



## **UCP-ASS001 Higher Education (Non-examination) Assessment Policy for Open University Programmes**

### **1. INTRODUCTION**

- 1.1 The policy establishes principles, processes, and good practice in all aspects of the management of student non-examination assessment for Open University (OU) Programmes. Examinations are covered in the separate UCP-EXM001 Higher Education Examination Policy for Open University (OU) Programmes.
- 1.2 The intended audience for the policy is academic and support staff. The policy is also made available to students.

### **2. PURPOSE**

- 2.1 The purpose of this assessment policy is to ensure the planning and management of non-exam assessments is conducted efficiently and in the best interest of students, and that OU awarding body procedures are always followed.

### **3. SCOPE**

- 3.1 This policy applies exclusively to OU Higher Education provision offered by University Centre Peterborough.

### **4. RELATED DOCUMENTS**

- UCP-EXM001 Higher Education Examination Policy
- UCP-ASS006 Higher Education Extenuating Circumstance Procedure
- UCP-ASS002 Higher Education Security of Summative Assessment Policy
- UCP-EXM001 Higher Education Examination Policy
- UCP Invigilator Training Guide
- UCP-FIN01 Higher Education Tuition Fee and Refund Policy
- Regulations for validated award of the Open University

### **5. RESPONSIBILITIES**

- 5.1 **Assistant Principal of Quality:**
  - is responsible for reviewing this policy annually with the UCP Academic Officer.
- 5.2 **The UCP Academic Officer:**
  - is responsible for maintaining these procedures.
  - ensures documents required by the appropriate awarding bodies are held securely in the Academic Office drive, are submitted correctly and on schedule.
  - arranges for dissemination of externally moderated results and certificates to teaching staff, management, and students.
  - tracks, dispatches assessments for external moderation.
  - enabling reporting of assessment results to the Exam Board and Student Review Panel.
  - decisions on post-results procedures.
  - liaising with external awarding bodies.

- 5.3 **The HE Data Coordinator, MIS:**
- manages students' registration processes with awarding bodies which makes sure that students are registered for the correct assessment.
- 5.4 **Teaching Staff are responsible for:**
- the safe and secure conduct and storage of non-examination assessments.
  - conducting the non-examination assessments in accordance with this policy.
  - production and internal moderation of assessment tasks.
  - identifying access arrangements for students and providing evidence to support requests.
  - ensuring all necessary coursework and/or controlled assessments are completed on time.
  - accurate recording of marks, moderation processes and adherence to deadlines as set by the UCP Academic Officer.
  - accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- 5.5 **Students are responsible for:**
- understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
  - ensuring they conduct themselves according to the awarding body's regulations and the UCP Student Charter.

## **6. RISK ANALYSIS**

- 6.1. This policy is required to ensure that correct procedures are in place and are followed.

### **Analyse risks of non-adherence to this policy**

- 6.2. Failure to adhere to this policy could lead to academic failure of students, complaints and in extreme cases, legal action.

### **Staff training needed**

- 6.3. All staff involved in the assessment of students are required to undertake annual training delivered by the Academic Office to outline the process by which they need to adhere. This training will be enhanced by annual updates provided on procedural requirements which will be delivered by the Academic Office.

## **7. DATA PROTECTION**

- 7.1. UCP complies with the provisions of the General Data Protection Regulation and Data Protection Act, 2018. As such, applications and student data are treated as confidential by all staff involved in this process and is not divulged unnecessarily or inappropriately. However, the Act requires UCP to release certain information to UK authorities upon request to assist those authorities with the prevention and detection of fraud or other crimes. We will release the requested information on receipt of an appropriate request from UK authorities such as (but not limited to) the police, Home Office (for immigration and related matters), local authorities, and the Department for Work and Pensions. We may use anonymised data collected as part of an individual's assessment and progression for the purpose of fulfilling statistical and reporting requirements.

## **8. PROCEDURE**

### **PART 1: PRINCIPLES OF ASSESSMENT**

- 8.1. The Module Leader undertakes a key role in the assessment process. They are responsible for coordinating the assessment process.
- 8.2. Module Leaders ensure that the delivery of a module for which they are responsible conforms in all respects with the specifications given.

- 8.3. The Module Leader is responsible for coordinating the preparation of assessment tasks. Module Leaders ensure that the delivery of a module for which they are responsible conforms in all respects with the specifications given in the master OU Module Specification Form (MSF). Considerations in module assessment design include:
- Testing all the module intended learning outcomes.
  - Developing a variety of assessment methods within the relevant courses and to the course learning outcomes.
  - Using prescribed (regulatory) assessment volumes (in accordance with the module credit rating).
  - Referring to External Examiners' reports and outcomes of previous student evaluation mechanisms to enhance delivery.
  - Removing opportunities for plagiarism and assessment offences.
  - Anonymous marking and moderation procedures (e.g., for student presentations).
- 8.4. Assessment tasks for the re-assessment periods (e.g., a further set of essay questions) are set at the same time as the tasks for the main assessment period to ensure comparability and equivalence and to ensure more efficient use of External Examiners' time. Where the assessment task is unique to the student (e.g., a case study, artistic artefact or performance, major project) the same assessment task may be used. In all other cases, a new version of the task is set (e.g., a different set of essay questions). Students will not be asked to resubmit a revised version of the same assessment.
- 8.5. Course Leaders are responsible for making sure that Module Leaders adhere to the Module Specification and that all levels of assessment tasks are approved by External Examiners. See [section 17](#).

## 9 Types of Assessment

- 9.1 UCP uses a range of standard assessment tasks to assess student's module performance, including (there are other types of assessment task, but those listed below are the most common):

Practical Assessment	<ul style="list-style-type: none"> <li>● In-Class test</li> <li>● Lab Test</li> <li>● Presentation</li> </ul>
Coursework Assessment	<ul style="list-style-type: none"> <li>● Written assignment, including essay, critical analysis/commentary or evaluation.</li> <li>● Dissertation/major project</li> <li>● Report</li> <li>● Portfolio</li> <li>● Poster</li> <li>● Written project</li> <li>● Case study</li> <li>● Dissertation</li> </ul>
Examination	Exams are a method of assessment which is administered by the Exams Office under time constrained conditions. It is normally timetabled during the published examination weeks at the end of each teaching period.

- 9.2 There are the following forms of assessment:
- a) Formative assessment, which is designed to provide students with feedback on progress and informs development but does not count towards the student's final grades.
  - b) Summative assessment, which provides a measure of a student's achievement in relation to the intended learning outcomes of a programme of study, through formal grading which counts towards the final award.

## 10 Components of assessment

- 10.1 Every assessed module has at least one element and no more than three.
- 10.2 Each element is directly linked to one or more of the module's intended learning outcomes, as stated on the Module Specification and allows students to demonstrate the achievement of each of the module's learning outcomes.
- 10.3 Each element is named sequentially as 010, 011 and 012.

