



## Cambridge Muslim College Moderation Policy

### 1. Purpose

This policy sets out the procedures, for moderating student assessment, with the aim of ensuring consistent and fair treatment for all.

### 2. Scope

This policy applies to students and faculty teaching on the College's BA (Hons) programme.

### 3. Principles

- 3.1. The practice of moderation ensures that the assessment criteria have been applied correctly and consistently and that there is a parity of assessment across the cohort.
- 3.2. Second Markers are responsible for carrying out competent, impartial scrutiny of scripts. Their role is to ensure that the students are assessed with accuracy, consistency, transparency and fairness. Second Markers' work involves but is not limited to:
  - 3.2.1. Marking all scripts of summative assessment, a second time
  - 3.2.2. Scrutinising the marks generated by the First Marker to verify the appropriateness of the marking – checking that the first marking is fair and consistent with the marking scheme and ensuring comparability of assessment across a cohort
  - 3.2.3. Bringing in second judgement, particularly in relation to very good and very poor performance
  - 3.2.4. Amending marks awarded, as necessary, with rationale
  - 3.2.5. Ensuring marks have been totalled accurately.
- 3.3. The External Examiner is appointed by, and reports to, The Open University. Their role is critical to the OU's confidence in the quality and standards of validated provision.
  - 3.3.1. They are responsible for ensuring that marking and moderation is adequately conducted.
  - 3.3.2. Following internal moderation, all assessment that contributes towards an award must be moderated by the External Examiner.
  - 3.3.3. The External Examiner does not mark students' work themselves and they are not normally allowed to change marks. Their role is to advise on the moderation process. They feed back to the BA Programme Manager and can recommend mark adjustments when they feel this is justified.
  - 3.3.4. Their feedback and recommendations are discussed and approved at the Examination Board.
  - 3.3.5. External Examiners' work involves but is not limited to:
    - 3.3.5.1. Acting in an advisory capacity, providing feedback to First and Second Markers
    - 3.3.5.2. Monitoring assessed work and the way it has been undertaken

- 3.3.5.3. Ensuring the validity of internal assessments, checking that they conform to requirements
- 3.3.6. Sampling assessed work to ensure the quality of feedback and consistency of grading
- 3.3.7. Recommending an adjustment for the whole cohort's results when justified
- 3.3.8. Confirming records are accurate and authentic
- 3.3.9. Ensuring that quality assurance procedures are in place.

#### **4. References**

- Marking & Moderation Record Sheet (Appendix 1)
- QAA UK Quality Code for Higher Education, Part A, Chapter B6-7 (Appendix 2)
- Teaching and Learning and Assessment Strategy
- Assessment Policy
- Academic Appeals and Complaints Policy
- Academic Misconduct Policy
- Extenuating Circumstances Policy

#### **5. Responsibility**

- 5.1. The BA Programme Manager is responsible for the review and implementation of this policy.
- 5.2. The College Coordinator (BA) is responsible for maintaining all assessment documentation

#### **6. Procedure**

- 6.1. The BA Programme Manager appoints Second Markers from the academic staff or, where appropriate, external course convenors. The Second Marker will be other than the person originally designated to mark the work (who is known as the First Marker).
- 6.2. The College Coordinator (BA) distributes scripts to First and Second Markers, keeping careful records as to the whereabouts of scripts and ensuring that marking is completed within the turnaround time.
- 6.3. The College Coordinator (BA) checks that all papers have been internally moderated before sending off a sample for external moderation to the External Examiner as follows:
  - 6.3.1. A complete set of assignments from a module which contains less than 15 scripts.
  - 6.3.2. No less than 10 scripts from a module which contains more than 15 scripts. These shall be a selection of the following: all failed, all borderline, all first a sample of others to bring the set up to 10 scripts.
- 6.4. Second Markers enter their marks, indicating the rationale for any changes in mark, on the Marking & Moderation Record Sheet (Appendix 1).
- 6.5. If there is a difference between the marks, the First and Second Markers agree on a final mark, which is recorded on the Marking & Moderation Record Sheet. Where they cannot agree a final mark, the BA Programme Manager will determine the final mark.
- 6.6. If only a sample of scripts have been marked, and there are significant discrepancies between the first and second marking, the whole batch of scripts is second-marked.
- 6.7. If the difference between the first and second marks involves a change in the banding range of a student, then no matter the size of the differential, the two markers and the BA Programme Manager agree on a fair resolution, referring to the External Examiner if necessary.

- 6.8. No mark except the mark agreed following the internal moderation process is put on the material which will be returned to the candidate.
- 6.9. The BA Programme Manager will bring to the attention of External Examiner any instances:
  - 6.9.1. where there is a borderline case, for their verification
  - 6.9.2. if they believe the marks for a whole batch of papers should be adjusted.

*This policy has been adapted with reference to All Nations College, with grateful acknowledgment.*

#### REVISION HISTORY

Revision Number	Effective Date	Description of Change
00	March 2017	New Document
01	26 April 2018	1. Formatting change 2. Policy number assignment 3. Changes to form

Appendix 1



Cambridge Muslim College  
Marking & Moderation Record Sheet

<b>Module</b>	
<b>Assessment Type</b> (assignment/examination/other)	
<b>Date of Assessment</b>	
<b>Name of 1st Marker</b>	
<b>Name of 2nd Marker</b>	

Student No.	1st Marker's Mark	2nd Marker's Mark	Rationale for 2 <sup>nd</sup> Marker's Change of Mark	Agreed Mark
<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				
<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				
<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				

<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				
<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				
<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				
<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				
<b>Comment on 1<sup>st</sup> Marker's Feedback:</b>				

## Appendix 2

### QAA UK Quality Code

The QAA UK Quality Code for Higher Education, Part A: Setting and Maintaining of Academic Standards, states the following relevant Expectations (A2.1, A2.2, A3.2):

‘In order to secure their academic standards, degree-awarding bodies establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.

Degree-awarding bodies maintain a definitive record of each programme and qualification that they approve (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

Degree-awarding bodies ensure that credit and qualifications are awarded only where:

- the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment
- both UK threshold standards and their own academic standards have been satisfied.’

The QAA UK Quality Code for Higher Education, Chapter B6: Assessment of students and the recognition of prior learning, states the following Expectation:

‘Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.’

The QAA UK Quality Code for Higher Education, Chapter B7: External Examining, states the following Expectation:

‘Higher education providers make scrupulous use of external examiners.’