

# University of Greater Manchester

## Assessment & Moderation Procedures

### 2025-26



Frequent reference is made throughout this Student Handbook to University of Greater Manchester policies, procedures, regulations and guidance which apply to you. Parts of these are sometimes summarised here for your benefit. In all cases, these summaries are subject to the full University versions referred to. In the case of any conflict between the latter and any summaries presented here, it is the full University versions which apply.

This document presents an overview of the procedures which should be followed when all Programme Leaders and Module tutors are developing, supporting, marking and moderating student assessments.

## 1. Module Specification

All module specifications are held on the Module Database ([modules.bolton.ac.uk](http://modules.bolton.ac.uk)). You can use your University ID to log in and you can search on the Module Name or Module Number.

To start writing the student assessment, please refer to the **validated module specification** and identify the **type of assessment**, the **assessment weighting** and which **learning outcomes** are being assessed. The information in the **Continuous Assessment Strategy** field must be adhered to as this is validated information.

If you need to deliver something other than the assessment specified on the module database, you will need to submit a CAF and email this to [gtu@greatermancheser.ac.uk](mailto:gtu@greatermancheser.ac.uk). Please note that the assessment types, weightings and learning outcomes specified on the

## 2. Writing the Student Assessment

The format for writing the University of Greater Manchester Assignment brief is provided in the Module Guide template.

It is important to use the correct terminology in the assessment briefs and refer back to the validated Learning Outcomes to use the same HE level terms.

HE3 & HE4 students are expected to explain, discuss and summarise

HE5 students are required to analyse, appraise and contrast

HE 6 & HE7 students need synthesis, critical appraisal and critical evaluation is required

All assignments for written work should make reference to the **University's Assessment Guidelines**

Mark schemes could be included for HE5 modules and above but these should not conflict with assessment guidelines. Caution should be exercised when using a mark scheme for elements of descriptive work. For example, if 5% were allocated for "References and "Research" for a written piece, a student could technically receive up to 95% for a piece of work which has no evidenced arguments.

**Submission Dates** – All submission dates need to be agreed with the Programme Leader who will publish a submission date calendar for the students and to ensure that all assessments are not delivered on the same day / week.

For Block delivery modules, the Module Guide should specify all the weekly submission tasks and detail when the student will be provided with feedback.

**Assessment briefs as well as refer assessment briefs should be prepared and need to be moderated in advance of the start of each teaching period**

## 3. Writing an Exam Paper

The format of examination papers is provided via the link below and you need to select the correct school.

<https://hub.bolton.ac.uk/Quality/EEE/Examination-Papers/Templates-and-Procedures.aspx>

It is important to use the correct terminology and clear questions / guidance in the examination papers.

You should follow the same guidelines documented in **2. Writing the Student Assessment**.

Exams will normally happen in the scheduled Examination week as specified on the Academic Calendar (<https://greatermanchester.ac.uk/staff-area/academic-calendars>). All students will be sent details of the exam's that they are required to attend.

**Examination papers, as well as and re-sit examination papers need to be written and moderated in advance of the start of each teaching period.**

**It is recommended good academic practice to refrain from the reuse of examination questions within a three year period. Where the requirements of PSRBs prescribe alternative arrangements, the University shall ensure full compliance with those requirements.**

#### **4. Internal Moderation of Assignment Briefs & Examination Papers**

Internal moderation needs to be undertaken by a nominated academic in the same school who should act as a "critical friend". The Programme Leader should provide a moderation document at the start of the semester and allocate all the internal moderators.

The Moderation Proforma's (available on the Quality Portal) should be used for Assignment Briefs/Moderation Proforma for Examination Papers.

Electronic copies of examination papers should always be encrypted and these papers should not be stored on networked computers (until after the paper has been used).

All assessment brief/exam paper should be internally moderated and amended based on the Internal moderators feedback before it is sent to the External Examiner.

The Internal Moderator should refer back to the Module spec from the database and focus on the Learning Outcomes to ensure that the assignment brief is consistent with the validated module. The moderator should also focus on the level of the students and the correct terminology is used for that level.

A Programme Leader (or equivalent) may wish to organise a programme moderation meeting where assessments for the academic year/semester are looked at in their entirety. This meeting can also provide an opportunity to examine the assessment strategy overall (including deadlines).