## 11 Credit

- 11.1 A UK credit value is twice its European Credit Transfer (ECTS) equivalent (e.g., a 20 UK credit module equates to 10 ECTS credits).
- 11.2 Each module of a programme will be assigned a single designated credit level (module assessment is unique to a given credit level). The volume and level of credit assigned to any one module is determined and approved by the awarding body at the point of validation.
- 11.3 The assignment of credit to learning should be understood in the following terms:
  - Credit is allocated to a learning activity based on its stated learning outcomes.
  - A student will only be assigned credit after demonstration through assessment of the achievement of the stated learning outcomes.
  - Credit cannot be assigned if no assessment has taken place or if the assessment has not been appropriately conducted.
- 11.4 The number of credit points assigned is independent of the standards (grades awarded). Students achieving higher standards will not be allocated more credit points. The higher standard will be reflected in the grade and classification of the pass.

## 12 Learning Outcomes

- 12.1 All modules and programmes have learning outcomes which explicitly describe the learning central to that study and to which the award of credit and qualifications is linked. They define academic standards for a module and describe the learning achievement of the successful student.
- 12.2 Module learning outcomes define a threshold standard of learning which all students who successfully complete the module are expected to be able to demonstrate. Module Leaders will write learning outcomes that can be assessed and the assessment methods should be devised to ensure this. The learning outcomes will:
  - Define a threshold level of learning.
  - Be achievable within the notional learning hours or time constraints of the module.
  - Be appropriate to the agreed level of learning.
  - Be assessed.

## 13 Scheduling, timing, and volume of assessment

- 13.1 The scheduling, amount and weighting of assessment types must be appropriate to the level of the award, the programme of study and the delivery mode.
- 13.2 The amount and timing of assessment should ensure that intended learning outcomes are assessed, and that they enable effective measurement of student achievement. The scheduling of assessment must be such that students have adequate time to reflect on learning before being assessed, and that they can benefit from feedback. Assessment must be designed to minimise plagiarism and encourage academic integrity.
- 13.3 The assessment task(s) is distributed to students at least four teaching weeks before the task is scheduled to be completed by the students (e.g. The details and specification of a task due to be submitted/completed in Week 10 must be provided to the students no later than week 6). If any

assessment task occurs within the first four weeks of the delivery of a module, the assessment task must be published in the Module Guide.

- 13.4 If there is to be a change to the assessment after the brief has been distributed (e.g. as part of a strategy to develop student resilience and readiness for real-world challenges) then the brief should include the date on which details of the change will be released. Students should be aware that a change is imminent, but due to the nature of the challenge they may not be told exactly how their brief will change. Any changes should be in proportion to the size of the overall task, and details should be communicated not less than 4 weeks before the final deadline.

## 14 **Assessment Weighting**

- 14.1 For the Open University Award, the volume of module assessment in relation to credit ratings is approved at the course validation stage. Agreed assessment tasks are published on the Module Specification.

## 15 **Assessment Qualify Marks**

- 15.1 A pass mark for the module is 40%. All learning outcomes at each level stage must also have been passed and at least 30% achieved in each assessment element.
- 15.2 Students who have not achieved the qualifying mark in each assessment element are deemed to have failed the module and are referred for re-assessment in all element(s) where less than 40% has been achieved, even if the aggregate mark for the module is 40% or higher.

## 16 **Records of assessment type, components, credits and learning outcomes**

- 16.1 The UCP Academic Office sets up and maintains records of each assessment type by entering approved module information onto ProMonitor. The following process is adhered to:
- The content of Module Specification's is approved by the OU at the programmes validation event and stored on the Course file (Secure MS Teams Folder available to teaching staff and the Academic Office).
  - The content of Module Specification is transcribed onto ProMonitor by the Academic Office staff. This includes the module title credit weighting, learning outcomes, assessment elements, assessment type, Module Leader name.
  - Course Leaders are responsible for providing the Academic Office with module guides, exam papers (first and second sit) and assignment briefs (including resubmission tasks) at least 3 weeks prior to the start of the semester the module is taught in. The assessment tasks must have been approved by External Examiners.
  - The Academic Office checks the information against the approved Module Specification and enters the assessment due date onto ProMonitor. Students enrolled on the module are also linked to the module occurrence on Promonitor.

## **PART 2: ASSESSMENT DESIGN**

### 17 **Internal Moderation of Assessment Design**

- 17.1 All summative assessment (including module guides, assignment briefs and examination papers), at all levels, must be subject to internal moderation.
- 17.2 Assessments need to be designed to be robust and designed to:
- Be valid - assess those skills or attributes that reflect the learning outcomes.
  - Reliable - the assessment needs to meet the same results when the same work is assessed by different markers or on different occasions.
  - Fair – students need to understand how they are being assessed, what the process is, what criteria are being used and what is expected of them.

- Authenticity – consider the knowledge and skills that are relevant in the workplace and that are valued by employers.
- 17.3 The Module Leader is responsible for coordinating the preparation of assessment tasks by the deadline set by the Academic Office. This must include:
- Review of assessment design by another member of the course team.
  - Creation and review of assessment rubrics.
  - Standardisation meeting of teaching and marking teams - to create a shared understanding amongst a teaching and marking team of the learning objectives of a subject's assessment tasks and the different standards of student performance in meeting those learning objectives.
- 17.4 Module Specifications, Module Guides, first and second attempt assessment briefs and examination papers must be provided in the secure electronic Academic Office course file (with evidence of internal moderation) by the deadline set by the UCP Academic Office. This file is protected and only accessible to Course Leaders, External Examiners, UCP Academic Office and HE Managers.
- 18 External Moderation of Assessment Design**
- 18.1 The UCP Academic Office tracks External Moderation of assessment design tasks.
- 18.2 For the OU the module guide, exam papers and assignment briefs (regardless of level) are all subject to external moderation by an External Examiner(s).
- 18.3 The External Examiner is required to confirm that:
- There is evidence of appropriate academic standards i.e., the task set.
  - Is suitable for the level of the module and is comparable to similar provision elsewhere.
  - The requirements of the task are clear with no ambiguities.
  - The task is fair.
  - The task or combination of different tasks provides adequate coverage of the module's intended learning outcomes and content.
- 18.4 The External Examiner is invited to access the course file on the google drive. The UCP Academic Office provides access to the External Examiner (EE). The EE then reviews the module guide and assignment briefs and exam papers and the Internal Moderation of Assessment Design Form which is kept in Google Drive. The EE completes the External Moderation of Assessment Design Form and saves this in the Google Drive. Once complete they inform the UCP Academic Office.
- 18.5 The Academic Office tracks responses by the Module Leader when the EE has made suggestions for revision to the documents. Once the EE has approved the tasks the Academic Office informs the Module Leader who can then publish them to students through CANVAS.

