

## Assessment and Moderation Procedures 2024-25

This document presents an overview of the procedures which should be followed when developing, supporting, marking and moderating assessments. A number of suggestions for good practice and links to other relevant procedures and documentation are also included.

### I. Referring to the Validated Module Specification

The starting point for creating any assessment is the Module Specification. You need to identify the type of assessment, the assessment weighting and which learning outcomes are being assessed (See: <https://modules.bolton.ac.uk/>). *The information in the Summative Assessments box and Summative Assessment Strategy must be adhered to.*

*Please note that the assessment types, weightings and learning outcomes specified on the Module Specification cannot be altered without undertaking the Programme Change process.*

### II. Drafting Assignment Briefs & Examination Papers

The format for an assessment brief is provided in the Module Guide template. The format of examination papers is provided on the SEO website.

It is important to use the correct terminology in the assessment briefs and examination questions. For example, at Level 3 and HE4, students are expected to explain, discuss and summarise. At HE5 students are required to analyse, appraise and contrast. At HE6 and HE7, synthesis, critical appraisal and critical evaluation is required.

Briefs for written assessments should make reference to the University's General Assessment Guidelines. You may also wish to add a mark scheme or Specific Assessment Guidelines for less prescriptive assessments (See Module Guide template for guidance).

It is important that mark schemes do not conflict with assessment guidelines. Caution should be exercised when using a mark scheme for elements of descriptive work. For example, if 5% were allocated for "References and "Research" for a written piece, a student could technically receive up to 95% for a piece of work which has no evidenced arguments. This would contradict General Assessment Guidelines which require students to include in-text and Reference List sources in order for their work to be of pass grade.

Submission dates for course work will need to be discussed with the Programme Leader (or equivalent). Examinations normally take place in allocated weeks (Academic Support Services will publish the timetable). There is flexibility with the scheduling of time constrained assignments validated as "In-class assessments".

Assessment briefs and examination papers, as well as refer assessment briefs and re-sit examination papers should be prepared and moderated in advance of the start of each teaching period.

### III. Internal Moderation of Assignment Briefs & Examination Papers

Internal moderation is undertaken by a “critical friend” using the standard *Moderation Proforma for Assignment Briefs/Moderation Proforma for Examination Papers*. You will need to attach the relevant Module Specification for the Internal Moderator so they can check the approved format is being adhered to. N.B. Electronic copies of examination papers should be encrypted. They should not be stored on networked computers unless they have been sat.

The Internal Moderator who acts as “critical friend” is usually an academic colleague who has some knowledge of the subject area. It is important to ensure the assessment brief/exam paper has been thoroughly internally scrutinised and necessary revisions made before it is sent to the External Examiner.

Programme Leader (or equivalent) may wish to organise a programme moderation meeting where assessments for the academic year/semester are looked at in their entirety. This meeting can also provide an opportunity to examine the assessment strategy overall (including deadlines).

### IV. External Moderation of Assignment Briefs & Examination Papers

Draft assessment briefs and examination papers for all levels should be sent to the External Examiner along with the relevant moderation proforma showing Internal Moderator comments, the relevant Module Specification and where appropriate, model answers.

It is good practice to nominate an External Examiner liaison lead within a programme or group of programmes to ensure assessments are sent out in a batch and in a timely manner, and not in a piece-meal fashion. A central record of approvals/comments should also be kept.

### V. Issuing Assessments

Once assignment briefs are moderated, they can be distributed to students. You may choose to include these in the Module Guide. It is important to provide adequate guidance to students to ensure they fully understand the requirements of assessments before they start work on these. Opportunities to clarify any queries from students should also be presented whilst they prepare assessments.

Once, examination papers are moderated they should be sent to the relevant Academic Administrator, who ensures that these are put in the correct format and are available for students on the appropriate day. Examinations are logged by the Standards and Enhancement Office and a record of when these were moderated and made available is kept.

### VI. Submission of Work

Completed assessments should be submitted through *Turnitin* via *Moodle* unless otherwise specified/agreed. As the University operates a system of anonymous marking for written work, the way *Turnitin* is set up should enable this. Students should however put their student number of the *Submission Title* as well as on the assignment title page.

