

Access to HE Internal Moderation Record (IM4) GUIDANCE

Sampling of Students' Assessed Work for One Unit

Diploma Title	<i>In full and as approved</i>		
Unit title and student group	<i>In full and as shown on the unit specification. Also add the ID of the student group, if there is more than one e.g. evening group A or PT group B etc.</i>		
Assignment title and number	Internal Moderator	Assessor	Date of sampling
1.	<i>Full name</i>	<i>Full name</i>	
2			
3			

This template can be used in its current format or adapted for use by Access to HE providers. College logos may be added to the header but the One Awards and QAA Access logos should be retained.

Details of the sample taken and Internal Moderator feedback

Sampling Method - Provide details of how the sample has been chosen

The sampling may be primarily based on a matrix which ensures that all students, all assessors and all units are moderated as outlined in an internal moderation strategy.

However, there may be circumstances in which this basic matrix has to be adjusted to address issues of immediate interest.

It is essential that the internal moderator makes the final decision as to what samples to moderate. It should not be left to the assessor to decide. The assessor may advise or request that certain assignments are internally moderated, but not to make the final decision.

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Name of student	Assign. No.	Grade indicators awarded to grade descriptors	Grading decisions agreed Yes/No	Feedback and Recommendations to Assessor: To include evaluative commentary/feedback/recommendations on the following: 1. assessment decision and quality of feedback justifying decision, 2. grading judgement and quality of feedback justifying grade given, 3. quality of feedback to learner with guidance to facilitate development/improvement of future work.	Action required <i>Including the action point numbers links the evidence in this table to the relevant action in the second table.</i>
<i>John Smith</i>	<i>This number must correspond with the number on the unit assessment plan and the assignment brief.</i>	<i>The grade descriptor and its components should be shown along with the grade awarded. e.g. GD7a, b. Merit.</i>		1. Assessment decision and quality of feedback: <i>comments should be restricted to the assessment decision on the achievement of the assessment criteria. If a resubmission is indicated, is this confirmed? Has the assessor given quality feedback in a language and form which the student can understand? Is it linked to the assessment criteria and the assignment tasks? Is the wording consistent with that used in the assessment criteria for example? Have students achieving distinction grades received the same level of feedback as others? If a student has not achieved all of the assessment criteria, is it clear which ones and why they have not been achieved? Is the feedback for the resubmission targeted at the assessment criteria not achieved? Is it clear and specific? Is the date for the resubmission clearly shown?</i>	Yes, see action 1, 2 and 3 in the Assessor action plan OR No action required.
				2. Grading decisions and quality of feedback: <i>comments should be restricted to the grading judgement i.e. merit, distinction. If you disagree with the grading decision explain why. Has the assessor given quality feedback in a language and form which the student can understand? Is it linked to the grading criteria and the contextualisation of the criteria? Is the wording consistent with that used in the grading criteria for example?</i>	
				3. Developmental feedback to student: <i>Has the assessor given quality feedback which will help the student to improve their performance in future assignments? The suggestions should be specific and achievable by the student in the time frame available. Some may be short term actions; some may be for improvement in the longer term.</i>	
<i>Mary Brown</i>				1.	
				2.	
				3.	
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Original created: 30 July 2015		Last edited: 25 August 2020		Due for review: August 2021	
Guidance for recording the internal moderation of student work - IM4					

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<p>Action plan</p> <p><i>The comments in the feedback to assessor column should support the actions identified below.</i></p> <p><i>If there are any concerns about the quality of the feedback to the student or the assessment or grading judgement, then the appropriate actions should be included here.</i></p> <p><i>Any actions should be clearly and concisely stated. They should include a completion date.</i></p> <p><i>There may be a clear cut action required which is not open to debate. For example, despite the GDs being correct on the assessment plan and the assignment brief another GD may have been used. Or the assessor has not given the student any feedback at all.</i></p> <p><i>There may be issues which require discussion between the assessor and the internal moderator. These may involve the assessment decision or the grading judgement. In this case it will be necessary to arrange a meeting. Another, suitably qualified member of staff may also be invited. Minutes of this meeting should be retained</i></p> <p><i>NB Any agreed changes to achievement and grading decisions as a result of IM need to be updated on tracking document.</i></p>	<p>Date for completion</p> <p><i>The date by which the action should be completed.</i></p>	<p>Date completed</p> <p><i>This should only be filled in when the action described in the previous column has been completed.</i></p>	
1			
2			
3			