#### **5. External Moderation of Assignment Briefs & Examination Papers**

The internally moderated (still in DRAFT) assessment briefs and examination papers for **all** levels should be provided to the External Examiner. This information should be added to the Quality Portal and the EE will access the documents from there. The documents should be not be emailed.

The EE should be provided with the Module Specification and the Internal Moderation information to show any feedback provided and changes already made.

It is good practice to nominate an External Examiner liaison lead within a programme or group. A central record of approvals/comments should also be kept. The Programme Leader will check all the documents provided on the EE section of the Quality Portal before it is sent out to the EE.

## **6. Issuing the Assignment**

Once assignment briefs are moderated, they can be distributed to students. These should be provided in the Module Guide and be given to the students as the Module starts.

The students will have had the opportunity to read the assignment brief but class briefings are good practice in the first tutorial to explain more about the assignment and any work the students can start focussing on.

Opportunities to clarify any queries from students should also be provided on a weekly basis whilst the students prepare the assignment.

Once, examination papers are moderated they should be sent to the relevant Academic Administrator, who will ensure that these are put in the correct format and are available for students on the appropriate day. Examinations are logged by QTU and a record of when these were moderated and made available is kept.

## **7. Submission of Work**

Completed assessments should be submitted through Turnitin via Moodle unless otherwise specified/agreed. The Module Guide will specify all assessment submission details.

The University operates a system of anonymous marking and the way Turnitin is set up should enable this.

Students should always put their student number on the Submission Title as well as on the assignment title page.

All examinations will follow the University Examination Procedures and the exam scripts will be held in the ACSS office until the day of the exam. All students will write their student numbers on the front of the exam paper.

## **8. Extensions**

For Programmes in a non-block delivery design:

In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be requested using the standard University Extension Request Form. For approval there would need to be an explanation and evidence of relevant circumstances.

Longer extensions for individual assessments, projects and artefacts may be granted, at the discretion of the Programme Leader.

Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Special Circumstances

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines for disability adjustments do not require the completion extension request paperwork. However, students should request these in writing in advance.

For programmes in a block delivery design:

The maximum extension to be granted under these circumstances is five calendar days except for extensions for individual projects and artifacts which, at the discretion of the Head of School, may be longer than 5 days.

Any request for an extension to a submission deadline must normally be made by the student, to the Module Tutor before the original submission date.

For programmes in a semester/trimester design - The maximum extension to be granted under these circumstances is fourteen calendar days except for extensions for individual projects and artifacts which, at the discretion of the Head of School, may be longer.

**In either case the date from which the extension will start is the original submission date.**

## **9. Marking the Assignments & Standardisation**

There are standard Assessment Feedback Proformas and these are available on the Quality Portal. Assessments submitted via Turnitin can be marked using Grademark. If feedback is provided via Turnitin, via a video or a recording, the Module Tutor should provide this detail to the student and store it on the Quality Portal.

A rubric can be set up on Grademark to mirror the relevant standard Assessment Proforma if required. You may choose to produce a paper copy of the Assessment Proforma (for the student to take away and read) and use Grademark only to provide annotations and communicate the mark.

There is no standard assessment feedback sheet for examinations. It is good practice for tutors to develop and use their own marking scheme. This shows to the student and moderators why marks are awarded. Annotations should be made on examination scripts in the same way they should be made on assignment work.

If academic misconduct is suspected, then the Academic Misconduct Regulations and Procedures will need to be followed. See: <https://greatermanchester.ac.uk/student-policy-zone/student-policies-2025-26/academic-misconduct-regulations-and-procedures-25-26>

### **9a Standardisation**

Where there are more than one occurrence of the same module running, a standardisation session should be completed.

The Module tutors and moderators should prior to the start to marking to review a selection of assignments. These should be reviewed / marked alongside referring to the Module Spec and any mark scheme.

The approach to the marking of the assignments should be clear to ensure consistency. A further standardisation / moderation session once the marking is complete should be held with a selection of assignments reviewed before the work is Internally Moderated.

Evidence of this should be documented and provided to the EE with the moderation documentation.

### **10a Internal Moderation of Marked Work**

A sample of marked work should be internally moderated using the standard Moderation Proforma for Marked Work. The Internal Moderator should be provided with the full class mark sheet, the assignment brief/examination paper and the feedback provided.

