

Institutional Academic Moderation Procedure

1. Purpose

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

2. Procedure

Before Institutional Academic Moderation

Academic Board: Moderation Panel

- 2.1. The Academic Board will approve a panel of Moderators to review the teaching body that will include at least two Professors or Associate Professors who must have an appropriate understanding of:
 - a) the SCD consortia governance structures and associated academic policy and procedures;
 - b) TEQSA's regulatory requirements including the Higher Education Standards Framework, Provider Category Criteria, and where relevant the regulatory requirements for CRICOS, ESOS Act and the National Code.
- 2.2. The Academic Board may choose to approve additional panel members deemed appropriate for the Institutional Academic Moderation process.
- 2.3. The Academic Board may advise the panel of any issues of special concern for its particular attention, arising from information received from the teaching body, or the committees or officers of the SCD.

3. The Dean: Notice of Moderation

- 3.1. The Academic Board will prepare and publish in advance the schedule of Institutional Academic Moderations to take place within a five (5) year period.
- 3.2. The Dean will give those Teaching Bodies to be moderated in any given year three (3) months notice to any planned site visit, which will be finalised by arrangement.
- 3.3. The three months notice will also provide the Institutional Academic Moderation pro forma, and the requirements for the Institutional Academic Moderation, including any identified issues of special concern.

4. The Teaching Body: Preparation for Moderation

- 4.1. Prior to the year of its moderation according to the approved schedule, the teaching body will make appropriate advance preparations
- 4.2. In the year of moderation, the teaching body will complete the Institutional Academic Moderation pro forma [Appendix A] as part of a rigorous self-assessment process;
AND

- 4.3. 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; AND
- 4.4. forward the completed pro forma and the Performance Portfolio to the moderators at least four weeks in advance of the moderation.

5. The Panel: Moderation

- 5.1. Preparation: On the basis of evidence presented in the Performance Portfolio, the Moderation Panel will:
 - a) select 'established', 'not established', or 'in process' against each indicator in the institutional moderation pro forma
 - b) comment at its discretion
 - c) request at its discretion, discussions with staff or students of the teaching body on the day of the site visit
 - d) return the completed Institutional Academic Moderation pro forma to the SCD for delivery to the teaching body two weeks before moderation.
- 5.2. The 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, or any identified issues of special concern.

6. Reporting

- 6.1. Within six weeks of their visit to a teaching body, the panel will submit a report to the Dean that is-
 - a) in accord with the criteria in the Institutional Academic Moderation pro forma, together with the Institutional Academic Policy and Procedure
 - b) designed to advise and assist teaching bodies in their pursuit of educational excellence
 - c) report as required on any identified issues of concern and on other academic matters not covered in the criteria.
- 6.2. The Dean will
 - a) make the Moderators' report available to the teaching body requesting a response
 - b) present the Report to Academic Board together with the teaching body's response.
- 6.3. The Academic Board may request the Office of the Dean to address with the teaching body any concerns raised in the Moderators' report and ensure the establishment of a process for addressing any remaining issues to its satisfaction.

7. Related Procedures and Forms

Templates/Forms	
Appendix A	Institutional Academic Moderation Self-assessment

Appendix A Institutional Academic Moderation Self-assessment

Name of Member Institution or Sydney Korean Theological College:

Name of Person Completing this Report:

Date:

Indicators	Self Assessment	Panel Assessment	Comment by Moderators
A: Strategy & Policy Framework			
1. The teaching body's Strategic directions are aligned with SCD's strategic plan and directions	Established Not established In process	Established Not established In process	
2. The teaching body's strategic directions are aligned with TEQSA expectations	Established Not established In process	Established Not established In process	
3. The teaching body's Policies are consonant with those of the SCD	Established Not established In process	Established Not established In process	
B: Learning and Teaching			
<i>Curriculum</i> 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	
<i>Curriculum</i> 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	

<p><i>Curriculum</i></p> <p>3. SCD student feedback on units survey is used appropriately in the teaching body</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Curriculum</i></p> <p>4. SCD student feedback on teaching survey is used appropriately in the teaching body</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Curriculum</i></p> <p>5. Results of students' feedback surveys are used for systematic improvements and communicated to students</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Teaching and Library Staff</i></p> <p>1. Staff recruitment, retention and replacement policies are in place</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Teaching and Library Staff</i></p> <p>2. A staff professional development policy is in place, including annual appraisal, and a budget allocation</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Teaching and Library Staff</i></p> <p>3. A faculty workload policy that appropriately balances teaching, administration, scholarship, and research is in place</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Teaching and Library Staff</i></p> <p>4. All faculty teaching SCD awards have the required SCD accreditation</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	

<p><i>Learning and Teaching Processes</i></p> <p>1. SCD course syllabi are communicated to all students for each course taught</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Learning and Teaching Processes</i></p> <p>2. A Course Unit Booklet, as prescribed by SCD policy, is communicated to all students for each unit taught by the beginning of each semester</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Learning and Teaching Processes</i></p> <p>3. Learning and teaching environments, whether face-to-face or online, are conducive to effective learning</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Learning and Teaching Processes</i></p> <p>4. Results of internal evaluations are used for unit and teaching improvements</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Learning and Teaching Resources</i></p> <p>5. Educational technology is employed effectively in learning and teaching</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Learning and Teaching Resources</i></p> <p>6. Regular and updated information, discussion, and training in the creative and legitimate uses of Artificial Intelligence resources is made available to both faculty and students</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Learning and Teaching Resources</i></p> <p>7. There is viable access to library holdings, including databases and e-holdings, adequate for the level of courses being taught</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	

<p><i>Assessment</i></p> <p>1. Systematic and comprehensive criteria to measure and evaluate student achievement are in place</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Assessment</i></p> <p>2. Assessment items comply with SCD policy, course unit aims and learning outcomes</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Assessment</i></p> <p>3. Students are informed of assessment and evaluation criteria in a timely way in Course Unit Booklets and in other relevant documentation</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p><i>Assessment</i></p> <p>4. The teaching body has adequate procedures for the processing of results at the end of the teaching period as required for SCD</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
C: Research			
<p>1. SCD policies on faculty research and scholarship are understood and followed</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	
<p>2. The workload of each faculty member who is on the SCD Faculty Register includes opportunities for research and/or scholarship, and professional development, in accordance with SCD policy</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	<p>Established</p> <p>Not established</p> <p>In process</p>	

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 <i>Higher Education Standards</i>	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 <i>Higher Education Standards</i>	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 <i>ESOS Act</i> and <i>National Code of Practice for Providers of Education and Training to Overseas Students</i>	Established Not established In process	Established Not established In process	
5. The student academic support service, Studiosity, is known, understood, and promoted by faculty, and well-utilised by the student body	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: Ethos of Academic Integrity			
1. The teaching body complies with the SCD Academic Integrity Policy	Established Not established In process	Established Not established In process	
2. The teaching body shows evidence of a developing ethos of academic integrity amongst staff, faculty, and students	Established Not established In process	Established Not established In process	
H: 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	