

## 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

### 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

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



#### 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 feW\*5w Module Tutors feW\*5w Modu

## 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

## 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.

