

A08.1 Assessment Practice Including Moderation

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1 Introduction

1.1 Policy Statement

SAE is committed to ensuring that all students have equality of opportunity in assessment. This policy identifies fair and transparent moderation practices as a key component of such.

1.2 Related Documents

This policy should be read in conjunction with:

- A05 Academic Quality Assurance Policy
- A08 Assessment Policy
- Middlesex University Regulations
- University of Hertfordshire Regulations.

2 Scope

This policy applies to all programmes and modules validated by a UK University partner and delivered by SAE at any campus.

3 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 our partner Universities. All programmes shall operate a system of moderation for assessed work aligned to the awarding institution's regulations.

The precise forms of moderation (sampling, double-marking, *viva voce*, etc.) shall be stated in the Assignment Guidelines, Project or Portfolio Brief as applicable. Precise arrangements shall include the minimum provision detailed in this policy and shall be included in the relevant Assignment Guidelines. All modules for a 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 by the initial marker to have failed, shall be marked by a second person. In the event of the two markers being unable to agree the grade, a third marker (moderator) shall be involved.

4 Moderation

Moderation on all University-validated programmes will take place in accordance with the regulations of the University partner. Where any difference exists between SAE policy and University regulations due to a policy update, the latter will take precedence until SAE policy can be realigned.

4.1 Coursework

Normally, coursework assignments will be marked by one member of staff. At FHEQ Level 4 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. The moderator shall not alter any of the assessor's grades in the process. Please refer to sections 6 and 7 for more information on resolving disagreements between assessor and moderator or first and second assessor.

4.1.1 *Middlesex University Programmes*

At Level 4 and above, all failing grades are subject to moderation. At Level 5 and above, all fails, and a sample of work from across the grade boundaries, are subject to moderation. All modules are moderated in the manner prescribed in the module narrative (usually sample moderation, or blind double-marking for Major Project modules).

At campus level, a minimum of 10 percent 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.

4.1.2 University of Hertfordshire Programmes

At Level 4 and above, a sample of work from across the grade boundaries will be subject to moderation. All modules are moderated in the manner prescribed in the module narrative (usually sample moderation, or blind double-marking for Major Project modules).

At campus level, a minimum of five assignments from each assessment point will be moderated. Above that, the sample size should equal the square root of the total number of assignments.

4.2 Examinations

Each examination paper for a given module shall be normally marked by one member of staff. 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, the same rules apply to University-validated modules as in section 4.1.

4.3 Dissertations, Major Projects, or Equivalent Modules

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

All dissertations and major projects shall be blind double-marked. The project will be marked individually and allocated a grade by two assessors. The assessors will then meet and agree on a grade based on the feedback. In the case of a disagreement, section 7 shall be used to resolve the matter and produce a grade for the project.

4.4 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 regional Quality Manager to ensure that an appropriate amount of cross-campus moderation takes place. Where cross-campus moderation has taken place, this must be made clearly visible in the assignment feedback sheet. A separate record shall be held on campus by the Quality Manager and details about cross-campus moderation shall be discussed at the Assessment Panel.

In the case of work considered in section 4.3 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.

5 Evidence

Students shall be provided with feedback on all coursework and dissertations or 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 staff of the partner University). 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.

6 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, all scripts or coursework (rather than the initial moderation sample) will need to be re-marked by the assessor(s), or to have the same mark adjustment applied.

7 Resolving Disagreements – Dissertations, Major Projects, or Equivalent Modules

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 grade, a third marker (moderator) shall be involved, and the Academic Coordinator will consult with the relevant Quality Manager over the process and the resolution.

8 Policy History

Policy Created:	August 2021
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