### **PART 3: IN-CLASS TEST ASSESSMENT**

#### **19 In class-tests/ Internally invigilated tests**

- 19.1 Course Leaders are permitted to manage testing (written or online) with the prior agreement of the Exams Officer.
- 19.2 In such instances, Course Leaders are responsible for ensuring that UCP regulations are met with regard to accommodation, security of materials, training and provision of invigilators, access arrangements and malpractice.
- 19.3 Students approved for access arrangements must be provided with these arrangements for every test and use of these arrangements recorded and notified to the Exams Office.
- 19.4 Exams Office staff will carry out ad hoc checks where internally invigilated sessions take place and report findings to the Director of Quality.

## **PART 4: COURSEWORK**

### **20 Formative Assessment**

- 20.1 Module guides should give clear instructions on what formative feedback opportunities are available to students. This is designed to provide students with feedback on progress and informs development but do not count towards the students' final grades. Students are encouraged to take up these opportunities as this allows module tutors to ensure that they have understood how to approach the assessment.
- 20.2 Tutors should ensure that students have clear instruction concerning what work can be submitted for formative assessment e.g. a practice task, section of final piece of work, essay plan. Formative feedback is not a proof-reading service – it is intended to provide a student with an opportunity to identify some of the key development points that will make an improvement to the assessment approach.
- 20.3 Students are not able to access additional formative feedback from tutors after their original assessment deadline has passed. This means that students who fail an assessment at the first submission attempt, have extended deadlines, or those reinstated through the extenuating circumstances process, are not entitled to further formative feedback on an assessment task.
- 20.4 Students should be encouraged to submit draft assessment to Turnitin prior to the assessment due date. There is no limit to the number of times a student can upload a draft to Turnitin PRIOR TO THE MAIN DEADLINE; however, third and subsequent drafts will not return an originality report for 24 hours. Once the main deadline has passed, the most recent document in the Canvas system is taken as the final submission. No subsequent submission is possible.

### **21 Submission of Assessment**

- 21.1 Completed assignments should be submitted through Turnitin via CANVAS unless otherwise specified/agreed. Module Leaders are responsible for setting up Turnitin and for informing students how to use it.
- 21.2 Work submitted for a summative assessment component cannot be amended or re-submitted after the submission deadline.
- 21.3 All coursework assignments and other forms of assessment must be submitted by the deadlines described within the module guides.
- 21.4 Students should submit their assignments by 2pm on the deadline day. Assignments may be submitted prior to the deadline day, and this is advisable.
- 21.5 Submission is online through Turnitin®UK. There is a designated page in the Canvas module for this. To be accepted by Turnitin, the submission must be a single file.
- 21.6 Graphs and tables in Microsoft Word documents sometimes show up incorrectly in Turnitin. Document containing graphs or tables must be saved as a PDF file before submitting. Students are responsible for checking the content of files prior to upload, and for checking that the correct file has been uploaded.
- 21.7 On occasions when a large or practical assessment submission type cannot be accepted through the online Turnitin system students will be informed by the Module Leader to submit your work by email or paper based to UCP Reception (for students studying at Peterborough) and Stamford Library (for students studying at Stamford).
- 21.8 All paper-based assignments submissions must include a completed assignment front sheet available from the Student Support Centre and electronically from <https://www.ucp.ac.uk/policies/> . Cover sheets identify the module, the assignment and tutor

who is to mark it. It is important you fill this out correctly (especially the tutor's name) so that the work is not misfiled in the office.

- 21.9 Assignments are date and time recorded upon submission. UCP keeps all receipts on file. The student receives a receipt. Students should keep all receipts as proof of submission until they have completed their course. Emails are sent to tutors, listing the work that is ready to be collected for marking, and tutors sign copies of these emails when they collect the work. Coursework will be stored securely by the Module Leader. See the UCP-ASS002 HE Security of Summative Assessment Policy for details or the process and measures in place.

## 22 **Late submission**

- 22.1 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:
- Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark (for UG) and 50% pass Mark (PG awards) and no further.
  - Submission that is late by 7 or more working days: submission refused, mark of 0.
  - A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.
  - Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

## 23 **Coursework Summative Feedback to students**

- 23.1 Module Leaders are responsible for providing students with feedback on assessments within 20 working days of the submission deadline, except for major projects where 30 working days are allowed. If the 20 working day turnaround is not possible, Students should be notified in advance of the expected return date and the reasons for the delay.
- 23.2 Consistency in the quality of feedback should be delivered by using a standardised approach within course teams that considers areas of good practice and areas for improvement. Consistency in the quality of the feedback given on assessments should be monitored by HE Managers.
- 23.3 Staff should make it explicit to students, in all contexts (e.g., lecture, practical, seminar, tutorial) whenever any form of 'feedback' is being provided.

## **PART 5: EXTENUATING CIRCUMSTANCES**

### 24 **Short Term Extension Requests**

- 24.1 If there is a valid reason why a student is not able to meet a submission deadline for a piece of assessed work, e.g., sickness, they can request an extension to the submission deadline of ten working days. They can make an extension request at any time up to 5 working days before the original deadline.
- 24.2 Working days are defined by UCP as the days of the week UCP is open for business. For example, Monday to Friday excluding public holidays and when the building is closed.

- 25 It is the student responsibility to submit an Extension Request claim through the UCP-EXT001 Higher Education Extension Request Procedure [www.ucp.ac.uk/policies](http://www.ucp.ac.uk/policies)

### 26 **Long Term Extension Request**

- 26.1 Exceptionally, and only in very serious circumstances, it is possible for a student to seek an extension which is over the normal 5 days. The same process for requesting such an extension applies but the Student Adviser is required to consult the HE Manager. Long-term extensions are designed to help students deal with extreme situations and are only granted in very rare



circumstances. As with normal extensions, academic staff are not permitted to agree to long-term extensions.

- 26.2 it is the student responsibility to submit an Extenuating Circumstance claim through the UCP-UCP-EXT001 Higher Education Extension Request Procedure [www.ucp.ac.uk/policies](http://www.ucp.ac.uk/policies)

## 27 Extenuating Circumstance Claims

- 27.1 UCP operates a process called 'Extenuating Circumstances' for each round of assessment that takes place. A student can submit a claim for Extenuating Circumstances with the Student Adviser within 5 working days of an assessment due date if they believe that there are serious sudden and unforeseen circumstances which were beyond your control, e.g., illness, which either:
- prevented you from undertaking an assessment task, e.g., you were unable to attend an examination, give a presentation or submit a coursework assignment; or
  - impaired your performance when undertaking an assessment task, e.g., you became ill during an examination.
- 27.2 Working days are defined by UCP as the days of the week UCP is open for business. For example, Monday to Friday excluding public holidays and when the building is closed.
- 27.3 it is the student responsibility to submit an Extenuating Circumstance claim through the UCP-ASS006 Higher Education Extenuating Circumstance Procedure [www.ucp.ac.uk/policies](http://www.ucp.ac.uk/policies). UCP is required to schedule an Extenuating Circumstance panel meeting once per month to consider the requests submitted by students.

