

# BPP University – University Policies and Procedures

## Internal Examination & Assessment Feedback Policy



<b>Scope</b>	Students/Staff
<b>Approved Date</b>	July 2024
<b>Approving Authority</b>	Education and Standards Committee
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<b>Document Owner</b>	Office for University Academic Quality
<b>Purpose</b>	Outlines the University's Policy and Procedure in relation to the internal marking and moderation of assessments and provision of feedback.

### *Regulatory Mapping*

<b>BPP University General Academic Regulations</b>
Section E: Examinations, Assessment & Academic Practice

**BPP University**  
**University Policies and Procedures**  
**Internal Examination and Assessment Feedback**

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**1. Internal Examination Policy**

1.1. *Introduction*

1.1.1. The University is committed to ensuring validity, accuracy and consistency of the marking and moderation process.

1.1.2. The University’s Internal Examination Policy applies to all summative assessments, on all modules, within all BPP University Schools. The aim is to ensure consistency of

practice across the University and to manage students' expectations. Where the Policy cannot be followed as a result of professional, statutory, or regulatory body's requirements or other reasons, a derogation must be sought from Academic Council in advance.

- 1.1.3. This policy does not cover the design of assessments, marking schemes or rubrics, or the scrutiny process before the release of assessments. Neither does it cover formative marking or any future automated marking of summative assessments. It relates solely to the marking process which continues up and until external moderation is completed.
- 1.1.4. This policy receives its authority from the General Academic Regulations (GARs) Part E: Examinations, Assessment & Academic Practice.
- 1.1.5. For all assessments, aside from multiple choice, the Internal Examination Policy has five distinct steps. Multiple choice questions have a single step.
- 1.2. *Definitions*
  - 1.2.1. **Assessment:** A single assessment or element of an assessment, e.g. a single three hour essay paper.
  - 1.2.2. **Script:** The answer booklet(s) or oral performance from a single student. For ease of reference the word script is used throughout to denote either.
  - 1.2.3. **Multiple Choice Question:** A question where the candidate must select one or more correct answers from a list with no scope to answer in any other way.
  - 1.2.4. **Mechanical assessments:** An assessment that is marked by reference to a clear marking scheme that affords the marker no discretion beyond deciding if the point should be awarded or not.
  - 1.2.5. **Discretionary/Skills assessments:** Assessments where the marker must decide how many marks to award based on criterion. Essays, reports, papers, oral and written skills assessments would fall into this category.
  - 1.2.6. **Assessment Leader:** The member of faculty with overall academic responsibility for a particular assessment. This policy does not override the structure within each School as to how decisions are made. In practice, the decision might be made at a more senior level than Module/Subject Leader.
  - 1.2.7. **Marker:** A member of faculty who gives an assessment a numerical mark.
  - 1.2.8. **Moderator:** A member of faculty who decides if a marker has marked one or more assessments, correctly.
  - 1.2.9. **First marking:** Markers mark a script where no other marker has done so before.
  - 1.2.10. **Second marking:** All scripts are marked for a second time by a marker who assigns a numerical mark.
  - 1.2.11. **Moderation:** A moderator looks at a batch of scripts from a single marker and determines whether they have been marked properly in accordance with the mark scheme.
  - 1.2.12. **Top mark script:** A script that gains a mark in the highest mark band for the particular assessment, e.g. Distinction, Outstanding.

1.2.13. **Fail mark script:** A script that gains a mark that is a fail but within 15 marks of a pass for a Skills/Discretionary assessment and 5 marks for a Mechanical assessment.

1.2.14. **Middle mark script:** A script that is a pass and does not fall into the top mark script definition.

1.2.15. **'At least':** Where this term is used within the policy, Assessment Leaders are compliant so long as they meet the 'At least' numbers set out. They are free to increase the numbers stated but are not permitted to decrease them without a derogation from Academic Council.

### 1.3. *Training*

1.3.1. It is the University's responsibility to ensure that markers are competent both in their subject area and in marking assessments. Training may be delivered by Education Services, Schools or by Education Services and School(s) working in collaboration.