Where exams are campus-based, the scripts must be collected from the Academic Administration Office following the examination. The scripts will normally only show students' ID numbers on the front.

**Extensions** for assignments up to and including 14 calendar days should be requested using the standard *Extension Proforma*, and must be agreed by the Programme Leader (or equivalent).

Extensions over 14 calendar days may be granted for assessments with individual outputs e.g. projects and artefacts, providing there is relevant evidence to substantiate the request, and approval by the Programme Leader (or equivalent) and/or an Academic Coordinator. Otherwise extensions over 14 calendar days should be requested using the Mitigating Circumstances procedure.

Please note that requests for extensions which take a submission date past the end of the module should also be made using the Mitigating Circumstances procedures. Penalties apply for late work where no extension is granted.

Some students with registered disabilities may be eligible for revised submission deadlines on request, as will those on formal and documented Assessment Plans (HWSS Assessment Plans, Pregnancy & Maternity Assessment Plans and Late Arriving International Student Assessment Plans). These students are not required to complete extension paperwork.

## VII. Marking of Work

There are standard Assessment Feedback Proformas for assignments and presentations and practicals. Assessments submitted via *Turnitin* can be marked using *Grademark*. A rubric can be set up on *Grademark* to mirror the relevant standard Assessment Proforma. You may choose to produce a paper copy of the Assessment Proforma (for the student to take away and read) and use *Grademark* only to provide annotations and communicate the mark.

There is no standard assessment feedback sheet for examinations. It is good practice for tutors to develop and use their own marking scheme. This shows to the student and moderators why marks are awarded. Annotations should be made on examination scripts in the same way they should be made on assignment work.

If academic misconduct is suspected, then the *Academic Misconduct Regulations and Procedures* will need to be followed. See: <https://www.bolton.ac.uk/student-policy-zone/student-policies-2024-25>

## VIII. Internal Moderation of Marked Work

A sample\* of marked work (for all HE levels) is internally moderated using the standard *Moderation Proforma for Marked Work*. An overall class mark sheet and assignment brief/examination paper should be provided. Internal Moderators do not usually\*\* fully mark the work for a second time but examine how accurately the sample is marked overall (in line with the learning outcomes and assessment criteria) and comment on grades awarded and quality of assessment feedback (both on Assessment Feedback Proformas and on scripts).

If a moderator feels that a piece of work should warrant a mark of more than 5% or less than 5% of the original mark allocated, then a discussion should take place with the marking tutor and an agreement reached as to what is appropriate. If an agreement cannot be reached then a third moderator can be called upon to adjudicate. Individual marks for work in a given sample of assessment should not be changed\*\*\* as this may advantage or disadvantage those included in the sample. There may however be a recommendation to moderate the entire cohort's marks up or down – or if it is felt that marking is inconsistent, then revisit the marks for every assessment\*\*\*.

\* Sample for internal and external moderation = A range of assessments including firsts, fails + borderline cases (minimum square root of total and at least 5 scripts – or all scripts if the class

size is less than 5). Include class mark sheet and assignment brief/examination paper. *The sample for assessments previously on refer or repeat should contain all non-passing work as a minimum.*

**\*\***Some programmes may choose to conduct second marking on projects/dissertations or Performances. Here two markers will assess and feedback on individual pieces of work independently and agree a mark between them.

**\*\*\***In cases where all assessments produced by a cohort have been scrutinised, individual marks may be changed if appropriate/agreed.

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Some programme/module teams may find it useful to organise a standardisation/moderation session where samples of work are scrutinised by other academics in the team and when agreement is reached, are deemed ready to be sent to the External Examiner.

## **IX. Returning Work**

Tutors should make available marked any internally moderated work (including examinations and dissertations) to students with feedback and provisional grades within 15 working days. Assessments submitted via *Turnitin* and marked using *Grademark* should therefore have a *Post Date* which is no longer than 15 working days after the *Due Date*.