## PART 6: MARKING, MODERATION AND PUBLICATION OF RESULTS

### 28 Marking of Module Assessments

- 28.1 The following principles must be adhered to:
- all items of assessment are subject to anonymous marking wherever possible. In cases where this is not possible double marking is adopted i.e., student presentations
  - the Major Project is subject to unseen double marking
  - all items of assessment (including those for level 4 modules) are subject to internal moderation
- 28.2 The relevant HE Manager is responsible for identifying adequate numbers of markers and that such staff are properly briefed and trained.
- 28.3 It is recognised that different disciplines lend themselves to different styles of marking and annotation of student work and examinations. UCP does not set a generic policy on how student work is annotated (e.g.: comments written at various places throughout a piece of work, colours of pen used etc.); such approaches are determined at departmental level, usually based on norms in the subject area and the assessment method being used. However, it is a minimal requirement that a summary piece of feedback is provided on all work which relates to the achievement of learning outcomes and refers to the assessment criteria.
- 28.4 Where an assignment indicates a prescribed word limit, students are advised to work within these parameters. If a student writes 10% above or below the specified word count the tutor can deduct up to 5% from their assessment result. In determining the text to be included within the maximum word limit, the following items are excluded:
- abstracts;
  - data;
  - tables;
  - figures;
  - diagrams;
  - in-text references/citations (e.g.: "(Baxter 2016: 73-84)")

- footnotes/endnotes used for reference purposes and kept within reasonable limits;
- list of references and/or bibliography;
- appendices.

28.5 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the Regulations for the validated award of the Open University. Marking tutors must not adjust any marks entered onto ProMonitor. The original mark must be entered and the late submission recorded by ticking the assessment element late penalty flag. The late penalty percentage will be applied by the system.

## 29 **Marking Standards**

29.1 A piece of written work may be penalised if:

- the handwriting is difficult to read;
- there are multiple crossings out;
- the layout causes an unacceptable degree of confusion;
- misspellings interfere with communication or are the result of consistent carelessness and failure to check adequately work submitted;
- sentence structure is inappropriate to the content and the word order interferes with understanding;
- punctuation causes confusion for the reader as to the perceived meaning of the sentence;
- style is inappropriate to the subject matter (e.g., use of slang terms, excessive formality or informality);
- the text lacks cohesion and coherence.

29.2 Marking Schemes are used at module level to inform the first marking and internal and external moderation of each item of assessment. Marking schemes identify the knowledge and skills which students must demonstrate to achieve the learning outcomes of the module and are used to calculate the total mark to be awarded for an individual item of assessment.

## 30 **Anonymous Marking**

30.1 Student should put their SID within the header section of documents, not their name. Assessments at all levels are normally marked anonymously by the first marker(s). This means that student work will be identified by SID numbers, not by name. Where anonymity is not possible, assessments are subject to double marking. In such cases, the second marker(s) knows the marks awarded by the first marker(s).

30.2 Since anonymity cannot be maintained, all student presentations contributing 25% or more of a module's assessment are double marked, either by another lecturer attending the presentations or by assessing marks based on recordings.

## 31 **Internal Moderation**

31.1 First markers complete Part A of The Moderation Form (see Appendix 3), attach it to the sample of student work along with the overall mark list and marking scheme, and provide this to the designated internal moderator.

31.2 The first marker selects a sample for internal moderation which:

- comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work which he/she has marked for each assessment element contributing 25% or more of the overall assessment for a module. The minimum may be exceeded in order to address the remaining criteria below;
- covers the range of marks identified within the marksheet;
- addresses any external requirements such as those of Professional Statutory and Regulatory Bodies (PSRBs);

- takes account of any support required by the HE Manager for new and/or inexperienced first markers.
- 31.3 Once the internal moderator has agreed the marking standards of the sample provided, they sign the Moderation Form (see Appendix 1) to confirm this and then forwards the complete bundle to the Module Leader.
- 31.4 The internal moderation process should lead to an agreed set of marks. Where agreement cannot be reached, the matter is referred to the HE Manager. The HE Manager can:
- I. Refer all student work to be second marked (in cases of significant discrepancy between first marker and internal moderator);
  - II. Refer the batch to a third marker who will determine the final mark in consultation with the relevant External Examiner.
- 31.5 Once the module marking is confirmed the Module Leader enters results onto ProMonitor. Course Leaders must audit at least 10% of the marks input on ProMonitor against internal moderation records. The deadline published by the Academic Office must be adhered to.
- 31.6 Marks entered during the marking and moderation period are hidden from students on ProMonitor. The Academic Office is responsible for restricting students access until results are approved after the Exam Board. Provisional marks (i.e., those that have been internally moderated but not yet ratified by an Exam Board) which are disclosed to a student, should clearly state that the marks are not confirmed and could change. Assessments must go through the moderation process prior to any release of confirmed marks. See section 50.
- 31.7 Marks are entered and codes applied in ProMonitor to record late submissions, academic offence penalties or non-submission of an assessment element. These outcomes will be confirmed to students on ProMonitor following the Exam Board meeting.

## 32 External Moderation of Scripts

- 32.1 Assessed work at all levels are subject to external moderation at the initial assessment point (e.g., the end of Semester/Trimester 1 for modules delivered in Semester/Trimester 1). The regulations relating to EEs can be found in section F2 of the Handbook for Validated Awards.
- 32.2 Course Leaders will provide external moderation sample packs of coursework to the Academic Office by the internal deadline agreed in the secure electronic Academic Office course file (with evidence of internal moderation). This file is protected and only accessible to Course Leaders, External Examiners, UCP Academic Office and HE Managers.
- 32.3 The external moderation sample includes:
- a full schedule of all marks achieved by all students registered for the module, clearly indicating which examples of work have been included in the sample;
  - the relevant Module Specification;
  - the Generic Assessment Criteria and Marking Standards/marketing scheme for each assessment task;
  - The Internal Moderation Form;
  - a minimum of eight items or 10% (whichever is the greater) of the assessed work for each assessment element contributing 25% or more of the overall assessment
  - covers the full range of marks identified within the final marksheet;
  - covers borderlines, fails and distinctions;
  - includes work submitted by any IEG staff member studying on the programme;
  - covers all markers;
  - addresses any external requirements such as those of PSRBs.
- 32.4 The moderation sample will be stored securely on a restricted access drive by the Academic Office and External Examiners given access to moderators by the Exam Board deadline.

- 32.5 Assessments which have not been externally moderated will be securely stored by the Course Leader until the date the awarding bodies have notified it can be released.
- 32.6 An External Examiner may propose to the Exam Board that, based on their sample moderation:
- all marks for a particular assessment task are moderated up;
  - all marks for a particular assessment task are moderated down;
  - all marks for a particular assessment task are re-marked due to inconsistencies in the marking process (in such cases, the External Examiner provides guidance on the issues that need to be addressed when the re-marking occurs).
- 32.7 The Exam Board cannot agree to moderate the marks of individual candidates unless the External Examiner has moderated all assessed work for all candidates.
- 32.8 Course Leaders are expected to discuss with Module Tutors feedback on assessment provided by the External Examiner at the Assessment Board and in the annual External Examiner Report.