1.3.2. Training may take the form of:

- (i) New Marker Training;
- (ii) Refresher Training for experienced markers;
- (iii) Calibration Events: New and experienced markers ensure that they are properly calibrated within a programme and with regard to academic levels when marking assessments that require judgement against a mark scheme or criterion.

### 1.4. *Multiple Choice Questions – Stage 1 of 1*

1.4.1. Where a Multiple Choice test assessment is conducted on a computer, the Assessment Leader must check a sample of assessments to ensure that the correct marks have been awarded, i.e. a quality assurance check of the answers given to the computer.

1.4.2. Where a Multiple Choice test assessment is marked by a human, the Assessment Leader must check 10% of the total number of scripts marked by each marker, to ensure that they have been marked correctly, i.e. the marker has correctly matched the answer given to the mark scheme and scored it accordingly.

### 1.5. *All other assessments – Stage 1 of 5: Standardisation*

1.5.1. The standardisation process precedes full marking of scripts. It ensures that markers are confident that they are marking consistently in accordance with the mark scheme. The Assessment Leader and markers are all expected to take part in this process by marking the standardisation scripts and then meeting (in person or online) to discuss the marks awarded, their approach to the mark scheme and where permitted, make changes to the scheme to ensure that it reflect appropriate academic standards.

1.5.2. Assessment Leaders must choose one of the following methods of determining how many scripts are standardised:

1.5.3. At least one common script standardised by all markers; or,

1.5.4. At least three scripts standardised by all markers where the Assessment Leader has determined that one appears to be a top mark script, one fail mark script and one middle mark script; or,

1.5.5. Three different scripts standardised by each pair of markers, where, for each batch of three given to a pair, the Assessment Leader has determined that one appears to be a top mark script, one fail mark script and one middle mark script.

1.5.6. Markers must adhere rigidly to the agreed mark scheme. If after the standardisation meeting, markers encounter unusual answers not discussed during the standardisation meeting or included in the mark scheme, they are required to refer these to the Module Leader or nominee.

1.6. *All other assessments – Stage 2 of 5: First Marking*

1.6.1. A marker or markers first marks all scripts allocated to them. Each script is marked once by a single marker.

1.7. *All other assessments – Stage 3 of 5: Second Marking OR Moderation*

1.7.1. An assessment must be second marked or moderated. The two processes are distinct and must not be mixed or altered.

1.7.2. All programmes that contain 20 or fewer students must moderate the entire sample for every module. For programmes with more than 20 students, they are expected to moderate all modules but can choose to second mark a module if there is good reason to do so.

- *Option A: Second Marking*

a) Second marking occurs where every single script in an assessment is marked for a second time by a marker who did not first mark the script. Second marking can be:

- i) blind: where the second marker does not see the mark and/or comments from the first marker; or,
- ii) seen: where the second marker is able to see the mark and/or comments made by the first marker.

b) Once the second marker has completed their marking, they must meet the first marker (in person or online) and agree a mark for each script. The agreement mark must be a product of discussion where the marks between two markers differs. It must not be a decision to take the higher mark, lower mark, average or any other non-discursive approach.

- *Option B: Moderation*

a) Moderation is where a moderator examines a batch of scripts from a single first marker. One moderator can moderate all first markers (where there is more than one) or there can be multiple moderators.

Pass/fail assessments

- Where an assessment is pass/fail with no passing gradations, for each marker the Assessment Leader must create a moderation bundle consisting of:

	<b>Skills/ Discretionary</b>	<b>Mechanical</b>
<b>Fail mark scripts</b>	All scripts that are 10 marks or fewer from the pass mark	All scripts that are 5 marks or fewer from the pass mark
<b>Middle mark scripts AND Top mark scripts</b>	10% of the scripts across both categories, rounded up to the nearest whole number	5% of the scripts across both categories, rounded up to the nearest whole number

All other assessments

- For each marker, the Assessment Leader must create a bundle consisting of the following, that bundle must be assigned to a moderator:

