



UNIVERSAL CONVENTIONS AND PROCEDURES

Academic Year 2023/24

Internal Moderation Guidelines

1 Status of the Conventions

The Conventions are reviewed annually and apply for the academic year 2023/24.

2 Guidelines

- 2.1 Moderators should examine a sample of work for each formally approved assessment that counts towards the overall result for the postgraduate module / undergraduate credit-rated block.
- 2.2 For each formally approved assessment, Schools/Departments should retain evidence that moderation has taken place together, with the outcome of that moderation [e.g. that standards were broadly appropriate]. This is to be retained in accordance with the standard timescale for the retention of a sample of students' work.
- 2.3 The sample is expected to include:
- a sample of work within the first class band [for undergraduates] or the distinction band [for postgraduates];
 - a sample of fails;
 - a sample of work just below a key boundary;
 - a representative sample of other work [including, where appropriate, one or more items from each grade in the University's marking scheme [e.g. B+, C, E].
- 2.4 Schools/Departments can decide on the size of the sample. However:
- the size must be sufficient to enable the moderator to form a judgement about the appropriateness of the standards that have been applied;
 - if a moderator believes that the sample has been inadequate to enable her/him to make relevant judgements, they may request access to a wider range of material.
- 2.5 If, following internal moderation, it is agreed that the standards applied to the sample reviewed have been over-generous or too harsh, the marker should normally reconsider the marks proposed for the whole cohort, not just to those students whose work was included in the sample.
- 2.6 Moderators should focus upon whether broad standards are appropriate, so that work has been allocated to the correct band in the University's marking scheme.
For example:

- are undergraduate assessments given grade A- or A, A+, A++ consistent with expectations detailed in the assessment descriptors at first class?
- are undergraduate assessments given F+ genuinely Marginal Fails?
- are postgraduate assessments given A grades consistent with expectations detailed in the assessment descriptors at distinction level?
- are postgraduate assessments given F+ genuinely Marginal Fails that it would be appropriate to compensate if the overall Module Aggregate was a pass?
- are postgraduate assessments given grades less than F+ genuinely Clear Fails that it would NOT be appropriate to compensate EVEN IF the overall Block Aggregate was a pass?