



## Cambridge Muslim College Moderation Policy

Committee: Faculty Board  
Next review date: April 2023

### 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 OU validated provisions.

### 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. Propose amendment to the marks awarded, as necessary, with rationale  
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, a sample of all assessment that contributes towards an award must be moderated by the External Examiner.
  - 3.3.3. The External Examiner will be given access to all students' assessment during the external moderation process.
  - 3.3.4. 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, to all cohort and not to specific student when they feel this is justified.  
recommend raising all marks of specific assignment by a specific percentage.

3.3.5. Their feedback and recommendations are discussed and approved at the Examination Board.

3.3.6. External Examiners' work involves but is not limited to:

- 3.3.6.1. Acting in an advisory capacity, providing feedback to First and Second Markers;
- 3.3.6.2. Monitoring assessed work and the way it has been undertaken;
- 3.3.6.3. Ensuring the validity of internal assessments, checking that they conform to requirements;
- 3.3.6.4. Sampling assessed work to ensure the quality of feedback and consistency of grading;
- 3.3.6.5. Recommending an adjustment for the whole cohort's results when justified;
- 3.3.6.6. Confirming records are accurate and authentic;
- 3.3.6.7. Ensuring that quality assurance procedures are in place.

#### 4. References

- Marking & Moderation Record Sheet (Appendix 1)
- Marking & Moderations Feedback ( Appendix 2)
- [QAA UK Quality Code for Higher Education, advice-and-guidance-assessment](#) (Appendix 3)
- 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 Programme Officer is responsible for maintaining all assessment documentation.

#### 6. Procedure

- 6.1. The BA Programme Manager appoints Second Markers from the academic staff .
- 6.2. The Programme Officer 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. After both markers finish the marking process, both markers meet to discuss the marks.
  - 6.4.1 Where both marks fall within the same grade bands – e.g. 70+, 60-70, 50-60, etc. – markers may agree to a final mark; otherwise the final mark will be the average of the two marks.
  - 6.4.2 Where the marks cross grade boundaries, they would need to agree to a single mark. If this is not possible, another examiner, not involved in the original marking process, checks the related paper(s) and advise on the final mark.

- 6.4. The First Marker uses the Marking & Moderation Record Sheet (Appendix 1) to log in the marks of both markers and the final agreed mark. Both markers need to fill in the
- 6.5. The First Marker is responsible for collating comments into a single set of feedback to be shared with students.
- 6.6. The First Marker is responsible for updating the assessment system with the final agreed marks
- 6.7. Students will be given marks within four weeks of the deadline. Only the final agreed mark and feedback is to be shared back with the students as their provisional mark for the related assignment
- 6.8. The Programme Officer checks that all papers have been internally moderated before sending off a sample for external moderation to the External Examiner. The sample should contain all scripts from the first, all of the final and sample of the remainder marking bands/groups. A minimum of 25% of each assignment papers will be checked by the External Examiner.

### REVISION HISTORY

| Revision Number | Effective Date | Description of Change  |
|-----------------|----------------|--|
| 00              | March 2017     | New Document   |
| 01              | 26 April 2018  | <ol style="list-style-type: none"> <li>1. Formatting change</li> <li>2. Policy number assignment</li> <li>3. Changes to form</li> </ol>  |
| 02              | March 2021     | <ol style="list-style-type: none"> <li>1. Update the marking and moderation procedure to reflect the new double-blind marking method</li> <li>2. Update the Sample criteria sent to the External Examiner to suit the larger number of students</li> <li>3. Update the Marking and Moderation sheet under Appendix 1</li> <li>4. Update the Reference against the UK revised Quality Code</li> </ol> |
| 03              | June 2022      | This update is a response to the OU feedback in relation to IR conditions as well as changing the internal moderation process back to the usual previous   |

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|  |  | moderation. Double blind marking will not be used from this date. |
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### Appendix 1



## Cambridge Muslim College Marking & Moderation Record Sheet

|   |  |
|---|--|
| <b>Module</b>   |  |
| <b>Assessment Type<br/>(assignment/examination/other)</b> |  |
| <b>Date of Moderation</b>                                 |  |
| <b>Name of First Marker</b>                               |  |
| <b>Name of Second Marker</b>                              |  |

| Student ID/Nr                                    | First Marker's mark | Second Marker's mark | Agreed Mark |
|--|---------------------|----------------------|-------------|
|  |                     |                      |             |
| <b>Rationale and comments on the agreed mark</b> |                     |                      |             |
|  |                     |                      |             |
| <b>Rationale and comments on the agreed mark</b> |                     |                      |             |
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| <b>Rationale and comments on the agreed mark</b> |  |  |  |
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| <b>Rationale and comments on the agreed mark</b> |  |  |  |
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| <b>Rationale and comments on the agreed mark</b> |  |  |  |
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## Appendix 2



### Cambridge Muslim College

#### Marking & Moderation Feedback\_

|   |  |
|---|--|
| <b>Module</b>   |  |
| <b>Assessment Type<br/>(assignment/examination/other)</b> |  |
| <b>Date of Moderation</b>                                 |  |
| <b>Name of First Marker</b>                               |  |
| <b>Name of Second Marker</b>                              |  |

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|--|--|
| <b>General comments of 1<sup>st</sup> Marker ( Trends, notes, comments to the External Examiner)</b> |  |
| <b>General comments of 2<sup>nd</sup> Marker ( Trends, notes, comments to the External Examiner)</b> |  |
| <b>Feedback from the External Examiner</b>   |  |

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Form 200.032.00

### Appendix 3

#### QAA UK Quality Code

[QAA UK Quality Code for Higher Education, advice-and-guidance-assessment](#), states the following Expectation and Core Practices:

##### Expectation for Standards

The academic standards of courses meet the requirements of the relevant national qualifications framework. The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

##### Core Practice for Standards

The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks. The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers. The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

##### Guiding Principles

1. Assessment methods and criteria are aligned to learning outcomes and teaching activities.
2. Assessment is reliable, consistent, fair and valid.
3. Assessment design is approached holistically.
4. Assessment is inclusive and equitable.
5. Assessment is explicit and transparent.
6. Assessment and feedback are purposeful and supports the learning process.
7. Assessment is timely.
8. Assessment is efficient and manageable.
9. Students are supported and prepared for assessment.
10. Assessment encourages academic integrity.