	<b>Skills/ Discretionary</b>	<b>Mechanical</b>
<b>Fail mark scripts</b>	All scripts that are 10 marks or fewer from the pass mark	All scripts that are 5 marks or fewer from the pass mark
<b>Middle mark scripts</b>	2 scripts that are a bare pass PLUS 2 other scripts	2 scripts that are a bare pass PLUS 2 other scripts
<b>Top mark scripts</b>	The lowest scoring top mark script (just 1 if there is more than 1) PLUS The highest scoring top mark script (just 1 if there is more than 1) PLUS 10% of the remainder rounded up to the nearest whole number	The lowest scoring top mark script (just 1 if there is more than 1) PLUS The highest scoring top mark script (just 1 if there is more than 1) PLUS 5% of the remainder rounded up to the nearest whole number

b) The moderator's role is to determine the following question ('The moderation question'):

- *Has the first marker correctly applied the mark scheme and/or marking criteria to the scripts in the moderation bundle?*
- If the answer is yes, the first marker's marks for all scripts (not just those in the bundle) are approved and considered to be the final mark awarded a candidate; or,
- If the answer is no, then the moderator must decide between the following two choices:
  - i) If the moderator takes the view that there is an identifiable issue with the first marker's marking, e.g. the treatment of a particular question, issue or point on a mark scheme, then the moderator

must reject the sample and return it to the first marker and ask them to re-mark all scripts (not just those in the sample) on this point or where multiple points are identified, on each point identified.

- ii) Alternatively, if the moderator takes the view that there is no identifiable issue and therefore the marking is inconsistently sub-standard, they must reject the bundle which in turn would lead to all scripts (not just the bundle) being marked afresh by a new first marker. Where this happens, the new marker must be subject to the moderation process based on their marks.
- c) The view of each moderator must be recorded on a Moderation Form.
- d) At any point in the moderation process a moderator is entitled to ask for sight of any other scripts from the same marker in order to answer the question in this section.

#### 1.8. All other assessments – Stage 4 of 5: Assessment Leader sign-off

1.8.1. Following second marking or moderation, the Assessment Leader must sign off the marks for the assignment before samples are sent to the External Examiner.

##### A) Option A: Second Marking

- a) Once the Assessment Leader is content that all scripts have been first and second marked with a properly agreed mark arrived at by discussion, they can sign off the marks awarded to all scripts.

##### B) Option B: Moderation

- a) Where a moderator has answered the moderation question positively, the Assessment Leader can sign off the marks awarded by that first marker. Where the answer is negative, the Assessment Leader must be satisfied that the remedial work required to all of the marker's scripts has been completed so that the moderation question can be answered positively for that marker.
- b) Once the moderation question is answered positively for all markers, the Assessment Leader can sign off the marks awarded to all scripts.

#### 1.9. All other assessments – Stage 5 of 5: External Examiner

1.9.1. The External Examiner must be sent the following:

- A schedule of final marks for all scripts;
- A sample size and range of scripts in accordance with the regulations on Marking and Moderation set out in Part J of the GARs.

