

Access to HE Diploma Internal Moderation of a Diploma Assessment Plan (Form IM1)

Example linked to AP1 with errors



Provider Name	Sunshine College
Diploma Title	Health
Internal Moderator Name	John Smith
Course Leader Name	Mary Brown
Date	7 Sept 2019

Unit titles and codes as specified in the approved Diploma Rules of Combination
Study Skills (6UG) HC7/2/AA/09U
RUOSHE (3UG) HC7/3/AA/07U
Study Skills - Examination Technique (3UG) HC7/2/AA/09U
Personal Development and Learning Styles (3UG) HC7/2/AA/06U
Applied Human Biology (9G) RH3/3/AA/08G
Psychology (9G) PK1/3/AA/11G
Health Promotion (9G) PA9/3/AA/03G
Core Science (9G) RA1/3/AA/06G
Professional Practice (9G) PA1/3/AA/05G

Internal Moderator Feedback	Comment	Actions	Deadline Date	Date completed
How appropriate is the Diploma Assessment Strategy?	The overarching strategy is clearly and concisely explained. This strategy is reflected in the assessment plan. The strategy is appropriate for an Access Diploma, preparing the students well for university. However, one unit which is listed in the Rules of Combination for this diploma is missing from the plan.	Add details for the missing unit, Professional Practice (9G)	14 Sept	
How appropriate is the choice and range of assessment methods across the unit(s)?	A wide range of assessment methods are used. They are consistent with the expectations of HEIs and will prepare the students well for university study. The use of "Debates" has been avoided and there are no graded presentations. A group presentation has been used in an ungraded	Review the use of a group presentation in assignment 3 for Study Skills. With no separate requirement for a piece of individually written work, the reliability of any judgement on an individual student providing evidence for the LOs is weak.	6 Sept	

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	<p>unit. The requirement for “presentation style” evidence in the Psychology third assignment is to allow the students to develop skills in creating a presentation with the demands that it places upon them, without the pressure of delivering it to an audience.</p> <p>The RUOSHE assignment is shown with GDs, yet it is an ungraded unit. AHB ass2, GD7 is missing. ACs are referred to as LOs.</p> <p>Psychology LO1 is missing, LO2 is assessed twice.</p>	<p>Remove GDs from RUOSHE assignment.</p> <p>Add GD7 to assignment 2 and correct the labelling of ACs.</p> <p>Ensure LO1 is added and LO2 is only assessed once.</p>	6 Sept	
How appropriate and consistent is the volume of assessment in relation to each unit and across units?	<p>From the information provided it would appear that the volume of assessment is consistent across the unit. However, not all assignments have word counts included, so until this is done a definitive answer is not possible.</p>	<p>Ensure that all assignments have word counts attached.</p>	6 Sept	
How appropriately timed are hand out and hand in dates?	<p>They appear to be appropriately timed with a good spread of dates and several weeks between the assignment brief being handed out and the hand in date.</p> <p>Due to the timetable being front loaded with Study Skills assignments, timescales are short, but this is acceptable. In the case of Health Promotion the unit is delivered and assessed over 15 weeks, so again this has had to be taken into account with the number of assignments and the hand in and hand out dates. .</p>	<p>No action required.</p>		