### 33 Archiving of Students' Assessed Work

- 33.1 Course leaders should maintain a securely held archive of sample marked student work that is representative of the range of assessment tasks and grades awarded, for the purposes of quality audit, staff induction and development, and monitoring and benchmarking of standards. The sample should be retained in line with the HE Data Retention Schedule.

### 34 Academic Misconduct

- 34.1 UCP will fully investigate all cases of suspected assessment offences. Any assessment suspected of contacting an academic offence must be referred through the process outlined in the UCP-ASS004 Higher Education Academic Misconduct Policy [www.ucp.ac.uk/polices](http://www.ucp.ac.uk/polices).

### 35 Examination Boards

#### Principles

- 35.1 Every programme of study leading to an award must have an Exam Board.
- 35.2 Exam Boards consider the academic progress of individual based. The performance of module assessment and teaching is discussed.
- 35.3 The Exam Boards which include representation from the appropriate awarding body, reports to the Awarding Body Awards Board (known as Module Results Approval and Qualifications Classification Panel -MRAQCP by the Open University).
- 35.4 The date for all formal meetings scheduled at UCP is published 12 calendar months in advance.
- 35.5 Members are responsible for ensuring that appropriate academic standards are set for all assessed work for modules/units within their remit (including consideration of mean marks, standard deviation, and comparisons with student achievement in previous years and/or assessment periods).
- 35.6 The responsibility of the Exam Board is to:
- a) Review of formal presentation of module mark sheets.
  - b) Ensure that assessment and feedback is purposeful and supports the learning process.
  - c) Consider the appropriateness of mark ranges in the context of anticipated or normative mark standards and to moderate where appropriate.
  - d) Consider and approve module/unit results and the award of the associated credit to determine for a student who has failed a module/unit at the first attempt the form and timing of re-assessment on the following basis.

Either:

- i. The form of re-assessment is normally a resit of the failed elements.  
Exceptionally, an alternative method of re-assessment is provided e.g., where the

original method of assessment can no longer be repeated for an individual student.

or

- ii. The re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area e.g., laboratory work for a science-based subject).
- e) Identify those modules/unit for which incomplete marks have been submitted for referral to the Panel for action, where appropriate.
  - f) Receive reports from the Pre-Student Review Panel (which considers the following)
    - i. Extenuating Circumstance Panel
    - ii. Academic Misconduct Panel
    - iii. Academic Appeals Information (pertinent to the board)
  - g) Confirmation and Recommendations for Progression.

### Attendees

35.7 Attendees include:

- a) Chair – a senior member of staff, someone independent of the programme/subject area being considered
- b) Secretary to the Board (Academic Officer (or equivalent))
- c) Module Leaders
- d) Tutors responsible for teaching or assessing
- e) External Examiner(s) for each programme being considered at the board
- f) Awarding Body Representative

35.8 The following members must attend for the decisions of a meeting to be valid unless unforeseen circumstances exceptionally prevent attendance. In which case appropriate alternative arrangements should be made provided the circumstances arise an enough time in advance of the meeting:

- a) One representative from each Faculty.
- b) All External Examiners.
- c) 50% of the Module Leaders (or their named substitute) whose modules are under consideration.
- d) Awarding body representative.

35.9 Members will be asked to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the meeting. All interests disclosed will be recorded in the minutes. If the Chair of the meeting deems it appropriate, the member shall absent himself or herself from all or part of the discussion of the matter.

35.10 If the quorum is not achieved within 15 minutes of the formal start time of the meeting as indicated on the agenda, then the meeting can either be dismissed by the Chair or carried out on an informal basis. If a meeting is not quorate, decisions are not valid. Recommendations of inquorate meetings can, however, be ratified at the next quorate meeting.

35.11 At every meeting attendance shall be recorded, and all proceedings minuted. The minutes, once verified provisionally by the Chair of the Academic Board, are circulated to members and a copy held by the Academic Office.

### Agenda

35.12 The Chair ensures that the Exam Board acts in accordance with its Terms of Reference and that it does not make decisions when it is inquorate.

35.13 All Exam Boards must include the following standard agenda items:

- a) Welcome and apologies

- b) Confirmation that the Panel is quorate and therefore able to take decisions
- c) Declaration of Conflict of Interest
- d) Confirmation of the minutes of the previous meeting
- e) Confirmation that students have taken modules/units that lead to the qualifications under the jurisdiction of the Panel
- f) Matters arising from the minutes of the previous meeting
- g) Details of any Chair's Actions taken since last meeting
- h) HE Course Leader/ Module Leader presentation of module mark sheets and report on delivery and assessment of each module to include where appropriate;
  - I. the grades achieved by students on the individual modules/units
  - II. Complaints pertinent to the proceedings of the board
- i) Comments from External Examiners on the appropriateness of assessment, marks and standard of feedback
- j) Consideration of any proposed moderation of marks for individual assessment tasks (not individual candidates), based on advice from the relevant External Examiner
- k) Confirmation from the External Examiners that the standard of any awards to be made is comparable with that of similar awards elsewhere
- l) Review of recommendation form the Pre-Student Review Panel:
  - I. Academic Misconduct cases
  - II. Academic Appeals cases
  - III. Referrals and deferrals
  - IV. Progression of students on to the next stage of the programme
- m) Approval of recommendations for progression.
- n) Reminder that discussions and decisions taken at the Panel are confidential
- o) Any other business
- p) Date of next meeting confirmed
- q) Collection of confidential papers by the Secretary to the Board (or information about deleting documents where board held remotely)
- r) Signing of Award Recommendation paperwork – conducted by email for remote meetings

#### Preparation – Data and Documentation

- 35.14 The Academic Office publishes the deadline for all internally moderated marks to be entered on to ProMonitor. This is the Monday of week 16 and week 33 and week 43 for resits of the Academic Office calendar. After this date, results on Promonitor are closed to staff for editing.
- 35.15 The Academic Office staff exports the marksheet report from ProMonitor. This is done from the Promonitor reporting screen and provides the Panel with performance data by module.

#### Post meeting

- 35.16 The Academic Office keeps a formal record of the attendance at, discussions held, and decisions made at the meeting. Decisions regarding student achievement must be recorded accurately in the minutes of the meeting.
- 35.17 Following an Exam Board all decisions and any mark amendments are updated on ProMonitor by the Academic Office staff.
- 35.18 Draft Exam Board minutes are produced within 5 working days of each meeting and sent to members and the Academic Office.
- 35.19 Exam Board minutes must be confirmed and approved at each subsequent meeting.
- 35.20 Where a decision is being deferred the reason must be fully minuted.
- 35.21 Deferred decisions must be resolved within 30 working days of the date of the Exam Board. A decision must be made based on the information available at that time.

