



POLICIES & PROCEDURES

Higher Education Internal

Moderation Policy V3.0

Policy Owner:	Head of Higher Education
Date Approved:	12 June 2024
Version:	V 3.0
Equality Screening Date:	20 May 2024
Date of First Issue:	November 2019
Date of Next Review:	June 2027
Location:	Gateway

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1. Introduction

- 1.1 This policy has been aligned to and meets the requirements of the revised UK Quality Code under Expectations for Standards and Expectations for Quality. For further information, please visit <https://www.qaa.ac.uk/quality-code>. Internal moderation is an important college process in ensuring that assessors apply assessment criteria consistently and that assessment decisions are at the appropriate level to the Framework for Higher Education Qualifications (FHEQ).

2. Aim

- 2.1 South West College is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students. Where appropriate, course teams should adhere to awarding body moderation and moderation procedures as appropriate.

2.2 The Purpose of this Policy:

- To assess students' work with integrity by being consistent and transparent in the assessment of judgements and processes so that the outcomes are fair, reliable, and valid.
- To ensure that assessment standards and specifications are implemented fully, so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification, and cross-departmental co-ordination as appropriate to the requirements of the programmes offered.

3. Scope

- 3.1 The scope of the policy covers all Higher Education courses offered at South West College but may apply to other assignment-based courses should they become a part of the curriculum in future. This policy should be read alongside the College's Assessment Policy and the College Policy on the Submission of Coursework.

4. Assessment

- 4.1 Internal assessment or curriculum-based assessment provides Module Tutors with the opportunity to monitor and evaluate learning as part of their teaching through specifically designed assessments aligned to learning outcomes. All College devised assessment materials must be internally and/or externally verified/moderated before being issued to students. The External Examiner process plays a critical role in this process that ensures academic standards are maintained.
- Completed student assignments will be assessed internally and be subject to internal moderation and external moderation by the awarding body and/or the External Examiner (not applicable to OU validated awards).
 - Students must be advised that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
 - The Assessor/Module Tutor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgements of evidence is valid and reliable.
 - Students will be given an interim deadline for each assignment which is agreed between the Module Tutor and the students to provide formative feedback. Following formative feedback, a further summative deadline will be set after which the work is assessed, and the outcome entered on the student study sheet. The assessment decisions are then internally verified according to college internal moderation procedures.
 - All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Course Committee in accordance with the Submission of Coursework Policy and/or the requirements outlined in the Regulations for Validated awards of The Open University.

5. Roles and responsibilities

5.1 The role of the Module Tutor/Assessor is to:

- Provide assessment processes that are fair and meet the requirements of students and of the qualification.
- Set tasks which allow students to demonstrate what they know, understand, and can do so that they have opportunities to achieve the highest possible grades on their course.
- Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- Provide accurate, timely and informative assessment feedback to inform students of their individual progress and tell them what they need to do to improve.
- Provide students with a schedule of assessment, set interim deadlines for coursework, and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- Mark and return drafts within 10 days of submission.
- Adhere to the Awarding Body's specification in the assessment of student assignments.
- Record assessment decisions regularly, accurately, and systematically, using agreed documentation. All assessment outcomes must be held secure for three years; measured from the point of certification. Associated Internal Moderator records should also be kept, to support and verify the decisions that were made for the cohort.
- Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- Comply with the College and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision.
- Familiarise themselves and students with the College Assessment Appeals procedure(s).
- Keep up-to-date with Awarding Body guidance in respect of assessment,

standardisation, moderation and verification.

- Provide special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body.
- Provide accurate records of internally assessed coursework marks to the Examinations Office in a timely manner via the VLE or e-mail for transfer to the awarding body (not applicable to OU validated awards).

5.2 Internal Moderation:

5.2.1 The Internal Moderator is at the heart of the quality assurance process, and each course will have an identified Internal Moderator. The Internal Moderation role is to ensure that internally assessed work consistently meets standards of the programme. Internal Moderators will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

5.2.2 Provision should be made for opportunities to share 'best practice' and areas of concern between Course Teams. Typically, this will be achieved through an annual meeting of Internal Moderators at which standards and processes are discussed to maximise consistency between courses. For all programmes that are delivered on multiple College sites, Course Tutors must undertake collaborative assessment and moderation activities.

5.2.3 Internal Moderators should:

- Not internally moderate their own work/units.
- Plan with the course team an annual internal moderator schedule linked to assignment plans assessments.
- Verify with the External Examiner assignment briefs prior to distribution to students.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. The assignment briefs should enable students to meet the unit grading criteria.
- Complete the internal moderation template and make recommendations to the assessor on how to improve the quality of the brief if necessary.

- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the module grading criteria.
- Verify a sample of assessment decisions. When sampling, sample size should be sufficient to assure the accuracy of the assessment decisions for the whole group. Effective sampling practice would include:
 - a) For cohorts under 10, all work should be internally moderated.
 - b) For cohorts over 10, a sample consisting of top, middle, top plus all board line passes and fails should be sufficient - ideally 10 scripts should be made available for moderation.
 - c) The Internal Moderator must select a sample based on the requirements stated above, but all cohort scripts should be made available to the Second Marker/External Examiner should they wish to sample further or alternative student work.
 - d) In the event of mark discrepancies and the appointment of a third reviewer, all cohort marks must be moderated.
 - e) To ensure quality and consistency, random samples of all final level (6) module assessments must be double marked. This will include all borderline work and fails. All level 6 dissertation/projects must be double marked.
 - f) All double marking must be recorded, and feedback should be provided to the Module Tutor along with any actions or recommendations.
 - g) For level 4 and 5 work a sample all assessments must be second marked according to the above sampling criteria.
- Discuss any concerns with the Module Tutor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the Internal Moderation process it may be necessary for the Module Tutors to reconsider the marks awarded for the entire cohort of students and, consequently, to make changes either to all marks or to some marks.
- Develop the skills of Lecturer assessors, especially those new to assessment.
- Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors.
- Maintain secure records of all work sampled as part of their moderation process using a standard template.
- Verify work again where re-sampling is necessary and obtain signatures.

