

Institute of Public Care (IPC)
IPC Marking and Moderation Policy September 2017

This policy incorporates the University Regulations, Faculty Policy and expands on these when necessary.

Introduction (ref section A3.6.1 of the University Regulations)

i. Higher education institutions are expected to have in place transparent and fair systems for marking and moderation (UK Quality Code, chapter B6). The University needs to be assured that robust, effective and consistent internal moderation processes are being applied in all Departments across all Faculties. The details of these processes are likely to vary according to local circumstances and professional body requirements, but all Faculties should work to common definitions and minimum requirements.

Definitions (ref section A3.6.2)

i. Internal moderation of assessed work is the process of ensuring that assessment criteria are applied consistently by examiners, that students are being treated fairly through the assessment process, and that there is a shared understanding of the academic standards students are expected to achieve. Moderation is the process of ensuring that the marks awarded for an assessment task across a module are within reasonable limits, in the context of the criteria against which students' work is being assessed.

ii. Internal moderation is the consideration of a representative sample of assessed work, across the marking range from a cohort of students, by an internal examiner. Moderation should not entail changing individual grades within a sample. It should only lead to adjustments across a whole profile of marks of some part of the profile e.g. when a category of grading is felt to be out of step with expected norms. Where this is the case, all students' work within the profile or part profile will be adjusted, not just those within the sample.

iii. Second marking is the process in which a second allocation of marks is given to each piece of work by a second assessor. This process may either be carried out blind (where the second examiner does not have access to the marks and comments of the first marker) or sighted (where the second examiner can view the marks and comments of the first marker, and adds their own).

iv. Double marking is second marking of a whole cohort.

Principles (ref section A3.6.3)

i. All assessed work submitted for the award of University credit must be subject to a process of internal moderation, consistent with the moderation policy. This applies to all modes of assessment in all delivery locations.

ii. The process by which marks for assessed work will be allocated, including details of the internal moderation process to which it will be subject, should be clearly communicated to students along with the criteria for assessment.

iii. Evidence that an internal moderation process has taken place must be available for scrutiny by external examiners and other interested parties.

Timing (ref section A3.6.4)

i. Moderation of coursework marks should be completed within an appropriate timescale in order to allow for the timely return of agreed marks and feedback to students under the terms of the Assessment Compact. IPC expects that normally feedback will be returned to students within 5 weeks of first submission.

ii. The internal moderation process must be completed prior to the upload of marks onto the system for Examination Committees.

iii. Assessed work that has been through the internal moderation process may be returned to students prior to the Examination Committee on condition that the feedback sheet clearly informs them that the mark given remains subject to confirmation.

Procedures (ref section A3.6.5)

Electronic submission

i. Where at all possible assessed work should be submitted electronically.

First marking

ii. Completed assessments should be first marked by appropriately experienced members of the IPC assessment team. Evidence of marking and an indication of how the marks have been allocated should be shown on the assessment template.

iii. All assessments by inexperienced members of the IPC assessment team will be double marked by an experienced member of the team until the Course Director is satisfied with the level of assessment.

iv. Students should be provided with a single mark on their assessed work, as agreed by the assessors, and the feedback given on their performance in the assignment must be consistent with the final assigned mark. In some cases this will require some re-writing of the feedback from the first marker before the work is returned to the student.

Internal moderation

v. The internal examiner for the module/cohort should assess a sample of completed assessments. Samples should:

- be representative of every assessor and mode of study;
- be drawn from, and reflect, the full range of marks;
- be of an appropriate size with respect to the size of the cohorts; and
- include all components of the assessment for the module.

v. If there is clear evidence from the sample selected that there are serious discrepancies in the marks being awarded, the Course Director should arrange for all the assignments affected (either within a specified grade band, or the whole cohort) to be re-marked.

vii. Occasionally the Course Director will arrange for a sample of assessments to be blind second marked by all members of the assessment team.

Reporting

viii. The Course Director is responsible for reviewing the conduct and outcomes, and should draw any matters requiring attention to the Faculty Academic Enhancement and Standards Committee.

External moderation (ref section A3.6.6)

i. Where a sampling approach to internal moderation is adopted, the sample of work that is moderated may be the same sample sent to the External Examiner. If the sample that is sent to the external examiner does not include any of the work that has been sampled through the internal moderation process (for example, where a random sample is selected from across the grade bands), they should be provided with additional information about the internal moderation process that has been followed.

ii. The role of the External Examiner is described in section A3.5 of the Regulations.

Anonymous marking (ref section A3.6.7)

i. All summative assessment should be marked anonymously unless it is not possible for that form of assessment to be carried out anonymously. However, many of the assessment tasks in IPC programmes do not allow for work to be marked anonymously including:

- where assignment topics are individual or small group based;
- where assessment is based on observation; and
- where assessing a student's competence to practice in a professional setting.

ii. For all instances where anonymous marking is not practiced particular attention must be given to ensuring that assessment processes are fair, and are seen to be fair. Students must be informed when an assessment will not be marked anonymously. This may include, for example, an explanation given in the student handbook.