

Internal Moderation Policy

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Published on website	Yes	Related policies and/or procedures	Learning and Teaching Strategy Complaints Policy Academic Appeals Awarding Body Guidelines
Relation to QAA requirements (parts of code covered)			
Informed by UK Quality Code – Core Practices for Quality			

1 INTRODUCTION

1.1 The College needs to be assured that robust, effective and consistent internal moderation processes are taking place in all subject areas across all Departments.

1.2 The College Internal Moderation process is standardised across all programmes and departments.

2 DEFINITION

2.1 “To moderate” is to regulate or adjust within norms or against predetermined criteria. In practice, internal moderation with respect to assessment involves a process to ensure that the marking has taken place in a way which ensures maintenance of standards, consistency of marking and fairness to students. It does not necessarily entail a second allocation of marks (second marking), but where second marking is practised, for example with reference to Independent Studies, this may be viewed as a test of marking as outlined in the procedures below.

3 POLICY

3.1 All assessed work shall be subject to a process of internal moderation. This policy extends to all modes of assessment and all programmes.

4 PROCEDURES

4.1 Procedures for Assessments/Assignment briefs

(i) Assignment briefs are developed by module leaders/tutors. Module leaders/tutors ensure assignment briefs tie the assignment tasks to specific pedagogical goals; note rhetorical aspects of the task, i.e., audience, purpose, writing situation; make all elements of the task clear; include grading criteria on the assignment sheet and break down the task into manageable steps.

(ii) The internal verifier should check that the brief: has accurate unit details; has accurate programme details; has clear deadlines for assessment; shows all relevant assessment criteria for the unit(s) covered in the assignment; indicates relevant learning aim and assessment criteria covered by each task; clearly states what evidence the learner needs to provide; is likely to generate evidence which is appropriate and sufficient; is set at the appropriate level; has a time period of appropriate duration; uses suitable vocational language; has a clear presentation format.

4.2 Procedures for all assessment decisions:

(i) First mark all completed assessments. Evidence of marking and an indication of how marks have been awarded should be shown on all assessments (coursework and examination).

(ii) The Internal Verifier (IQA, Quality manager, Course Leaders, and a member of staff within the subject area) should

(a) Test mark samples from every module and every mode of study (full time, part time). Each sample should:

Be drawn from, and reflect, the whole mark range;

Be of appropriate size related to cohort (the square root of total assessment with a minimum of five should be seen as the minimum sample;

Encompass all the components of assessment used in the module e.g. assignment; examination.

(b) Form a firm view of the appropriateness of marks allocated to students:

If there is disagreement between the first marker and the Internal Verifier in relation to the marks attributed, the work is referred to an academic staff

Basis of marking should list which assessment and grading criteria the assessor has employed

Whether the assessment and grading criteria awarded match those targeted by the assignment brief and linked to relevant learning outcome?

Whether the work been assessed accurately?

Is the feedback to the learner: constructive, linked to relevant grading criteria, identifying opportunities for improved performance?

Agreeing actions?

(d) Prepare a brief module moderation report (which should be retained) using the relevant university template for top-up provision:

The basis of marking including the use, where appropriate, of marking schemes and whether marking utilised schemes well and applied assessment criteria;

How the moderation process was carried out;

Marks gained, for example, highlighting questions that have been poorly answered or not attempted, where marks vary between examination and in-course assessment etc.;

Problems encountered and how they were resolved, including suggestions about any problems relating to form and content of assessment to be addressed in the following year.

(i) The Internal Verifier report should be incorporated into programme reports, and copies of Internal Verifier reports should be sent to External Examiners.

5 TIMING OF VERIFICATION ACTIVITY

Verification of coursework takes place each semester prior to the Assessment Board and publication of final grades to the students. In all cases the verification report/form are completed in time to inform programme annual monitoring reports. It should be noted that the sample of work that is moderated is the same sample sent to the External Examiner, and this may be archived for use in external audit and review.

The End