

LIS Marking and Moderation Policy

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Introduction, Purpose and Scope

This Policy sets out the School's requirements for the marking and moderation of summative assessment.

Its purpose is to support fair, consistent and transparent assessment decisions, ensure that published assessment criteria and academic standards are applied appropriately, and provide proportionate assurance of the quality and consistency of marking.

Marking and moderation involve the exercise of academic judgement within the framework of the approved assessment requirements, marking criteria and academic standards.

This Policy applies to summative assessment on programmes leading to an LIS award. It covers preparation for marking, standardisation and calibration, marking, internal moderation, Module Leader sign-off and external examining.

Assessment design, approval and scrutiny before an assessment is released to students are governed through the School's assessment and programme quality assurance processes. Where additional scrutiny has identified requirements relevant to standardisation, marking or moderation, these should be taken into account when applying this Policy.

The principles of this Policy also apply to reassessment, subject to the specific provisions set out below.

Definitions

The School's Academic Regulations Glossary applies to this Policy. The following terms have specific meanings for the purposes of marking and moderation.

Academic judgement

The professional judgement of appropriately qualified academic staff about matters including the academic quality of a student's work, the mark, grade or outcome it merits, whether relevant learning outcomes have been achieved, and the academic standards appropriate to the assessment or award.

Marking

The process through which assessed work is evaluated against the published assessment criteria and marking scheme and an academic judgement is made about the mark, grade or outcome that should be awarded.

Standardisation

Where there is more than one marker, activity undertaken before or at the beginning of

marking to support a shared understanding of the assessment requirements, marking criteria and expected academic standards, and their consistent application.

Marker

An appropriately qualified member of staff responsible for assessing student work against the published assessment criteria and determining the mark, grade or outcome.

Moderation

A quality assurance process used to determine whether marking has been conducted appropriately and consistently and whether the published assessment criteria and academic standards have been applied appropriately across the assessed work.

Moderator

An appropriately qualified member of academic staff who reviews assessed work and the associated marking in order to provide assurance about the consistency and appropriate application of assessment criteria and academic standards. Moderators select the samples for moderation.

Module Leader

The member of academic staff with designated responsibility for overseeing the academic delivery of a module, including the appropriate completion of marking and moderation.

External Examiner

An appropriately qualified independent academic appointed by the School to provide external assurance on academic standards and the effectiveness of assessment, marking and moderation.

Preparation and Standardisation

The Module Leader is responsible for ensuring that markers are appropriately prepared to undertake marking in accordance with this Policy.

Staff who are new to marking at LIS, or who are marking an assessment type with which they are unfamiliar, must receive appropriate guidance and support before marking begins.

Where more than one marker is involved in an assessment, the Module Leader must ensure that there is a shared understanding of the assessment requirements, marking criteria and expected academic standards before substantive marking begins. This may include standardisation and/or calibration activity, as appropriate.

The nature and extent of standardisation should be proportionate to the assessment, marking arrangements and experience of the marking team. The Module Leader will determine the most appropriate approach.

Standardisation and calibration may include consideration of:

- the assessment task and marking criteria;
- indicative answers, exemplars or other relevant reference material;
- a sample of student work;
- the interpretation and application of particular criteria or grade boundaries; and
- matters identified through previous delivery or additional assessment scrutiny.

Any material clarification agreed through standardisation must be communicated consistently to all markers involved.

Standardisation may clarify how published assessment criteria or marking schemes are to be applied. It must not result in substantive changes to published assessment requirements, marking criteria, marking schemes or weightings. Any changes permitted under the Academic Regulations or other approved procedures must follow the relevant approval process.

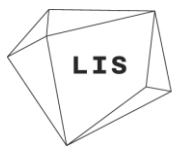
Marking

Summative assessment will normally be marked by one marker, with assurance of the quality and consistency of marking provided through the standardisation, moderation and external examining processes set out in this Policy.

Markers must assess work against the published assessment requirements and criteria, applying academic judgement and any relevant outcomes of standardisation consistently.

Marks, grades and outcomes must be determined in accordance with the marking scales and assessment arrangements set out in the Academic Regulations and approved module documentation.

Feedback must be provided in accordance with the requirements and timescales set out in the Academic Regulations. Its format and extent should be proportionate to the nature of the assessment and should support students in understanding the academic judgement reached and, where appropriate, how they may develop their future work.



Where concerns relating to academic integrity, poor academic practice or possible academic misconduct arise during marking, they must be considered in accordance with the Academic Integrity and Misconduct Policy and Procedure.

Marking and moderation must be undertaken in accordance with any approved reasonable adjustments relevant to the assessment, as set out in the Disability Policy. Reasonable adjustments must not alter the academic standards or learning outcomes being assessed.

Where practical, all assessments must be marked anonymously.

Moderation

Moderation provides assurance about the appropriateness and consistency of marking. It is not normally a process of independently re-marking the sampled work. Where practicable, student work is anonymised while moderation is completed.

