload policy that appropriately balances teaching, administration, scholarship and research is in place	Established Not established In process	Established Not established In process	
Teaching and Library Staff 4. All faculty teaching SCD awards have SCD accreditation for the disciplines, subjects, and AQF levels they teach	Established Not established In process	Established Not established In process	
Learning and Teaching Processes 1. SCD course syllabi are communicated to all students for each course taught	Established Not established In process	Established Not established In process	
Learning and Teaching Processes 2. SCD unit documentation for each unit is communicated to all students for each course taught by the beginning of each semester	Established Not established In process	Established Not established In process	
Learning and Teaching Processes 3. Teaching and learning environments, whether face-to-face or online, are conducive to effective learning	Established Not established In process	Established Not established In process	
Learning and Teaching Processes 4. Results of internal evaluations are used for unit and teaching improvements	Established Not established In process	Established Not established In process	

Learning and Teaching Resources 1. Educational technology is employed effectively in learning teaching processes	Established Not established In process	Established Not established In process	
Learning and Teaching Resources 2. There is viable access to library holdings adequate for the level of courses being taught and appropriate access to databases and e-holdings	Established Not established In process	Established Not established In process	
Assessment 1. Systematic and comprehensive criteria to measure and evaluate student achievement are in place	Established Not established In process	Established Not established In process	
Assessment 2. Assessment items comply with SCD policy, course unit aims and learning outcomes	Established Not established In process	Established Not established In process	
Assessment 3. Students are informed of assessment and evaluation criteria in a timely way in course unit outlines and in other relevant documentation	Established Not established In process	Established Not established In process	
Assessment 4. The teaching body has adequate procedures for the processing of results at the end of the teaching period as required for SCD	Established Not established In process	Established Not established In process	
C: Research			
1. SCD policies on faculty research and scholarship are understood and followed	Established Not established In process	Established Not established In process	
2. The workload of each faculty member who is on the SCD Faculty Register includes opportunities for research and/or scholarship in accordance with SCD policy	Established Not established In process	Established Not established In process	

3. Coursework students undertaking research essays or research projects are supervised according to SCD policy and provided with adequate resources for a successful outcome	Established Not established In process	Established Not established In process	
D: Student Support			
1. Academic support and advisory systems for students are adequate and reliable, and in accord with SCD student policies as required by the *Higher Education Standards*	Established Not established In process	Established Not established In process	
2. General support and advisory systems for students are adequate and reliable, and in accord with SCD student policies as required by *Higher Education Standards*	Established Not established In process	Established Not established In process	
3. Evaluations of student support activities are conducted regularly, and evaluation results are utilised to drive improvements	Established Not established In process	Established Not established In process	
4. As relevant: All support and advisory systems for overseas students are adequate and reliable and in accord with SCD student policies as required under the *ESOS Act* and *National Code of Practice for Providers of Education and Training to Overseas Students*	Established Not established In process	Established Not established In process	
E: Management and Administration			
1. An administrative structure and system consistent with SCD policies and procedures is in place	Established Not established In process	Established Not established In process	
2. Responsibilities and workloads of administrators are defined and reasonable	Established Not established In process	Established Not established In process	
3. Administrative operations comply with SCD policies and procedures	Established Not established In process	Established Not established In process	

F: Quality Assurance			
1. QA systems and mechanisms are in place to ensure the satisfactory carrying out of the academic operation and provide for the overall well-being of students and staff	Established Not established In process	Established Not established In process	
2. The teaching body complies with QA policies and procedures of the SCD	Established Not established In process	Established Not established In process	
3. Reports on the results of QA implementation strategies are available	Established Not established In process	Established Not established In process	
4. The teaching body has completed an internal review of its online learning and teaching, including measures to ensure that student participation and outcomes are equivalent to those of face-to-face students, and a report is available	Established Not established In process	Established Not established In process	
G: Moderation			
1. The teaching body has undertaken a rigorous self-review leading up to Institutional Moderation	Established Not established In process	Established Not established In process	
2. A Performance Portfolio outlining the results of the self-review, addressing each Indicator and providing supporting evidence has been produced	Established Not established In process	Established Not established In process	