

**UNIVERSAL CONVENTIONS AND PROCEDURES**

**Academic Year 2024/25**

**Internal Moderation Guidelines**

# 

# 1 Status of the Conventions

**The Conventions are reviewed annually and apply for the academic year 2024/25.**

# 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 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.

* 1. The sample is expected to include:
* a sample of work within the first class band [for undergraduates] or the distinction band [for postgraduates];

1. a sample of fails;
2. 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].
   1. Schools 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.
  1. 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?