



**Newbattle Abbey College
Assessment and Moderation Policy &
Procedures**

Newbattle Abbey College Assessment and Moderation Policy

1. Purpose

This Policy provides guidance to students and academic staff on Assessment and Moderation.

2. Scope

2.1 This Policy applies to all summative assessments and describes procedures to ensure the integrity of the assessment process and maintenance of quality standards.

2.2 This policy should be read in conjunction with the College Equalities Policies.

3. Responsibilities

3.1 The Depute Principal is responsible for the implementation and development of this Policy and for monitoring its effectiveness.

3.2 Academic staff and students are responsible for the effective operation of this Policy.

3.3 The Support for Learning Tutor is responsible for authenticating the need for any special assessment arrangements and for seeking approval from the awarding body for implementation.

4. Assessment

4.1 Internal assessment - number of attempts.

4.1.1 Students will be allowed no more than two attempts to achieve a satisfactory standard in any one assessment (unless stated otherwise in the Unit Specification or in the National Assessment Bank materials).

4.1.2 Where a student is absent at the time an assessment is offered, or does not submit an assessment on time; this will be recorded as one attempt unless the absence was previously approved by the member of staff conducting the assessment or evidence of a genuine reason for absence or lateness can be given, for example, a medical certificate.

4.1.3 Where appropriate an alternative instrument of assessment will be used for any reassessment.

4.1.4 Assessment evidence will be retained by the college for the purpose of moderation and will only be returned to the student at the discretion of the college and only after completion of the moderation process.

4.2 Open/Distance learning assessment

4.2.1 Assessment by open and distance learning will be no less valid, reliable or practicable than assessment for qualifications delivered in college.

4.2.2 Where assessment activity is taking place outwith the college it is the responsibility of the lecturer to ensure that adequate arrangements are made for the supervision of the assessment activity and the authentication of student assessment evidence.

4.2.3 The student should be made aware of any requirements they will be expected to fulfil for authentication purposes.

5. Special assessment arrangements

5.1 Where a candidate is likely to have difficulty in demonstrating attainment through the standard assessment arrangements it may be possible to request and provide alternative assessment arrangements in line with the student's specific needs.

5.2 Where such a need is identified either by the candidate or a member of college staff this should be communicated to the Depute Principal and the Support for Learning Tutor who is responsible for liaising with the awarding body to gain approval for the use of alternative assessment arrangements.

6. SQA - National Assessment Bank (NAB) Materials

6.1 NAB assessments are confidential.

6.2 It is the responsibility of assessors to ensure the security of NAB and other electronic format assessment materials obtained from the Secure Area of SQA's website.

6.3 Academic staff are responsible for maintaining the confidentiality of NABs by ensuring that they are stored in a secure and identified central location and by controlling the issuing of assessment papers to students.

7. Moderation

7.1 It is essential that assessment decisions are in line with national standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final assessment mark is accurate, reliable and recorded.

7.2 It is the responsibility of all academic staff to participate in the moderation process by keeping the necessary records, attending moderation meetings and submitting marked student assessments as requested.

7.3 Results for internally assessed units are final only after internal and/or external moderation.

7.4 All assessment evidence, which has been internally moderated, will be retained until the end of the session so that it is available, if required, for internal audit. All other assessment evidence and records should be kept for scrutiny by external moderation or until after SQA's completion dates, whichever is the sooner.

7.5 For full details of the moderation procedure for SQA Awards, staff should refer to the internal Quality Assurance in the Curriculum document Scottish Qualifications Awards - Moderation Procedures.

8. Plagiarism and Other Forms of Cheating

8.1 Plagiarism and other forms of cheating are not tolerated.

8.2 If a student is suspected of cheating or caught cheating for example: suspected of submitting an assessment that is not wholly his or her own work (plagiarism), copying in a supervised assessment, using unauthorised aids in supervised assessments, the Student Disciplinary Procedure will be invoked.

9. Academic Progress

9.1 Continued satisfactory academic progress throughout a student's course of study is required and is specified in the Student Attendance Policy.

9.2 Academic progress will be monitored through a student's Individual Learning Plan.

9.3 Continual failure to submit course work to the required standard and/or deadlines or to achieve summative assessments or failure to meet the agreed requirements of any support or recovery plan may lead to a student being withdrawn from their course of study.

10. Appeals

10.1 Students have the right of appeal against assessment decisions, which may adversely affect his/her academic achievement, if they feel there are just grounds such as error, inconsistent judgment, misinterpretation or unfairness.

A student may appeal against:

- the non-award of any unit;
- the non-award of the final qualification.

10.2 The appointed Internal Moderator for the Unit(s) in question will be responsible, in the first instance, for investigating an appeal against any assessment decision.

10.3 The Internal Moderator will investigate and re-mark the assessment(s), where appropriate, to ensure that the original outcome is valid and reliable.

