UKMC Assessment Moderation Policy

Date	Author	Summary of Changes	Version	Authorised
15 August 2024	Dean and Associate Dean	Version 1 reviewed to be ratified by AB on 21st August 2024	1	Academic Board 21st August 2024
Policy/Procedure Management and Responsibilities				
Policy/Procedure Owner	The policy is overseen by the Dan. Day-to-day implementation and communication responsibilities are delegated to Associate Dean, Lecturers, and other Academic or support positions relevant.			
Equality Impact / Analysis				
Authorised By	Academic Board			
Effective From	Sept 2024			
Next Review	July 2027			
Version	1			
Internal/External	Both			
Document Location	UKMC	Policies and Legislation			
Linked Documents Internal	UKMC Assessment of Group Work Policy			
Linked Documents External				
Dissemination Plan	The document will be distributed through staff communication channels, leadership meetings, relevant training events and student induction events. Available on the UKMC Website			
Accessibility	**Alternative formats on request. Email Quality@ukmc.ac.uk**			

1. Scope

1.1. This policy applies to all programmes of study at UK Management College (UKMC) that are summatively assessed.

2. Principles and purpose

2.1. This policy underpins the institution's assessment practice and seeks to ensure that all assessments are fit for purpose, conform to validated course documentation, and provide accurate and accessible instructions and guidance to students.

2.2. all marking decisions are robust, consistent, and fair.

2.3. This policy is associated with the development and practice of assessment at UKMC is informed by the Education Strategy and aligns with the expectations of the Office for Students (OfS), set out in the OfS regulatory framework (conditions B1 – B5).

2.4. All summative assessment utilises clear marking criteria against which student performance and achievement is measured. This process is operated by academic staff in accordance with this policy in order to ensure that each student is treated in a fair and equitable manner, that the grades are awarded consistently, and that the process is transparent and clearly documented.

3. Definitions

3.1. For the purposes of this policy:

    3.1.1. Verification is defined as the initial (pre-issue) checking of all proposed summative assessments to ensure alignment with validated documentation, course schedules and College expectations.

    3.1.2. Sample Moderation is defined as the examination of a sample of student work (derived from a module/course as appropriate) by a second internal assessor, while Full Moderation is defined as the examination of all student

work by a second internal assessor. In both cases, the role of the second assessor is to check that all elements of the assessment have been duly marked and graded and that the standards of assessment are appropriate.

    3.1.2.1. The comments and grades of the first assessor will be available to the second assessor. The second assessor will be expected to make separate notes as evidence of the moderation process and on the quality of the feedback provided to students.

3.2. Note: It is recognised that dependent on the size of the module/course being assessed the assessor roles may be undertaken by more than two people. In such cases it is important to ensure that the policy's principles are applied as consistently as possible.

4. Process

5. Verification of assignments and examination questions

5.1. All summative assessments and assessment criteria (i.e. assignment briefs and examination papers), at all levels of assessment, will be subject to verification by an independent team member, normally appointed by the Course Leader, prior to submission to external examiners or release to students. In the case of examinations, both the examination paper and the retake examination paper should be verified at the same time.

5.2. Assignment verification should ensure that the proposed assignment matches that set out in the validated module specification, that the scale and complexity of the assignment is appropriate to the level of study, that the module/course learning outcomes are addressed by the assignment task and that the requirements are clear and achievable.

5.3. Examination question verification should ensure the proposed examination matches with that set out in the validated module specification, the scale of the examination (number of questions and tasks involved) is appropriate to the level and the proposed duration of the examination and all questions are unambiguous

and appropriate. Normally for examinations some indication of what is expected in each answer should be prepared at the same time as the questions and be available for verification. This could be in the form of model answers, answer plans or a brief review of the possible scope of an answer. The intention is to inform the verifier what is expected. However, it is accepted that for some questions, the breadth of possibleanswers is wide and this should be acknowledged. (The aim is not to penalise creativity.)

5.4. Copies of summative assignments and assessment criteria (i.e. assignment briefs and examination papers) will be sent to external examiners for approval for all Level 5 & Level 6. In the first year of delivery of a new module/course/route or where required by the Chair of the Assessment Board, Level 4 assignments and examinations will also be sent to the external examiner for approval.

5.5. Evidence of the verification process (verifier, meetings, date sent to the external examiner, outcomes) should be lodged in the module file by the Module Leader.

6. Post-issue moderation

6.1. Marking of student work and assessment feedback to students will comply with the published assessment regulations for the course and relevant institutional policies, including the Learning, Teaching and Assessment Framework.

6.2. All presentations, performances and other instances of student work that are not written or otherwise reproducible should be witnessed and graded by both first and second assessors at the point of production unless they can be recorded in which case they will be treated as othersummatively assessed work in accordance with paragraphs 12 and 13 below.

6.3. Full moderation should be used:

6.3.1. Where a first assessor has not marked at a particular level of study previously (all

6.3.2. assessments at that level in that semester should be subject to full moderation).

6.3.3. For all Level 6 dissertations or research projects.

6.3.4. All other summative assessment should be subject to sample moderation

6.4. Moderation of work will occur as follows:

6.4.1. For each summative assessment (e.g. assignment, examination) moderated, the second assessor will check that all elements of the assessment have been duly marked, with mark totalscalculated correctly where applicable. For sample moderation, in consultation with the first assessor, the second assessor will select and moderate a sample of each summative assessment which will not normally be less than 10% of the submitted assessments and include at least ten assessments, unless there are insufficient assessments to achieve this sample. Thesample will include all work that is marked by the first assessor as not meeting the required pass standard (40% at undergraduate levels), and a representative selection of work from each other mark band.

6.4.2. Where identical modules are delivered at more than one site, moderation should be employed to ensure equity of assessment marking. The arrangements for moderation should be put in place in advance of the marking and moderation processes