5.2.4 In cases where double marking has taken place, irresolvable differences can occur on

individual marks and/or the overall level of marks. In such cases the relevant Course Director shall nominate a third tutor to review all cohort assessment marks. This may be a more senior member of staff or a fellow academic tutor with sufficient subject specialism. The third tutor makes recommendations to the Course Director, who then takes a decision based on all three tutors' marks and comments.

5.2.5 The Course Director's decision is final in that it is their decision which is forwarded to External Examiners as the set of internal marks. If a Course Director has acted as a 1st or 2nd marker, the 3rd tutor must make the final decision regarding the marks awarded.

5.2.6 All moderation activity must be recorded and actions for consideration by the wider course team should be noted, along with a rationale for the adjustment of cohort marks.

5.3 Investigating Student Misconduct

5.3.1 There will be an investigation if student misconduct is suspected which may lead to disciplinary action. Students who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation by a member of the Course Committee.

5.3.2 The student will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences. The outcome of the investigation will determine the appropriate course of action to be taken by the College. Malpractice is a breach of college rules and may invoke the Policy and Procedure for the Promotion of Positive Student Behaviour or the College Plagiarism Policy. Any case where student malpractice is found to be substantiated will be reported to the awarding body. Students should be made aware of the Higher Education Academic Assessment Appeals Policy and Procedure.

5.3.3 As effective practice, all Module Tutors and Course Teams are encouraged to adopt the Plagiarism Reference Tariff or 'AMBeR Tariff' as good practice.

https://marketing-porg-statamic-assets-us-west-2.s3-us-west-2.amazonaws.com/main/Tennant_referencetariff-1506356085.pdf

5.3.4 If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

5.4 It is the responsibility of the Examinations Office to:

- Meet the deadlines for registering learners with the awarding body.
- To ensure that awarding body data is kept up to date with timely withdrawal or transfer of students.
- To claim students' certificates as soon as appropriate.
- To claim unit certification when a learner has not been able to complete the full programme of study.
- Where appropriate to communicate with the awarding bodies.

5.5 It is the responsibility of the Quality Manager to:

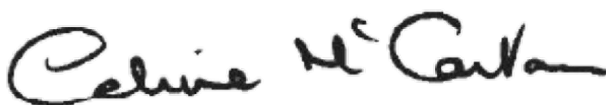
- Act as Quality Nominee for the College, to act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of processes and documentation across the programmes.

6. Monitoring and Review

6.1 The College will establish appropriate information and monitoring systems to assist the effective implementation of this Policy.

6.2 The College will ensure that adequate resources are made available to promote this Policy effectively and is committed to reviewing this Policy in consultation with the recognised trade unions, statutory organisations such as the Equality Commission for Northern Ireland and in line with models of good practice.

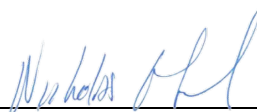
Signed Principal and Chief Executive:



Date:

12.06.24

Signed Chair of the Governing Body:



Date:

12/06/2024

Related Documentation

Title	Location	Owner
Plagiarism Policy	Gateway	Head of Higher Education
Higher Education Assessment Policy	Gateway	Head of Higher Education
Equal Opportunities, Good Relations & Cultural Diversity Policy	Gateway	Head of People and Culture
Higher Education Submission of Coursework Policy	Gateway	Head of Higher Education
Higher Education Academic Assessment Appeals Policy and Procedure.	Gateway	Head of Higher Education

Change Log

Location	Change from deletion/addition	Change to
Whole Document	Convert to standardised policy template	
1.	This policy has been aligned to and meets the requirements of the revised UK Quality Code under Expectations for Standards and Quality.	This policy has been aligned to and meets the requirements of the revised UK Quality Code under Expectations for Standards and Expectations for Quality.
2.2	To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter)	To ensure that assessment standards and specifications are implemented fully
2.2	Duplication of 4 th bullet	Removed
4.1, 5.1	Lecturer	Module Tutor
5.1	Sections 5.1 and 6.1 (Roles of Module Tutor / Assessor) of V2.0 have been merged	
5.2	Sections 5.2 and 6.5 (Internal Moderation) of V2.0 have been merged	
5.3	This section has been re-written and the link to 'AMBeR Tariff' has been updated	
7 (V2.0)	Section 7 of V2 'Access to Policy' has been removed	

Communication

Who needs to know (for action)	Senior Management Team Heads of Department Heads and Deputy Heads of Department Course Coordinators HLA Manager Quality Manager Quality Team Marketing Team Student Support and Engagement Team Applicants Students
Who needs to be aware	All staff with responsibility for HE delivery

Communication Plan

Action	By Whom	By When
Upload to Gateway	J Lucas	On approval
Circulation to all staff	L Curran / J Kelly	On approval

Document Development

Details of staff who were involved in the development of this policy:

Name	Role
L Curran	Head of Higher Education
J Kelly	Higher Education Development Coordinator

Details of staff, external groups or external organisations who were consulted in the development of this policy:

Name	Organisation	Date
N/A		

Approval Dates

Approved by	Date

Document History

Issue no. under review	Date of review:	Persons involved in review	Changes made after review? Yes/No If Yes refer to change log	New Issue No.	If changes made was consultation required?	If changes made was Equality Screening required?
V1.0	01/11/2021	Liam Curran	Yes	V2.0	No	No
V2.0	13/05/2024	Liam Curran / Julie Kelly	Yes	V3.0	No	Yes