University of Roehampton London

Academic Processes and Procedures

Last Updated: September 2024

Assessment Procedures

This document should be read in conjunction with the Academic Regulations and, for partner ventures only, with the document Guidance on Moderation of Collaborative Programmes.

1. Planning the annual assessment schedule

1.1 The planning of the annual schedule of assessments on a programme is the responsibility of the Programme Leader and is carried out in a timely manner, before teaching commences.

1.2 Setting the schedule involves identifying the dates of Programme Examinations Boards (including the re-sit Board) for the year, in accordance with the previously published University's semester dates and the date of the relevant Awards and Progression Board (either UG, PGCE or PG). This is done in liaison with the external examiner(s) to ensure their availability to attend the Boards.

1.3 The completed schedule also identifies the coursework submission dates on each module which allows for each module on a programme to be attached to the appropriate Programme Examinations Board. The examination period and dates of exams are set by the Registry Department and programmes which assess students through coursework and exams should not set coursework submission dates during examination periods.

1.4 Based on the date of the Programme Examinations Board and taking into account the number of assessment components on a module, the setting of the schedule should consider the following indicative timelines, for each module:

- the external examiner's approval of assessment tasks (see 2.2 to 2.5);
- the marking and internal moderation (see 4.);
- external moderation (see 4.14).

2. Procedures for setting assessment tasks

2.1 The preparation of each assessment task is the responsibility of the named Module Leader(s). The Department should put in place arrangements for all proposed assessment tasks (coursework as well as exam papers) to receive internal scrutiny before being made available to the external examiner.

2.2 The Programme Convener is responsible for ensuring that all proposed assessment tasks at Levels 5, 6 and 7 are made available to the external examiner(s) for comment and approval.

2.3 External examiner scrutiny of assessment tasks at Level 4 is required for all modules contributing to the classification of the final award. This applies to Foundation Degree programmes. It is also good practice to receive external scrutiny of Level 4 assessment tasks in the first year of a new programme.

2.4 It is the responsibility of the Programme Leader to ensure that comments made by the external(s) are considered before the final drafts of assessment tasks are published to students.

2.5 Copies of examination papers should be submitted to Registry in accordance with the published timetables. Departments should submit approved, ready-to-print final copies of the exam papers, in line with formatting and template guidance given.

3. Procedures for submission of student work

3.1 Except for arrangements in 3.4 all assignments are submitted electronically through the virtual learning environment (Moodle). Unless stated otherwise the deadline for assignments is 2pm (GMT).

3.2 Assignments are uploaded into pre-set inboxes on the appropriate Moodle module sites. It is the responsibility of the Module Leader to ensure the inboxes are set up. Each assignment requires a minimum of two inboxes to allow for standard submission and late submission/ mitigating circumstances. Inboxes for resits should be set up as and when they are required.

3.3 Updated versions of assignments can be resubmitted as many times as needed up until the deadline. The first three submissions will generate an immediate similarity report on Turnitin. For each subsequent submission, this report will be generated after 24 hours. The submission that is marked is the final submission and therefore marking should not start until after the submission deadline.

3.4 Arrangements for submission of assignments which cannot be uploaded to Moodle, for example, large format portfolios, artefacts, films or photographs should be outlined in the relevant programme/module handbooks.

4. Procedures for marking and moderation

4.1 Wherever practicable, assessment is conducted without any student's name or personal identity being revealed to the marker(s). All examination scripts are marked anonymously.

4.2 All assessments should be marked without regard to any knowledge of medical or other extenuating evidence as set out in the University's Mitigating Circumstances Policy.

4.3 After the work has been marked, it is subject to the process of moderation which should take place before any provisional marks are released to students.

4.4 All assignments such as dissertations and equivalent assessments are second-marked internally. In exceptional circumstances where the first and second markers are unable to agree on a mark, the process of third marking will be applied. The third marker will be a subject specialist and will review the first and second marking to determine the final mark. Only feedback representative of the final mark will be made available to the student.

4.5 Except for arrangements in 4.4, all assessments go through internal and external moderation processes using a sample. The size of the sample will vary according to the number of students. The minimum sample should be 10% of assessments across the whole range of marks on a module with a minimum of ten scripts, whichever is the greater. Where there are fewer than ten students on a module, all work is subject to moderation.

4.6 Where there is more than one component to assessment on a module, work from each component must be included in the moderation sample and the sample must be constructed in such a way that it reflects the full range of marks at component level. The sample selected at the stage of internal moderation can be used in external examiner moderation.

4.7 On collaborative programmes the size of the sample should be 25% in the first year of a partnership. Departments should use academic judgement on whether this can be decreased to the standard 10% in subsequent years (*see also Guidance on Moderation of Collaborative Programmes*).

4.8 Moderation follows the same anonymity principle as marking. Students should not be informed as to whether their assignments have been included in the moderation sample.

