

IEFT MODERATION OF ASSESSMENT POLICY

PURPOSE

The purpose of this policy is to ensure the implementation of ongoing processes of moderation of assessment in IEFT's accredited higher education courses. Moderation is used to evaluate whether students' ability to apply knowledge and skills, as specified in the learning outcomes of courses and units of study at AQF Level 8, is being appropriately assessed. Moderation assures the integrity of IEFT's courses.

SCOPE

This policy applies to all assessments conducted in IEFT's higher education courses.

DEFINITIONS

Moderation is a process for quality assurance of assessments. It ensures that decisions regarding student performance are accurate, consistent, fair and comparable to external standards and benchmarks. The moderation process is cyclical. It begins with the design of formative and summative assessments, continues through course delivery, and concludes with analysis of student cohort performance and the integrity of assessments.

Consensus Moderation is the processes used by IEFT academic staff 'to reach a general agreement about what quality assessment and its outcomes 'look like'. It ensures that the judgments of students' performance are consistent and have the same meaning¹.

Course Co-ordinator means the academic staff member, designated by the Dean (Emotionally Focused Therapy), responsible for the management, conduct, teaching and assessment of courses;

RESPONSIBILITIES

The Academic Board is delegated responsibility by the Board of Directors for the academic governance and leadership of IEFT. This Board ensures that the required '*policies, procedures and processes are in place to monitor and protect the academic integrity of the student experience*'.²

The Course Advisory Committee is responsible for the quality assurance of the IEFT curricula and reviewing all units of study (including assessment mechanisms for each unit).

The Teaching and Learning Committee is responsible for:

- approval and oversight of IEFT's Teaching and Learning Plan;
- on-going monitoring of quality assurance processes for teaching and learning;
- ensuring that day-to-day academic operations meet IEFT's standards;
- oversight of the assessment process and assuring its integrity;
- confirming student results at the end of each semester;
- reporting to Academic Board on policies and guidelines related to teaching, learning and assessment;
- an annual report to the Academic Board which evaluates IEFT's performance against key performance indicators in the Teaching and Learning Plan, and the findings and recommendations of the various course reviews it conducts.

The Dean (Emotionally Focused Therapy) is responsible for:

- establishing an **Assessment Committee** that recommends a final grade for each student in each unit of study in a course;

¹ <http://app.griffith.edu.au/assessment-matters/docs/consensus-moderation>

² <http://www.teqsa.gov.au/teqsa-contextual-overview-hes-framework>

- ensuring that the standard for measuring student achievement is uniform across student groups;
- establishing external benchmarking partnerships for the purpose of assessment moderation.

The Course Co-ordinator is responsible for:

- conveying clear advice to students about the aims and objectives of the course, units of study and the assessment requirements;
- the consistency of teaching and assessment of units of study where more than one lecturer is engaged;
- ensuring that Moderation of Assessment Meetings are conducted in accordance with IEFT's Meeting Procedures, including keeping formal minutes.

The Assessment Committee is responsible for:

- conducting consensus moderation;
- confirming there is no error in the aggregation of student marks;
- recommending the final grade for each student in each unit in the course to the Academic Board.

Lecturers and Tutors are responsible for:

- ensuring that students are fully informed, by the end of the first week of the semester (or equivalent), of unit objectives and expectations, including assessment requirements;
- planning the timing of assessment tasks to avoid a heavy imbalance of assessment load toward the second half of the semester (or equivalent);
- providing timely feedback to students on their performance in assessment tasks.

These responsibilities are the foundation of IEFT's moderation process.

POLICY

1. IEFT is committed to maintaining independent and effective oversight of its higher education courses.
2. The Academic Board ensures that internal and external moderation processes are integrated into all elements of the Academic Quality Assurance framework and effectively implemented.
3. The Course Advisory Committee ensures that:
 - IEFT's higher education courses are comparable in terms of content and rigour with those of other higher education providers.
 - IEFT's curricula are consistent with AQF standards and meet TEQSA's Higher Education Standards.
4. The Teaching and Learning Committee ensures that assessment tasks are robust and coherent, have integrity, are aligned with learning outcomes for courses and units of study, and are consistently implemented and moderated.

RELATED

Moderation of Assessment Procedure
 Quality Assurance Framework
 Quality Assurance Procedure
 Course Design Development and Approval Policy
 Course Design Development and Approval Procedure
 Course Evaluation and Review Policy
 Course Evaluation and Review Procedure
 Benchmarking Policy
 Benchmarking Procedure

Student Assessment Policy
Student Assessment Procedure

Version Control

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