Feedback tutorial sessions should be identified on the Module Calendar in the Module Guide. Following semester 2 Assessment Boards, there is a *University Results Day* which provides students with an opportunity to receive feedback on assessment and their progression.

## **X. External Moderation**

The sample of marked work (for all HE levels) which has been internally moderated is sent to the External Examiner, along with the moderation proforma showing Internal Moderator comments, the class mark sheet and assessment brief/examination paper. Copies of student work (including examinations) should be sent to the External Examiner rather than originals. This is to allow all students to collect and reflect on marked work if they so wish.

Like Internal Moderators, External Examiners comment on how accurately the sample is marked overall (in line with the learning outcomes and assessment criteria, as well as standards in their own institutions, as well as the quality of assessment feedback (on the Assessment Feedback Proformas and on scripts).

Individual marks for work in a given sample of assessment should not be changed\* as this may advantage or disadvantage those included in the sample. There may however be a recommendation to moderate the entire cohort's marks up or down – or if it is felt that marking is inconsistent, then revisit the marks for every assessment.

\* As stated in section VIII, in cases where all assessments produced by a cohort have been scrutinised, individual marks may be changed if appropriate/agreed.

#### **XI. Mark Inputting**

Provisional marks can be input by marking tutors via *e-vision* once they have been internally moderated. It is essential to meet the e-vision deadlines set.

It is good practice to input the marks of any assessment conducted earlier in the semester as soon as these have been approved/moderated. If the relevant module is not showing on the results portal, then the Academic Administrator for the School/area will need to be contacted.

#### **XII. Assessment Boards**

Only when assessments have been externally moderated, can the marks be ratified at Assessment Boards.

#### **XIII. Response to External Examiner Comments**

Programme Leaders are expected to discuss with Module Tutors feedback on assessment provided by the External Examiner at the Assessment Board and in the annual External Examiner Report. A formal written response should be then be made available to the External Examiner and necessary actions taken. Significant issues and actions should be recorded on the Programme Quality Plan.

## Annex 1: The Assessment Process

### I. Referring to the Validated Module Specification

The Module Specification indicates assessment type, weighting and learning outcomes covered by each assessment.



### II. Drafting Assignment Briefs & Examination Papers

Please ensure that the current standard University format is followed. You will also need to develop Specific Assessment Criteria and/or a Mark Scheme.



### III. Internal Moderation of Assignment Briefs & Examination Papers

Internal moderation is undertaken by a “critical friend” using standard University moderation proformas.



### IV. External Moderation of Assignment Briefs & Examination Papers

Draft assessment briefs and examination papers are sent to the External Examiner along with the relevant Moderation proforma showing Internal Moderator comments, the relevant Module Specification and where relevant, model answers.



### V. Issuing Assessments

Once assignment briefs are moderated, they can be distributed. Once, examination papers are moderated they are sent to the relevant Academic Administrator.



### VI. Submission of Work

Completed assignments should be submitted through *turnitin* via moodle unless otherwise specified/agreed. Examination scripts are collected from the Academic Administration Office following the examination.



### VII. Marking of Work

There are standard *Assessment Feedback Proformas* for assignments and presentations and practicals. There is no standard assessment feedback sheet for examinations. Tutors should therefore develop and use their own marking scheme.



### VIII. Internal Moderation

A sample of marked work is internally moderated using the standard *Moderation Proforma for Marked Work*. Include the class mark sheet and assignment brief/examination paper.



### IX. Returning Work

Tutors should make available marked internally moderated work to students with feedback and provisional grades within 15 working days. Examinations and dissertations should be treated in the same way as assignments.



### X. External Moderation

The sample of marked work (for all HE levels) which has been internally moderated is sent to the External Examiner.



### XI. Mark Inputting

Marks are input by marking tutors via *e-vision* once moderated. It is important to meet the e-vision deadlines set. Provisional marks may therefore need to be entered prior to external moderation.

## XII. [Assessment Boards](#)

Marks are ratified at Assessment Boards.



## XII. [Response to External Examiner Feedback](#)

The programme team responds to External Examiner feedback on assessment and takes necessary action.