10.4 The Internal Moderator should formally report the outcome of the re-marking of any assessment(s), with comment where appropriate, to both the assessor and the student.

10.5 The student will have the right to invoke the College's Student Appeals Policy and Procedures if they have evidence that the review by the Internal Moderator was incomplete or unreasonable.

11. Data Protection Act 1998

11.1 The processing of personal data is only undertaken in the legitimate operation of the business of the College.

12. Review

Please refer to the College 'Policies and Procedures Lists and Status' for review timetable.

Form AA1: Appeals against assessment decisions

Name of Appellant:

Name of assessor:

Appeal heard by:

Number and name of Unit being appealed:

Performance Criteria being appealed:

Short description of the assessment task/s under appeal

1. Mode of Assessment being appealed (circle/highlight where appropriate)

Assessed internally
Assessed externally
NAB material
Internally devised material
Assessment internally moderated
Assessment instrument stamped and initialled by IM

Form AA1 Contd.: Appeals against assessment decisions

2. Validity of assessment being appealed (circle/highlight where appropriate)

Assessment task is appropriate for purpose

Allows the production of candidate evidence which can be measured against defined standards

Facilitates reliable assessment decisions

Is accessible to candidate

3. Practicability of assessment being appealed (circle/highlight where appropriate)

Adequate resources given to assessment task

Adequate time given for assessment task

Flexible design to meet candidate needs

Considers factors such as stress, particular learning needs etc

4. Reliability of Assessment being appealed (circle/ highlight where appropriate)

Assessment decision based on clearly defined criteria

Assessment decision consistent with different candidates

Assessment decision consistent over time

Assessment decision based on authenticated evidence submitted by candidate

Assessment decision based on candidate evidence generated under consistently applied assessment conditions

Form AA1 Contd.: Appeals against assessment decisions

Decision regarding appeal:

Reason for decision:

Signed:

Designation:

date:

Copy of completed form sent to:

Appellant

Assessor

Internal Moderator

Administration for filing

Forms for Internal Moderation

Form IM1
Form IM1

INTERNAL MODERATION: RESPONSIBILITIES AND SCHEDULE OF ACTIVITY

Subject area: _____

Academic staff: _____

Unit number	Assessor(s)	Internal Moderator(s)	Dates for sampling	Dates of IM meetings	Signed off by Curriculum Manager

INTERNAL MODERATION: RECORD OF MEETING

Subject area: _____

Academic staff: _____

List of Issues (*tick those discussed at the meeting*)

Issue	Tick	Comments/Action
Up-to-date unit specification being used		
Appropriate assessment instrument being used		
Appropriate marking schemes and, where appropriate, model solutions and checklists for assessing practical competency being used		
Application of assessment instrument (Has the assessment been applied appropriately to meet the performance criteria)		
Interpretation of performance criteria (Does the marking focus on the required performance criteria only)		
Do the assessment materials actively promote equality and provide opportunities to explore, promote, and challenge attitudes, perceptions and prejudice?		
Do the assessment materials reflect the diversity and changing nature of modern Scottish society.		
Do the assessment materials meet the minimum requirements to be accessible/readable and can they be reasonably adapted to meet the needs of all learners regardless of any additional need?		

Sampling of Students' assessed work (in meeting or out with) - <i>attach record of sampling</i>		
Discussion of marginal /borderline cases		
Recording of students' progress and results (Is this completed correctly - currently extension of register documentation)		
Agreement on marks		
Exchange of ideas on learning, teaching and assessment approaches materials (Would alternative approaches be suitable?)		
Scope for further integration of assessments (Where possible assessments can be integrated to reduce the assessment burden)		
Arrangements for external moderation		

Copy to: Lecturer and Internal moderator and copy put in IM box held in Admin office.

Signature: _____ (Internal Moderator)

Signature: _____
(Curriculum Manager)

Date: _____

**INTERNAL MODERATION:
RECORD OF SAMPLING OF STUDENTS' ASSESSED WORK**

Unit name	
Name of Internal Moderator(s)	
Name of Assessor(s)	
Date of moderation sampling	
Outcome covered	

Reason for moderation (delete as appropriate): routine/new or inexperienced assessor/new unit being delivered/new assessment instrument/action identified at previous moderation

Student groups	
Total number of candidates	
Number of candidates sampled*	

* attach copy of register with asterisks against names of candidates sampled

- Correct unit specification used
- Correct assessment instrument used
- Assessor's judgement of candidate evidence is fair and consistent
- Parity of standards between all groups, modes and assessors
- All relevant documentation available

Action Required	Person Responsible	Target Completion	Action completed and confirmed by Internal Moderator	

Newbattle Abbey College	POLICY/PROCEDURE
Title: Assessment and Moderation	File ref: learning and teaching
Prepared by: M Docherty + Academic Team	No of pages:11
Approved by: Board	Revision date: March 2014
Date approved: Aug 03	Date last modified: MD/March 11