HE04 – Higher Education (HE) Assessment & Internal Moderation Policy & Procedures

Policy Author:	Head of HE	Policy Owner:	Vice Principal Curriculum
Approval Date:	March 2021	Review Date:	March 2023

Purpose of the Policy

- Help students perform to the best of their abilities through assessment that is inclusive and supports their learning and future employment.
- Encourage, motivate and involve students in extensive learning.
- Provide a fair and reliable measure of students' performance, knowledge and skills against the learning outcomes and discipline pedagogy.
- Help students to develop, through timely and constructive feedback.
- Give our stakeholders confidence that a student has achieved the necessary level of achievement, giving a reliable and consistent basis for their award.
- Ensure the outcomes of assessment for a student are fair and justifiable.
- Ensure that each student's work is considered appropriately, and to minimise the possibility of unfair outcomes for students.
- Protect and support the staff who are responsible for making judgments about the quality of student work.
- Maintain academic standards.

Contents

1. Policy Statement

1.1. This Policy applies to all students studying on HE level programmes at Weymouth College.

1.2. These standards will be applied across all HE provision to achieve enhancement of assessment planning, feedback and moderation.

1.3. The Internal quality assurance processes ensures that assessment in programmes of learning meets the requirements of awarding bodies and is appropriate, accurate, rigorous and fair to those being assessed. It is a critical element of the College's Quality Improvement Process.

1.4. This Policy is underpinned by the QAA UK Quality Code for Higher Education (May 2018).

2. Policy Objectives

Assessment:

2.1. Assessment is a fundamental part of the programme, giving students a clear opportunity to demonstrate general and specific subject skills, knowledge and understanding, linked to learning outcomes and future employment.

2.2. Assessments should be reliable, inclusive, and authentic and designed to minimise the use of modified assessment and over-assessment of learning outcomes.

2.3. Assessments should be valid, and aligned to clear and realistic learning outcomes. There should normally be two summative inclusive assessments for each 20-credit module, unless there are specific and overriding disciplinary or professional body requirements.

2.4. Schedules of assessment should spread formative and summative assessment deadlines across the programme.

2.5. Students should have the opportunity to take part in pre-assessment activities, guidance and support to help them understand what assessment is and how it works.

2.6. Students should be given clear and transparent assessment guidelines and briefs, and marking criteria for each assessment, with clear information on how feedback will be provided, through programme handbooks.

2.7. Students should be given the opportunity to use and where possible to submit their work online.

2.8. Assessments should be marked fairly, using the published and appropriate second marking and moderation.

2.9. Assessments for University of Plymouth students are marked anonymously. There are necessary exceptions to anonymity where assignment elements include performance, practical work, presentations, fieldwork, placements or in some team or group assessments.

2.10. Students receive constructive personal, group or general and provisional marks as soon as possible, and within a maximum of 20 working days for all assessment, including examinations. In exceptional circumstances, students will be told of any reason for a delay and a revised date will be issued

Marking & Moderation:

2.11. All assessed work which contributes to a final award should be subject to an element of independent internal scrutiny. This scrutiny seeks to contribute to consistency in marking standards and practices across a subject area and programme, and to provide written feedback on how this can be achieved.

2.12. Internal moderation involves a review of assignments by an appropriate member of academic staff. The internal moderation process will sample assessments to satisfy the moderator that there is consistency and fairness.

2.13. Where the internal moderator has concerns they will have a conversation with the module leader and Programme Leader and may suggest a review and revision of marks.

2.14. All moderation activities should be recorded with marker's, module/unit leaders and moderator comments. These will be available to external examiners, and at subject assessment panels.

3.   Policy

3.1. Regular reviews of assessment practice, quality of staff feedback and external examiners are conducted, and students are invited to comment on how assessment is provided.

3.2. It is the responsibility of the module/unit leader to identify that the marking criteria for a particular assessment are appropriate, and to ensure that the criteria are accurate, transparent, and available to markers in a timely fashion.

3.3. Marking and grading criteria should be available to all students and staff and external examiners.

3.4. The selection of assessments for moderation should ensure there is a representative sample of assignments from all elements of the module/unit and borderlines and fails.

4.   Responsibility

4.1. Programme Leaders ensure correct sample and size of work is sent/seen by External Examiners.

4.2. Internal Moderators: To oversee and quality assure that the marking of assessments are fair and consistent with the marking criteria.

4.3. External Examiners: External Examiners comment on assessment processes, and on the standard, content and development of the modules/units within the subject. If the External Examiner believes that standards of marking overall, or within a particular classification, are inappropriate, s/he may propose that all marks in that category be revised following a review of an appropriate sample of students' work.

Definitions:	**Marking & Moderation:** (the process which should make sure that the marking of assessments is fair, reliable and is consistent with the marking criteria)	**Who Needs to Know?**	• All College staff teaching on HE Programmes • HE Students
Related Policies and Procedures:	• HE Assessment Policy • HE Complaints Policy • HE Appeals Policy	**Approval Date:**	March 2021
This policy was approved and adopted by: *Julia Howe* **Julia Howe** **Interim Principal**			