Maryvale Institute

Moderation Policy and Process

The individual programme handbooks will explain the marking process specific to each programme. Each programme follows the principles of moderation set out below as a minimum.

1. **Moderation policy**

   1.1. For all Higher Education courses at the Institute sample assignment and examination scripts are chosen for moderation from across the grades, to a minimum of 25%. For smaller cohorts this may constitute the whole set of scripts.

   1.2. Any scripts with a high similarity score (through *Turnitin)* will be singled out for more focussed attention.

   1.3. All dissertations are subjected to the moderation process.

   1.4. Oral examinations take place in front of a panel. Moderation takes place through discussion amongst the panel before a final mark is agreed.

2. **Moderation procedure**

   2.1. The Programme Director is responsible for the day to day moderation by sampling academic tutor comments and marks and for the general monitoring of the quality of tutoring and grading by members of the Programme Team by reading all 'feedback' tutor sheets. This work of the Programme Director involves:

      2.1.1. the moderation of scripts for consistency across the programme and for appropriate standards, matching tutor grading against the assessment criteria.

      2.1.2. monitoring the quality and helpfulness of tutorial feedback from tutors to students, both on the students' scripts and on the 'feedback' report forms

      2.1.3. providing useful feedback to tutors on their tutoring and grading

   2.2. External Examiners should be allowed to view both moderated and unmoderated marks, in spreadsheet form, both as evidence of the moderation process and to consider any alterations made during the process.

   2.3. Should there be a significant difference of opinion between the marker and the Programme Director, this will be brought to the attention of the relevant Examination Board for a final decision.

   2.4. External Examiners may not change the marks of individual students, but should they have concerns about the internal marking and moderation, may recommend either a change to the marks of an entire cohort or that the work be re-marked.

2.5. In certain circumstances, in the case of students with learning difficulties or disabilities, the student is to be assessed in a manner which takes into account their specific needs.

2.6. The Institute's Academic Standards Committee will monitor the overall implementation of this process on behalf of the Academic Board.

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Related documents: (eg associated forms, underpinning processes, related policies or overarching policies)	

Version Control			
Version	**Author [name]**	**Date**	**Brief summary of changes**
V2	**Rita Bannister**	**May 2020**	Clarification of minimum percent of work to be moderated Reference to work with high similarity rate on *Turnitin* requiring special attention Reference to moderation of oral exams