1.9.2. The External Examiner must be reminded of their ability to request further scripts.

#### 1.10. Records and Auditing

1.10.1. The Assessment Leader is responsible for ensuring that:

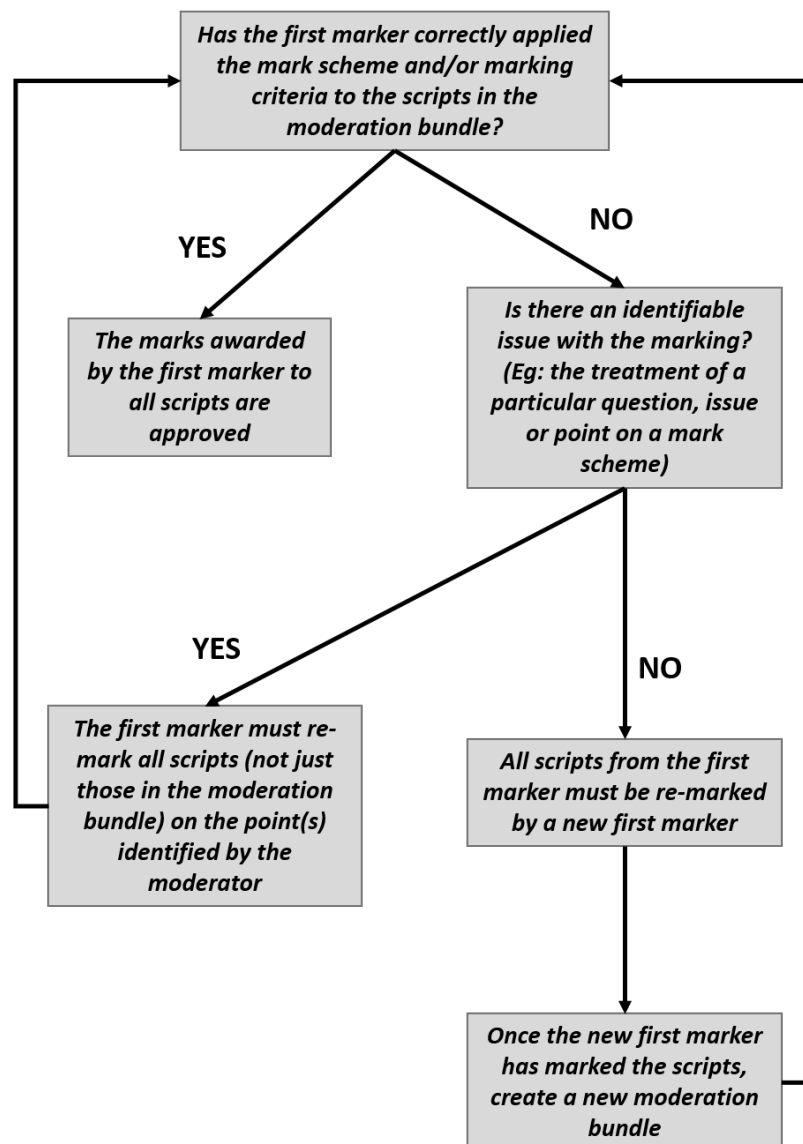
- a) Scripts have been properly annotated to indicate that they have been first marked; and,
- b) Scripts have been properly annotated to indicate that they have been moderated or second marked if appropriate; and,

- c) Scripts have the final mark awarded clearly and unambiguously stated on the face of them; and,
- d) Moderation forms are retained; and,
- e) Mark schedules are accurate.

1.11. Academic Practice

1.11.1. Markers are reminded that they must report suspected academic misconduct or poor academic practice to the Assessment Leader, within a reasonable time period, bearing in mind the diet of assessments the student is undertaking.

1.12. The Moderation Process



## **2. Assessment Feedback Policy**

### *2.1. Purpose and Scope*

- 2.1.1. The Assessment Feedback Policy (The Policy) applies to all BPP University awards and Schools, with the aim to ensure consistency of practice across the University and to manage students' expectations.
- 2.1.2. Where the Policy cannot be followed as a result of professional, statutory, or regulatory body's requirements or other reasons, this should be discussed as part of programme approval(s) or subsequent review(s). This should also be made clear in the programme handbook.
- 2.1.3. The outcome of an assessment process is a numerical score (mark or grade) and qualitative feedback. Qualitative feedback to students on assessed work can be written, oral (audio, video recording or face-to-face) or a combination of both.

### *2.2. BPP University's Approach*

- 2.2.1. The University is committed to having in place mechanisms to support academic progress of its students to review and feedback on assessments (GARs, Part C: Registration, Engagement, Progress and Conduct). All students have a right to feedback on both formative and summative assessments, whatever the mode of assessment.

