

Access to HE Internal Moderation of an Assignment Brief (Form IM3)
Example linked to AP3 with errors



Provider name	Sunshine College
Diploma title	Health
Unit title and code	Applied Human Biology RH3/3/AA/08G
Assignment title and number	Assignment 1 of 3. Cells, tissues and body defence mechanisms
Internal moderator name	Barbara Brown
Assessor name	John Smith
Date	1Sept 2015

The internal moderator will check that each assignment brief contains:	Comment
The correct unit title and code	The correct title is shown, but the unit code is missing.
The correct learning outcomes and assessment criteria covered by the assignment	The LO and AC covered by the assignment are included and use the correct wording.
Word counts or range (clearly explained), if appropriate	Word counts are not shown nor is there any other indication of length.
Referencing and bibliography requirements, if appropriate	Although good practice is demonstrated in giving an example of how to write an entry in a bibliography, the example given is not correct and so is misleading for the students.
Draft guidance, if drafts are allowed for the assignment	There is no indication as to whether drafts are allowed or not.
Dates for the hand out of the assignment brief to students and deadlines for submission	Dates are missing.

Access to HE Internal Moderation of an Assignment Brief (Form IM3)
Example linked to AP3 with errors



Internal moderator feedback on the assignment brief	Comment
<p>To what extent have suitable assessment tasks been set to meet the learning outcomes and assessment criteria?</p>	<p>The tasks are suitable for the topic. They place the evidence required into a real life situation. However, one of the AC, 2.3, is not covered and one of the tasks c)i is not identified to an AC. In task 1 a), the questions do not make it sufficiently clear that explanations are required. The word “describe” is used in one instance for example. In task 1 b), the question is not valid as it refers to cells, whereas the AC refers to the “main components and features of a cell”.</p>
<p>To what extent are assessment tasks suitable for the level of the unit?</p>	<p>The assessment tasks are pitched at a suitable level. However, the A3 poster for a GPs waiting room must still be at level3 despite its intended audience.</p>
<p>How clear and sufficient is the information for students to ensure they will understand the assessment tasks they are being asked to undertake?</p>	<p>It would have been useful to describe how the tasks were to be addressed. Not all tasks are linked to assessment criteria therefore the student may be unclear as to the evidence they are required to submit. The instructions in italics to tutors from One Awards have not been removed. This may well cause some confusion for students.</p>

For Graded Units:

Internal moderator feedback on the assignment brief	Comment
<p>To what extent is the information about the grade descriptors for the assignment accurately presented?</p>	<p>The wording of the criteria for the grade descriptors is as stated in the QAA guidelines. The additional notes are consistent with these criteria.</p>

Access to HE Internal Moderation of an Assignment Brief (Form IM3)
Example linked to AP3 with errors



To what extent are choices of grade descriptor components suitable for the nature of the assessment tasks and the timing of the assignment?	They are appropriate for a first assignment.
Have the same components been used for merit and distinction grades? e.g. 7a for both, not 7a for merit and 7b for distinction.	Yes.
How clear and sufficient is the information for students as to how to achieve the assessment criteria and how merit and distinction can be achieved?	This is clearly explained in the additional notes.
How clear and sufficient is the information for students about the application of numerical marking for those assessments in which it is used?	N/A

Agreed Actions	Date for Completion	Date Completed
Ensure AC, 2.3, is covered by a task.	7 Sept 2015	
Ensure that all tasks are linked to an AC.	7 Sept 2015	
In task 1a replace “describe” with a requirement for explanations.	7 Sept 2015	
In task 1b the reference to “cells”, should be replaced with a requirement to address the answer to the “main components and features of a cell.	7 Sept 2015	
Correct the example of a bibliography entry.	7 Sept 2015	
Add the unit code to the assignment brief.	7 Sept 2015	
Provide an indication of assignment length e.g. by a word count or range.	7 Sept 2015	
Add the hand out and hand in dates.	7 Sept 2015	
Remove the One Awards instructions in italics	7 Sept 2015	