### Communication of decisions to Students

- 35.22 Module marks and progression decisions will be published by the Academic Office and made available for students to view after the meeting of the Exam Board, at by the date set by Academic Office.
- 35.23 Students are informed if they have failed a summative assessment submission on Promonitor. If eligible, they are informed of the deadline date a second submission is due on Promonitor. Assessment tasks are posted on Canvas by the Module Leader. It is the student's responsibility to check their assessment results and reading published guidance.

## PART 7: MODULE RESULTS

### 36 Results Process

- 36.1 Results from online tests which must be generated by the Exams Office will be sent to the tutor who requested the test no later than one working day after the exam.
- 36.2 Tutors are responsible for distributing coursework back to students after the release date.
- 36.3 The Academic Office is responsible for communicating outcomes of the Exam Board to students and other relevant sections of the institution. Confirmed assessment element and module results are published by the Academic Office to students on ProMonitor by set dates in accordance with the academic calendar published on the UCP website [www.ucp.ac.uk/key-dates/](http://www.ucp.ac.uk/key-dates/), on CANVAS and in module guides.
- 36.4 The Academic Office is responsible for communicating student's progression decisions, after confirmation at the [Exam Board](#), to students and other relevant sections of the institution. Students' progression decisions are confirmed by the Academic Office to students on ProMonitor by setting dates in accordance with the academic calendar published on the UCP website [www.ucp.ac.uk/key-dates/](http://www.ucp.ac.uk/key-dates/), on CANVAS and in module guides.
- 36.5 Where retrieval of failed modules after the first attempt involves the re-submission of coursework, it is the responsibility of the students concerned to contact the Module Leader/Tutor to obtain precise details of the re-assessment task(s).

### 37 Module and Component Assessment Scores

- 37.1 All undergraduate assessment elements will be marked on a percentage scale. These are published to students on Promonitor:

BSc/BA/BEng		
% Scale Score	Band	Performance Standard
70+	A	Excellent pass
60-69	B	Very Good pass
50-59	C	Good Pass
40-49	D	Pass
0-39	F	Fail
FD		
% Scale Score	Band	Performance Standard
70+	DS	Distinction
60-69	ME	Merit
40-59	PA	Pass
0-39	F	Fail

37.2 Where the result of the overall assessment calculation creates a mark of 0.5% or greater, this will be rounded up to the next full percentage point (e.g., 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5%, this will be rounded down to the next full percentage point (e.g., 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

## 38 Certificates

38.1 Formal award lists are prepared by the awarding body upon receipt of award recommendation documentation which determine the awards to be conferred and certificates subsequently produced.

38.2 All students receive a transcript of results posted to candidates' home addresses. Final award certificates are posted (recorded delivery) to candidate's current home address. Certificates may be collected from the Exams Office on behalf of a candidate by a third party, provided they have been authorised to do so. The centre retains printed certificates for one year after which it is shredded. In the event of lost certificates duplicates may be purchased by the candidate from the awarding bodies.

38.3 All certificates will be recorded on the Student Management System by the Exams Office.

38.4 Certificates for staff members will be processed and available for collection by staff within two weeks of receipt. Staff will be notified of collection arrangements by email. Staff will be required to sign for their certificate(s).

38.5 UCP will not pay costs incurred by the loss of certificates if the candidate failed to notify UCP of a change of address by the end of the academic year.

38.6 For genuine cases of lost certificates, UCP will pay for a replacement certificate within 1 year of its issue from the awarding body. Any replacements required due to non-receipt of certificates posted out by the Exams Office but greater than 1 year after issue will be the responsibility of the candidate to contact the Awarding Body and arrange and pay for reprint(s).

38.7 Where certificates are returned by Royal Mail as undeliverable these will be held in secure storage for a period of 12 months and then securely destroyed.

38.8 Cost incurred to replace certificates because of data issues such as incorrect name/date of birth will be charged to the student if they have failed to have their details amended before certification or re-charged to the originating department. These amendments must have been made on the correct forms and left either with UCP Reception or MIS team. Change of address forms available from reception, change of name must be notified by deed poll.





This template supports transparency in the moderation process and provides a record of the internal and external moderation decision. Completion of all sections within the template electronically will assist moderation processes. The comment boxes will expand as they are populated

Module code and title: \_\_\_\_\_

Year & semester of delivery: 202\_/\_ SEM\_\_

- What is being moderated?  Module Guide  
 Assessment Brief Element 010  
 Assessment Brief Element 011  
 Assessment Brief Element 012  
 Practical (in class test, lab activity)  
 Exam Paper (first, resit paper and marking rubric)

### MODULE DETAILS

Please check the following with reference to the Module Definition Form & Module Guide:

Internal Moderation Checklist	Y/N*	Comments
Module Leader name matches the name on the current MSF		
Module code and title matches the current MSF		
Semester delivered in matches the current MSF		
Schedule of teaching is included and is clear		
Details of the assessment break down and due date/s are clearly shown		
Is the language appropriate and inclusive?		

### ASSESSMENT DETAILS

Internal Moderation Checklist	Y/N*	Comments
Details of the assessment break down and due date/s are clearly shown		
Are the learning outcomes to be addressed listed accurately?		
Does the task allow these learning outcomes to be met?		
Is it clear what evidence the learner needs to generate?		
The question paper/ assignment brief is complete including handouts, formula sheets etc.		
There is a full set of solutions that match the questions/ assignment		
The assessment questions are not identical to those used from the previous academic session		
Is the language appropriate and inclusive?		
Overall, is the assignment fit for purpose?		
The assessment assesses learning outcomes as set out in the MSF		
It is free from spelling errors and in a clear and understandable format		
The assessment rubric is correct		
* If "No" is recorded and the Internal Verifier recommends remedial action before the task is issued, this should be entered below and the form not signed until action completed.		

**General comments / feedback, including any action to be taken (please state by whom and when):**

--	--	--	--

<b>Action:</b>	No action required / Action completed		
<b>Internal Moderator signature:</b>		<b>Date:</b>	
<b>Module Leaders signature:</b>		<b>Date:</b>	

**Module Leader's response to Internal Moderator's comments**

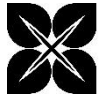
Suggested changes implemented by Module Leader:  Yes  No

If no, please state why the changes have not been implemented.

--

**ONCE INTERNALLY MODERATED AND MODULE LEADER HAS COMPLETED ACTIONS REQUIRED PLEASE SAVE IN YOUR COURSE FILE IN THE ACADEMIC OFFICE SECURE MS TEAMS DRIVE (OR FORWARD TO [ACADEMICOFFICE@UCP.AC.UK](mailto:ACADEMICOFFICE@UCP.AC.UK))**

***A copy of this form will be sent to the External Examiner to confirm moderation and where appropriate, implementation of suggested changes has taken place.***



External Examiners should approve the content of all assessment tasks for those modules which contribute towards the classification of students' individual awards (e.g.: examinations, coursework, presentations) at level 5 or higher. This allows the External Examiner's expertise 'to inform institutions' practice as it occurs, rather than providing an exclusively retrospective comment on past practice' (UK Quality Code for HE chapter B7).