### *2.3. Formative Feedback*

- 2.3.1. As outlined in the GARs, Part E: Examinations, Assessment & Academic Practice, formative examinations and assessments are designed to provide learners with feedback on their performance and give guidance on how it can be improved without counting toward the overall result on a module or programme of study.
- 2.3.2. All students are provided with access to individual feedback.
- 2.3.3. This is provided by right and not only on request.
- 2.3.4. Formative feedback is provided within 4 weeks.

### *2.4. Summative Feedback*

- 2.4.1. As outlined in the GARs, Part E: Examinations, Assessment & Academic Practice, summative examinations and assessments contribute to students' learning, provide a measure of achievement or failure in respect of learners' performance in relation to the intended learning outcomes of a programme of study and count towards the overall result on a module and programme. Summative examinations and assessments provide feedback to students to help with their learning.

### *2.5. Undergraduate programmes*

- 2.5.1. Each School/programme will publish an examination report with brief comments on the general performance of students in each module/assessment as appropriate. This report will be published within 8 weeks of results being released.
- 2.5.2. Students will be provided with feedback 4 weeks of their results being released.
- 2.5.3. Programmes will inform students of the method by which this feedback will be made available to students.

### *2.6. All non-undergraduate programmes*

- 2.7. Students will be provided with feedback within 4 weeks of their results being released.

2.8. Programmes will inform students of the method by which this feedback will be made available to students.

### 2.9. *Communication to Students*

2.9.1. Each programme communicates the timescales to their students using the methods that are appropriate to the particular programme. However at a minimum, the timescales and access to feedback is to be provided:

- a) Through the Programme Handbook;
- b) On the Hub/VLE.

### 2.10. *Monitoring of Feedback*

2.10.1. In order to support good quality feedback practices regardless of purpose, the following seven key principles (TACTICS) should be used for the evaluation of qualitative feedback (Appendix 1). The TACTICS framework should be used by tutors, examiners and students to evaluate assessment feedback and continuously enhance its quality. Each programme has a quality assurance process to ensure that feedback is of the right quality.

### 2.11. *Student queries*

2.11.1. Programmes must designate a point contact for student queries relating to feedback. Student queries may include (but are not limited to) the following:

2.11.2. Students must only contact the designed person/email address where they have feedback queries;

2.11.3. Where summative feedback has not been provided within the set timescale in section 4 above;

2.11.4. Where formative feedback has not been provided within the set timescales in section 4 above;

2.11.5. Issues relating to the content of feedback (see paragraph below).

2.11.6. If the matter is not satisfactorily resolved, the student should contact the Director of Programmes.

2.11.7. Students are reminded that the purpose of formative feedback is to assist them with their attempt at the summative assessment. The purpose of summative feedback where a student has failed, is to assist with their next sitting. The purpose of summative feedback where a student has passed is to assist students to identify strengths and areas for further development in their work and to assist them with future assessments. Feedback is delivered consistent with the TACTICS Framework below. Where a student believes that the feedback does not comply with this policy, they must raise it within 10 days of receipt.

### 2.12. *TACTICS Framework: Seven principles for effective feedback:*

**Timely:** The student has enough time to act on feedback. Depending on purpose, to be effective, feedback is returned soon after an assessment or assignment and is forward looking.

**Amount:** Select two or three points about a student's assessment evidence for comment, feedback is on important points and comments are on as many strengths as on weaknesses.

**Clear:** Feedback should be about the task, processing of the task, and self-regulation. The student is clear about the next steps he/she needs to take to improve.

**Tone:** Supportive and implies the student as agent. Using internal and external feedback mechanisms, the student is stimulated and motivated to become increasingly autonomous (self-regulation, self-management, metacognitive knowledge).

**Informs teaching:** Assessment information can be used by lecturers to shape their teaching.

**Constructive:** Giving information on how the standards (learning outcomes/assessment criteria) are met or not met, future developments and indicative actions for improvement.

**Specific:** Pin –pointed

## Policy Revision History

<b>Version Number</b>	<b>Description</b>	<b>Author</b>	<b>Reviewed by</b>	<b>Date</b>
1.0	Movement of Policy to stand-alone section for ease of referencing	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2024