4.9 Where delivery of a module involves more than one member of academic staff, and/or where delivery takes place over a number of different delivery locations, the function of the moderation process incorporates the need for marking to be consistent and fair across all deliveries. To achieve this, a sample from each marker and/or delivery site will be taken, in accordance with 4.4 and 4.5, and moderated to ensure such fairness and consistency. In order to prepare for moderation, it is expected that the process of marking scripts from such

deliveries will involve communication between members of the marking team, to ensure initial marking is being carried out to the required standards.

4.10 When any assessment has been moderated, this should be indicated on the appropriate form (for partnerships this should be the Internal Moderation Form for Collaborative Programmes). The purpose of this is to ensure that there is clear evidence for the external examiner that moderation has taken place.

4.11 If internal moderation has identified that marking is too low or too high, or is inconsistent, the initial sample should be increased. If the concern persists, the moderator should raise this with the marker. Where agreement cannot be reached, the matter should be brought to the attention of the Programme Leader or a senior member of staff (e.g. Deputy Head/Director or Head of Department/Director of School).

4.12 If internal moderation has identified the need for marks to be adjusted at component level, this should be applied consistently and only at component level.

4.13 The outcome of the internal moderation process on each module should be a completed moderation form, a list of agreed module marks and a sample which can be used for further moderation depending on the nature of provision. The list of marks for the module should represent a set of marks which are believed to be fair and equitable across all students taking that module. Where this is not the case, the moderation process should require further marking of all assignments, or assignments within particular bands, until such a list of marks can be produced. It is not the purpose of moderation to second or third mark, and therefore no individual student will have their mark changed as a result of moderation.

4.14 Marking and internal moderation should be completed within fifteen working days of the submission date and provisional marks are released to students (*see also Assessment and Feedback Framework*). External examiners should be provided with sufficient time to carry out moderation; the exact time frames should be agreed between the programme team and the externals.

4.15 External examiner moderation is conducted on all modules at Levels 5, 6 and 7. At Level 4, external moderation is required for all modules contributing to the final classification. This applies to Foundation Degree programmes. Note, however, that UG externals can request to have access to all assessed work at Level 4 for information.

4.16 External examiners can request to increase their moderation sample.

4.17 Resits undergo internal moderation and are made available to external examiners should they wish to see them.

5. Programme Examinations Boards

5.1 It is the responsibility of the secretary to the Programme Examinations Board to make available to all members the gradesheets, including the component marks and their respective weightings.

5.2 The external examiner will have moderated assessed work in advance of the Examinations Board. At the meeting, they are invited to comment on their findings and any recommendations made should be discussed.

5.3 The role of the external examiner at the meeting is to observe the operation of the Board, determining whether there is consistent application of the academic regulations and transparent decision-making.

5.4 Confidential minutes of meetings of Programme Examinations Boards are recorded by a member of staff authorised by the Academic Registrar.

5.5 Marks confirmed at the Programme Examinations Board are released to students.

6. Retention of Assessment Material

6.1 Assessments submitted and marked electronically are available to students for the duration of their studies through Moodle.

6.2 Assessments that require submission in hard copy (for example, placement portfolios, posters or special projects) are returned to students within previously agreed arrangements and time frames. It is the responsibility of the student to collect their work in a timely manner.

6.3 Examination scripts will be retained for a period of 24 months following the point of award at any level. Examination scripts must not be returned to students but staff can give students feedback on their performance.

6.4 Where a programme is accredited by a Professional, Statutory or Regulatory Body (PSRB), that body may stipulate a longer retention schedule.

Glossary of key assessment terms:

Assessment task	Any type of assessment set to test a student's knowledge and understanding.
Examination Script	The document containing the answers produced by a student from a formal examination.
Marking	The process by which a marker matches the student's work against an agreed set of learning outcomes, and associated assessment criteria and/or a marking scheme, and as a result allocates a mark (normally a percentage). The assessment is conducted without any student's name or personal identity being revealed to the marker. This is also known as anonymous marking.
Second Marking	The process by which a second marker matches the student's work against an agreed set of learning outcomes, and associated assessment criteria and/or a marking scheme, and as a result allocates a mark (normally a percentage).
Team Marking	The process by which more than one marker jointly assesses a piece of work. The markers will agree a single mark as a result of this process. Examples of this may include a dance or theatre performance.
Moderation	The process by which a moderator checks the consistency of the marking. The (internal) moderation process is a verification process and not re-marking. The same process applies to external moderation (also known as external examining).
Re-marking	The process of re-marking a batch of assessments if moderation shows an unacceptable level of inconsistency in marking.
Adjustment	All marks in a batch of assessments may be adjusted if the moderation process has shown that marks are consistent but adjudged to be too high or too low.

The following process may apply in exceptional circumstances:

Third Marking	The process by which a third marker is used to arbitrate if the first and second marker are unable to come to an agreement. This should produce a valid third mark and not consist of an average of the first two. Note that the external examiner should not act as a marker.