<b>Module title and code</b>	
<b>Date of external review</b>	
<b>External Examiner Name:</b>	

- What is being moderated?**  Module Guide
- Assignment (Report, essay, case study)
  - Practical (in class test, lab activity)
  - Exam

1. Comments on the clarity, fairness, coverage of the learning outcomes and consistency of the proposed assessment, including whether it is at an appropriate level of study and comparability with similar provision elsewhere

2. Please add comments and indicate any recommended changes or amendments

3. General comments / feedback, including any action to be taken

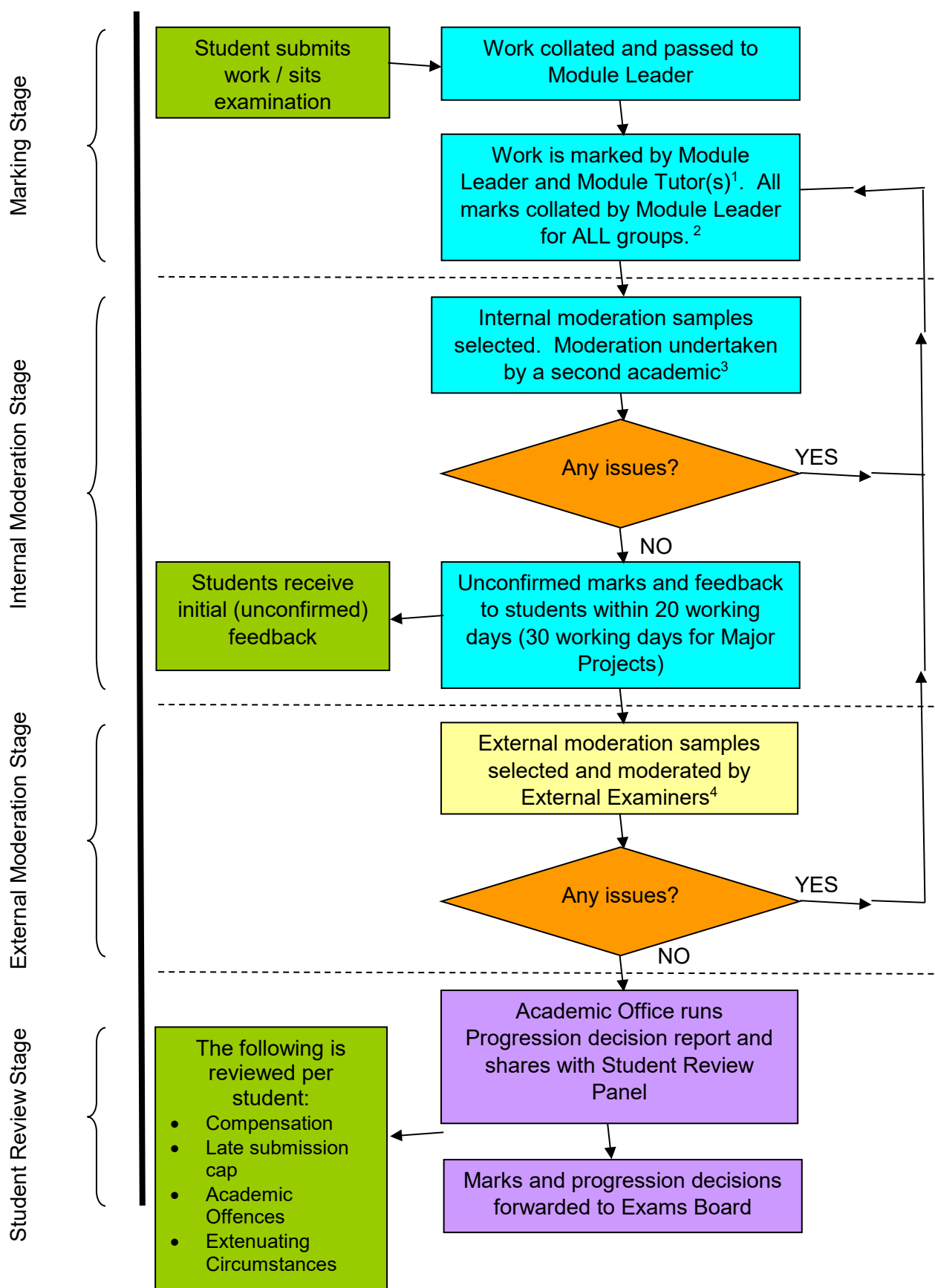
**Action:**  No action required / Action to completed

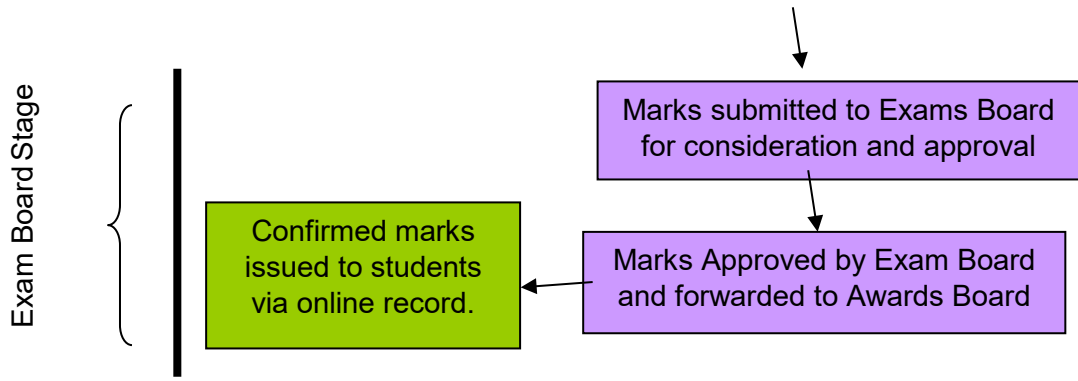
**Module Leader's response to External Moderator's comments**

Suggested changes implemented by Module Leader:  Yes  No

If no, please state why the changes have not been implemented:

## APPENDIX 2: Flowchart of UCP's Marking Processes





All work is marked anonymously or double marked where identity of the student is known (e.g. in a presentation)  
 The internal (and external) moderation process compares work from all groups where the module is delivered more than once  
 The sample for the internal moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for each marker and covers the full range of marks  
 Modules at levels 4, 5, 6 and 7 are subject to external moderation. The sample for the external moderation process comprises a minimum of eight pieces of work or 10% (whichever is the greater) for the entire module and covers the full range of marks

## APPENDIX 3: Moderation Form



University Centre  
Peterborough

### MODERATION FORM

#### INSTRUCTIONS TO THE FIRST MARKER:

First markers complete Part A of this form, attach it to the sample of student work along with the overall mark list and marking scheme, and forward the bundle to the designated internal moderator. It is advisable for the first marker to keep a photocopy of the mark list and mark scheme. If it is not possible for the moderation process to be completed prior to the scheduled return of feedback and assessed work to students, **photocopies of work included in the sample** should be made for the purpose of the moderation process. The first marker selects a sample for internal moderation which:

- consists of a minimum of eight items or 10% (whichever is the greater) of the assessed work which he/she has marked for each assessment element contributing 25% or more of the overall assessment for a module. These minima may need to be exceeded in order to address the following criteria;
- covers the full range of marks identified within the marksheet
- addresses any external requirements such as those of PSRBs;
- takes account of any support required by the HE Manager for new and/or inexperienced first markers.

