



Internal Assessment and Internal Moderation/ Verification

Date of Policy	November 2021
Lead for Review	Provost

Assessment is part of the learning process for students and delivers pedagogical benefits.

A student should expect to receive a variety of forms of feedback on assessment. This must include face-to-face feedback, particularly in the earlier stages of the course. The feedback must explain how the mark/grade was arrived at and provide counselling on how to improve.

Feedback shall be timely. This should be within 3 calendar weeks of the assessment deadline.

Formative assessment assists student learning by providing early feedback to help students to improve their learning, building on their strengths and targeting weaknesses that require closer attention. Students shall experience a variety of assessment methods during their studies.

The nature, purpose and timing of assessment must be made clear to all students. It is expected that formative assessment opportunities will be available to all students studying.

For any assessment, all students shall be required to submit via the same method, and against the same deadlines, unless an adjustment has been agreed on grounds of disability or other extenuating circumstances.

Students shall have the opportunity to submit work electronically. For electronic submission, permitted formats, file types and file sizes will be defined prior to the commencement of the module.

Permitted formats must provide appropriate controls to ensure that the version submitted by the due date cannot subsequently be modified and remains available to assessors.

Marking criteria and expectations shall be defined and made available to all students prior to the start of a module.

Students shall have opportunities to experience peer assessment and self-reflective learning during their studies.

Marking criteria and expectations shall be defined and made available to all students prior to the start of a unit or module. Marking shall be consistent in standard and permit comparison within and between modules and courses. A representative sample of work shall be double-marked and moderated.

In instances where a subject specialist tutor is off sick, unable or unavailable to carry out assessment, first and second marking will be completed by a tutor from within the subject area staff team.

Assessment deadlines shall be set and published prior to the commencement of a module. All students studying a module shall share a common assessment experience. The method of submission shall be defined and published prior to the commencement of a module.

Deadlines shall be set so as to create an appropriate balance between student learning on the one hand and marking and feedback on the other.

Once set, deadlines may be amended only in exceptional circumstances. Subject leads will ensure they are communicated in writing to all students, clearly stating the rationale for change.

We safeguard the validity of assessment and internal moderation/verification decisions by ensuring our procedures are rigorous, clear and transparent. Training is made available to staff involved in the assessment process.

Sample blind second marking provides internal moderation/verification as an independent check on the accuracy and consistency of the marks allocated by the first marker assessor(s) leading to a standardisation of assessment and grading decisions across all subject disciplines and over time. Blind marking (where staff make individual assessment decisions prior to communicating those decisions to other members of the assessment team) is used to ensure greater objectivity.

All assessment evidence should be stored in a secure place until all assessment and internal and external moderation is complete and the period for appeals has elapsed.

Student achievement is tracked throughout all modules or units of study. Assessment records and evidence is made available to external moderators as required. Assessment records detail the dates and staff involved in all assessment and internal moderation/verification decisions.

Summative assessment *evaluates student learning* by comparing it against learning outcomes or other requirements. It provides the basis of module results, and progression and award decisions.

Assessment judgements are made by relating evidence to published assessment criteria. Internal assessment decisions are made by a team of staff to ensure breadth of judgement. Although the exact number of markers will be dependent on the availability of staff and course size, assessment teams will include staff from subject disciplines who have appropriate experience of the qualification and are adequately informed and supported to fulfil their responsibilities.

Lead tutors, responsible for internal moderation/verification, will sample assessment decisions across all assessment teams, and across a range of achievement, to ensure that decisions are standardised.

Assessment teams have the opportunity to discuss all assessment and moderation/verification decisions at the meeting of an 'Assessment Committee'. All assessment and

internal moderation/verification decisions, including all instances of Special Consideration and Aegrotat Awards, are tracked and recorded providing evidence of performance over time.

Assessment and moderation/verification procedures are subject to regular review.