The moderator should consider whether the evidence reviewed provides reasonable assurance that the published assessment criteria and academic standards have been applied appropriately and consistently across the cohort.

In reaching this judgement, the moderator may consider, as appropriate:

- the consistency and appropriateness of marks, grades or outcomes;
- the application of the published assessment criteria;
- consistency between markers where more than one marker is involved;
- the relationship between feedback and the mark, grade or outcome awarded; and
- any apparent systematic issues in the marking.

Moderation does not normally require the moderator to determine the precise mark they would personally have awarded, provide an additional set of detailed feedback, or resolve minor differences of reasonable academic judgement.

Moderation sample

A representative sample of assessed work must normally be moderated. Moderators will select the pieces of work to be moderated, but markers can highlight particular submissions to include in the moderation bundle.

The sample should normally comprise at least five submissions or 10% of the cohort, whichever is greater. For cohorts of five or fewer, all submissions should normally be included.

The size and composition of the sample should be proportionate to the cohort, nature of the assessment, marking arrangements and any identified risks. The Module Leader and moderator may agree a larger or differently constituted sample where this is necessary to provide appropriate assurance, for example where there are multiple markers, where the distribution of marks or outcomes raises a question about consistency, where particular groups of work warrant closer review, or where the nature of the assessment makes the usual sample less informative.

The sample should normally represent the range of marks, grades or outcomes awarded and, where appropriate, include:

- all failed assessments,
- a set of marks from each marking range
- work from different markers where more than one marker has been involved; and
- any other work that the Module Leader or moderator considers useful in reaching an informed judgement.

The moderator should have access to the overall distribution of marks, grades or outcomes when considering the sample.

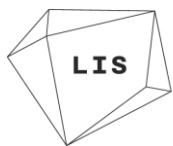
Unusual patterns or concentrations within the distribution may warrant further consideration where they raise a reasonable question about the consistent or appropriate application of assessment criteria. An unusual distribution does not, in itself, demonstrate that there is a problem with the marking.

The moderator may request additional work where this is necessary to reach an informed judgement.

Outcomes of moderation

Where the moderator is satisfied that the marking has been conducted appropriately and consistently, the moderation outcome should be recorded and no further action is required.

Where a limited or identifiable concern is identified, the Module Leader and moderator should determine a proportionate response. This may include clarification with the marker, reviewing additional work, reconsidering affected assessments or correcting an identifiable error or inconsistency.



Where a material or systemic concern is identified, further review must take place until reasonable assurance can be reached. This may include expanding the moderation sample or reconsidering a wider group of assessments. A full re-mark should only be undertaken where this is necessary to provide appropriate assurance in the marking.

Marks may be reconsidered where moderation identifies a specific error or inconsistent application of the published assessment criteria. A mark should not be changed solely because the moderator would have awarded a different mark that also falls within a reasonable exercise of academic judgement.

If moderation results in a change of a mark, all marks within that range must then be moderated to ensure no individual student is advantaged or disadvantaged as a result of the moderation process.

Where the Module Leader and moderator cannot resolve a material concern, the matter should be escalated through the appropriate academic management route.

Independence of Moderation

Moderation must be undertaken by an appropriately qualified member of academic staff who is able to exercise independent academic judgement in relation to the marking being reviewed.

The moderator may be the Module Leader or another member of the module or programme team.

A moderator should not normally moderate work that they have personally marked.

Where an actual or reasonably perceived conflict of interest may call the independence of moderation into question, an alternative moderator should be identified where practicable.

The programme team is responsible for ensuring that an appropriate moderator is in place.

Module Leader Sign-off

Once marking and any required moderation are complete, the Module Leader must confirm that the relevant requirements of this Policy have been met and that the assessment outcomes are ready to progress to the next stage of the assessment process.

Where moderation has identified concerns, sign-off should only take place once the Module Leader is satisfied that appropriate action has been taken and that reasonable assurance has been reached in the consistency and appropriateness of the marking.

The completion of Module Leader sign-off must be recorded through the School's appropriate operational processes.

External Examining

External Examiners provide independent assurance that academic standards are appropriate and that the School's marking and moderation processes have been applied effectively.

External Examiners will be provided with the relevant moderation record, including moderation comments and the full range or distribution of marks, grades or outcomes for the module.

External Examiners will normally focus their review on the assessed work included within the internal moderation sample.

External Examiners must have access to all assessed work for the module and may review additional work or information where they consider this necessary to reach an informed view on academic standards or the effectiveness of marking and moderation.

The External Examiner role does not normally involve an additional round of marking or the amendment of individual student marks.

Where an External Examiner identifies a concern about the application of assessment criteria, marking consistency, moderation or academic standards, the concern must be considered and appropriate action taken before the relevant results are confirmed.

External Examiners may also make observations or recommendations relating to assessment design, marking criteria, feedback, marking or moderation for consideration through the School's quality assurance processes.