#### INSTRUCTIONS TO THE DESIGNATED INTERNAL MODERATOR:

The bundle of scripts provided by the First Marker should be moderated and the relevant section of Part A of this form is completed. Once the internal moderator has agreed the marking standards of the sample provided, he/she signs the form to confirm this and then forwards the complete bundle to the Module Leader.

#### INSTRUCTIONS TO THE MODULE LEADER:

Where this module has been delivered in one location only, and marked by one member of staff only, Part A of this form is sent (with attachments) to the relevant External Examiner for scrutiny and counter-signature. Part B of this form does *not* require completion.

Where this module has been marked by more than one member of staff and/or delivered at more than one location, Part B of this form is completed in order to compile a 'sample of samples' prior to dispatch to the relevant External Examiner.

#### COMPLETING PART A OF THIS FORM:

##### Level 3 and modules NOT contributing to award classification

1. First marker marks all scripts and, using this form, passes the sample (see above) to the nominated internal moderator (2nd marker). Scripts should be marked according to the Awarding Body Generic Assessment Criteria & Marking Standards (or module specific marking scheme).
2. Internal Moderator reads scripts received from the first marker and *either*:
  - (A) agrees the marks awarded, signs the **Assessment Moderation Form (overleaf)** and forwards the form and assessed work to the Module Leader, *or*
  - (B) suggests a review of marks for all students, explaining reason and returns the form and assessed work to the first marker for a re-mark.If (B) then steps 1-2 are repeated.
3. UCP Academic Office retains samples for monitoring/audit purposes until the next delivery is complete.

##### Level 4, 5, 6 and 7 modules contributing to award classification

- 1 As above.
- 2 As above.
- 3 The Module Leader forwards a sample to the External Examiner for moderation. The sample:
  - comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work for each assessment element contributing 25% or more of the overall assessment for the entire delivery module (i.e.all locations of delivery). The minimum may be exceeded in order to address the following criteria;
  - covers the full range of marks identified within the final marksheet
  - covers all markers;
  - covers all locations of delivery;
  - addresses any external requirements such as those of PSRBs.

**NB: Where there is more than one first marker and/or multiple locations of delivery, the Module Leader must complete Part B of this form.**



**Module (title and code):**

**Assessment Element (and weighting):**

**No of candidates at this location:**

**Year:**

**Semester/Trimester:**

**Department:**

**Location of delivery:**

**First Marker:**

**Module Leader:**

Script Identifier (Normally SID Number)	Mark	Internal Moderator's Comment Either: (a) confirm below that you agree with the marking standards of this sample OR; (b) if you have concerns about marking standards, detail these below, using a separate sheet where necessary, and return the sample with your comments to the first marker
1		<i>Continuation Sheet available</i>
2		
3		
4		
5		
6		
7		
8		

**For Internal Moderator: Please tick below as appropriate**

1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.
2. All scripts should be re-marked because (continue on separate sheet if necessary):

***In the event of a re-mark (delete as appropriate)***

I have discussed my concerns with the first marker (on \_\_\_\_\_ (date)) and now agree/do not agree that the marks allocated to this sample of scripts indicate that the module has been fairly assessed.

**Name of Internal moderator (BLOCK CAPITALS):** \_\_\_\_\_

**Signed: Internal moderator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**For External Examiner (only to be completed when no Part B of this form is provided):**

*Please tick number as appropriate*

1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.
2. On the basis of the sample I have seen, all scripts should be moderated up / down by .....%.
3. All scripts should be re-marked because..... (continue on separate sheet if necessary):

**Signed: External Examiner** \_\_\_\_\_ **Date:** \_\_\_\_\_



**THIS SECTION IS ONLY COMPLETED FOR MODULES WHICH ARE MARKED BY MORE THAN ONE MEMBER OF STAFF AND/OR ARE DELIVERED AT MORE THAN ONE LOCATION**

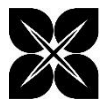
**INSTRUCTIONS TO THE MODULE LEADER:**

*The Module Leader receives the bundles of assessed work from each internal moderator. The Module Leader collates all Parts A of the Moderation Forms (there should be one Part A for each individual first marker) and selects from the accompanying samples a final “sample of samples” for external moderation. This final sample:*

- *comprises a minimum of eight items or 10% (whichever is the greater) of the assessed work for each assessment element contributing 25% or more of the overall assessment for the entire delivery module (i.e.: all locations of delivery). These minima may be exceeded in order to:*
  - *cover the full range of marks identified within the final marksheet;*
  - *cover all markers;*
  - *cover all locations of delivery;*
  - *address any external requirements such as those of PSRBs;*

*The Module Leader completes Part B of this Form. He/she collates, checks and forwards the final sample to the Head of Department (or nominee) for onward transmission to the relevant External Examiner. The sample is accompanied by:*

- a full schedule of all marks achieved by all students registered for the module, clearly indicating which examples of work have been included in the sample;
- the relevant MSF;
- the assessment criteria/marking scheme for each assessment task;
- parts A (multiple) and B of this form.



**Module (title and code):**

**Assessment Element (and weighting):**

**Year:**

**Semester/Trimester:**

**Department:**

**Module Leader:**

Locations at which module was delivered	Number of candidates taking module	First Marker (Name)	Internal Moderator (Name)



Script Identifier (Normally SID no.)	Location of Delivery	Agreed Mark (Internal )	Module Leader's Comment (only to be completed in detail if there is concern about the overall standard of marking)
1			
2			
3			
4			
5			
6			
7			
8			

Continue on duplicate of this sheet if necessary

**For External Examiner:**

Please tick number as appropriate

- [ ] 1. The marks allocated to this sample of scripts indicate that the module has been fairly assessed.
- [ ] 2. On the basis of the sample I have seen, all scripts should be moderated up / down by .....%.
- [ ] 3. All scripts should be re-marked because..... (continue on separate sheet if necessary):

**Signed:** External Examiner: \_\_\_\_\_ **Date:** \_\_\_\_\_