

## Code of Assessment Practice including Moderation

This Code should be read in conjunction with associated Academic Policy A02: Quality of Learning, Teaching and Assessment Policy.

### 1. Principles

Assessment should be an integral part of the learning process, appropriately matched to learning outcomes.

- Assessment tasks should be appropriate for the learning outcomes to be assessed.
- The relationship between the assessment of Programme level and module learning outcomes should be clear to students.

Assessment should be transparent, valid, reliable and free from bias.

- Clear information about SAE Institute's assessment regulations and processes should be provided and explained to students.
- Procedures should be in place to ensure appropriate moderation and scrutiny of assessment.

The rigour and consistency of the assessment process is key to the achievement of standards expected by SAE Institute and Middlesex University. All Programmes shall operate a system of moderation for assessed work.

The precise forms of moderation, e.g. sampling, double marking, vivas, etc. shall be stated in the Assignment Guidelines. Precise arrangements shall include the minimum provision detailed in this Code of Practice and shall be included in the relevant Assignment Guidelines. All modules for that Programme shall adopt and implement the same policy.

Assessed work at all levels, be it coursework, examination or other form of assessment which is deemed to be a fail by the initial marker, shall be marked by a second person. In the event of the two markers not agreeing the mark/grade, a third marker (moderator) shall be involved. For transient assessment such as presentations a recording should be made to facilitate 3 marking/moderation.

### 2. Moderation

## **2.1. Coursework: Minimum Requirements**

Normally, one member of staff shall mark coursework. At FHEQ level 5 and above coursework shall be subject to moderation processes as detailed in this Code. Arrangements for moderation by a second member of staff shall include sampling across the range of student work, drawn, normally, from all campuses on which the module is delivered. At campus level, a minimum of 10 per cent of each coursework assignment shall be moderated. The percentage of work moderated shall reflect the number of students completing a particular assignment but shall always meet the 10 per cent minimum.

The moderator shall not alter any of the assessor's grades in the process. Please refer to section 4 for more information on resolving disagreements between assessor and moderator or first and second assessor.

## **2.2. Examinations: Minimum Requirements**

One member of staff shall normally mark each examination paper for a given module. At FHEQ level 5 and above, examinations shall be subject to moderation by a second member of staff. Arrangements for moderation shall include sampling across the range of student work, drawn, normally, from all campuses on which the module is delivered. At campus level, a minimum of 10 percent of examination scripts for the module shall be moderated. The percentage of work moderated shall reflect the number of students completing a particular examination but shall always meet the 10 percent minimum.

## **2.3. Dissertations/Projects, or Equivalent Modules**

This section refers to major pieces of work submitted towards the end of a programme of study.

All dissertations and final projects shall be blind double-marked.

## **2.4. Cross-Campus Moderation**

Wherever feasible, students' work shall be subject to moderation either at a campus in the same territory or at another campus with the same language of teaching and assessment.

This would normally be facilitated and monitored by the Academic Manager to ensure that an appropriate amount of cross-campus moderation takes place. Where cross-campus moderation has taken place this must be clearly visible in the assignment feedback sheet. The Academic Manager shall hold a separate record on campus and details about cross-campus moderation shall be discussed at the Assessment Panel.

In the case of work considered in section 2.3 and wherever feasible, second markers shall also be drawn from campuses in the same territory or another campus with the same language of teaching and assessment

### **3. Evidence**

Students shall be provided with feedback on all coursework and dissertations/projects. The nature of the feedback shall be helpful and informative, consistent with aiding the learning and development process.

Feedback provided by the moderator for the selected samples must be included in the assessment feedback form and visible to students, staff, External Examiners and other interested parties (such as University Link Tutors). This would normally be provided in the form of a summary comment at the end of the assessment feedback form. Both the name and campus location of the moderator shall be included.

### **4. Resolving Disagreements: Coursework and Examinations**

In the case of minor disagreements over marking standards between moderator and assessor, the two involved shall first consult and discuss the matter. Where an agreement is reached, a written record is to be kept with the Campus Academic Coordinator and made available to the External Examiner upon request at the Assessment Panel.

Where moderation suggests major differences of marking standards on specific pieces of work/example questions, all scripts/coursework (rather than the initial moderation sample) will need to be re-marked or to have the same mark adjustment applied.

### **5. Resolving Disagreements: Dissertations/Final Projects, or Equivalent Modules**

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In the case of minor disagreements over marking standards between first and second assessor, the two involved shall first consult and discuss the matter. Where an agreement is reached, a written record is to be kept, including details on how consensus was reached with the Campus Academic Coordinator and made available to the External Examiner upon request at the Assessment Panel.

In the event of the two markers not agreeing the mark/grade, a third marker (moderator) shall be involved, and the Campus Academic Coordinator will consult with the relevant Academic Manager over the process and the resolution.