The Quality Manager is responsible for coordinating the External Examiner process, including the provision of relevant materials, communication with External Examiners and ensuring that comments, concerns and actions are appropriately recorded and followed up.

Resits and Retakes

Resit assessment must be marked in accordance with the relevant requirements of this Policy.

Moderation of resit assessment is not routinely required. The Module Leader may determine that moderation is appropriate having regard to the nature of the

assessment, the number of students being reassessed, the marking arrangements and any identified risks.

Where moderation of resit assessment is undertaken, the approach should be proportionate to the circumstances and need not follow the normal sampling requirements for first-attempt assessment.

Students undertaking a full retake of a module will normally be included within the usual marking and moderation arrangements for the delivery in which the retake takes place.

Alternative reassessments approved under the Academic Regulations must be marked and, where appropriate, moderated in accordance with this Policy.

Formal Challenges

Formal challenges to the marking or moderation process are considered under the Academic Appeals Procedure.

Records and Assurance

Appropriate records must be maintained to demonstrate that the requirements of this Policy have been completed.

Programme Officers are responsible for supporting the administration and process assurance of internal marking and moderation. This includes checking that required records are complete, identifying outstanding actions and following these up with the relevant academic staff.

Academic staff remain responsible for the academic judgements made through marking and moderation.

Records should normally include:

- details of the moderation sample and relevant marking information;
- the full distribution of marks, grades or outcomes;
- the moderator's findings and conclusion;
- any concerns identified and actions taken in response; and
- confirmation of Module Leader sign-off.

Where moderation identifies a concern or results in further action, the record should contain sufficient information to explain the issue identified, the action taken and how reasonable assurance was subsequently reached.

External Examiner records and actions are coordinated and maintained through the School's quality assurance processes under the oversight of the Quality Manager.

The format and location of marking and moderation records may be determined through the School's operational processes and must comply with relevant data protection and records-retention requirements.

Boards of Examiners

Marks, grades and outcomes remain provisional until approved through the relevant Board of Examiners process in accordance with the Academic Regulations.

Where marking or any required assurance activity is incomplete at the point of the relevant Board of Examiners, the outcome must remain provisional until the required activity and subsequent approval process have been completed.

Monitoring and Review

The Quality Manager will monitor the operation and effectiveness of this Policy, drawing on relevant evidence from marking and moderation processes, External Examiner feedback, Boards of Examiners and other quality assurance activity.

Themes or recurring issues identified through monitoring should inform staff development, assessment practice and relevant quality enhancement activity.

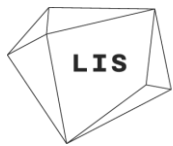
The operation of the Policy will be considered annually. The Policy will be formally reviewed periodically, or earlier where changes to regulation, sector expectations or institutional practice require it.

Substantive amendments to this Policy require approval by Academic Council. Minor administrative amendments that do not alter the substance of the Policy may be made in accordance with the School's governance arrangements.

Related Policies and Procedures

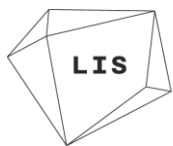
This Policy should be read alongside the relevant provisions of the School's:

- Academic Regulations;
- Academic Integrity and Misconduct Policy and Procedure;
- Academic Appeals Policy and Procedure;



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- Disability Policy;
- assessment and programme approval and quality assurance procedures;
- Board of Examiners Terms of Reference; and
- External Examiner arrangements.



Version Control

Name of policy/procedure:	Marking and Moderation Policy
Document owner:	Andrew Redford, Registrar
Date Originally Created:	01/2019
Related documents: (eg associated forms, underpinning processes, related policies or overarching policies)	Security of Examinations and Assessments Procedures Assessments Approval Procedure Academic Regulations Examinations and Assessments Regulations and Procedures for Students Academic Misconduct and Integrity Policy and Procedure Board of Examiners: Membership and Terms of Reference

Version Control			
Version	Author	Date	Brief summary of changes
1	Hannah Kohler (Director of Admissions and Student Support)	13/01/2019	Original draft
2	Prof. Carl Gombrich (Director of Teaching and Learning)	10/03/2019	Minor wording changes
3	Prof. Chris Maguire (Registrar)	20/06/2019	Clarification of language. Single moderator for each assessment or module.
4	Hannah Kohler (Director of Admissions and Student Support)	23/06/2019	Minor wording changes
5	Hannah Kohler (Director of Admissions and Student Support)	04/11/2019	Updated links to relevant policies and procedures.
6	Academic Council	18/12/2019	Requires update given overall update of general academic regulations in light of decision to pursue NDAPs
7	Hannah Kohler (Director of Admissions and Student Support)	20/12/2019	Correction of typos. Clarification on Assessment Leader
8	Academic Council	16/03/2020	Approved. Assessment Leader changed to "Assessment Lead"
9	Academic Council	July 2025	Removal of discontinued policy documents, replacement of DoTL with 'Academic Director'
10	Academic Council	September 2026	Full review and update to reflect current practice and include updated guidance on new members of faculty