Internal Moderators do not usually fully mark the work for a second time but examine how accurately the sample is marked overall (in line with the learning outcomes and assessment criteria).

The Internal Moderator is required to comment on the mark awarded and the quality of the assessment feedback (both on Assessment Feedback Proformas and on scripts).

If a moderator feels that a piece of work should warrant a mark of more than **5%** or less than **5%** of the original mark allocated, then a discussion should take place with the marking tutor.

If an agreement cannot be reached then a **third moderator** should be called upon to adjudicate.

**Individual marks for work in a given sample of assessment should not be changed as this may advantage or disadvantage those included in the sample.**

There may however be a recommendation to moderate the entire cohort's marks up or down – or if it is felt that marking is inconsistent, then revisit the marks for every assessment.

### **10b The required Moderation Sample**

The sample for internal and external moderation should be:

**a range of assessments including firsts, fails + borderline cases (minimum square root of total and at least 5 scripts – or all scripts if the class size is less than 5).**

The sample for assessments previously on refer or repeat should contain all non-passing work as a minimum.

Some programmes may choose to conduct second marking on projects/dissertations or Performances. Two markers will assess and feedback on individual pieces of work independently and agree a mark between them. In cases where all assessments produced by a cohort have been scrutinised, individual marks may be changed if appropriate/agreed.

Some programme/module teams may find it useful to organise a **standardisation/moderation** session where samples of work are scrutinised by other academics in the team and when agreement is reached, are deemed ready to be sent to the External Examiner.

## **11. Returning Student Work & Feedback**

### **11a Returning the Students Work**

All marked work, examinations and feedback should be provided back to the students within :

- 5 days for Block Delivery modules.
- 15 days for full semester modules.

The marks assigned are provisional grades until they have been ratified at the Examination Board.

Assessments submitted via Turnitin and marked using Grademark should therefore have a Post Date which is no longer than 15 working days after the Due Date for full semester modules and 5 working days for block delivery modules.

### **11b Feedback Tutorials**

For full semester modules - Feedback tutorials should be identified on the Module Calendar in the Module Guide and students should be given an opportunity to discuss and ask questions on all feedback.

For block delivery modules – Feedback tutorial sessions should be scheduled the week after the end of the block.

After the full semester Assessment Boards, programmes should allocate a day which will enable the students to have an opportunity to receive feedback on assessment and their progression on the programmes.

## **12. Mark Inputting**

All module tutors are required to input the provisional marks via e-vision once they have been internally moderated. It is essential to meet the e-vision deadlines set (available via the academic calendar).

For semester long modules – It is good practice to input the marks of any assessment conducted earlier in the semester as soon as these have been approved/moderated.

For Block delivery – all marks should be submitted 5 working days after the end of the block and all module box information should be added to the quality portal and will be moderated by the EE at the end of the academic semester.

### **13. External Moderation**

The sample of the marked work (for all HE levels) which has been internally moderated is added to the Quality Portal for the EE to view. The Internal Moderator comments, the class mark sheet and assessment brief/examination paper should be added to the module folder.

External Examiners should comment on how accurately the sample is marked overall (in line with the learning outcomes and assessment criteria, as well as standards in their own institutions, the quality of assessment).

Individual marks for work in a given sample of assessment should not be changed as this may advantage or disadvantage those included in the sample. There may however be a recommendation to moderate the entire cohort's marks up or down – or if it is felt that marking is inconsistent, then revisit the marks for every assessment. Where all assessments produced by a cohort have been scrutinised, individual marks may be changed if appropriate/agreed.

### **14. Responding to External Examiner Comments**

Module tutors and / or Programme Leaders should respond to the EE on any comments on assessment and feedback and these should be recorded and added to the Quality Portal.

The EE will write the annual External Examiner report and this will be available via Qualtrack and the Programme Leader should formally respond detailing any changes that may be required to the module. Significant issues and actions should be recorded on the Programme Plan.

### **15. Assessment Boards**

Only when assessments have been externally moderated, can the marks be ratified at Assessment Boards or Assessment Board Sub-Committees.

## University of Greater Manchester Assessment & Moderation Procedures 2025-26

### **The process involves 6 key stages:**

- (1) Drafting and approving the assessment brief
- (2) Offering guidance to students on assessment completion
- (3) First marking
- (4) Internal moderation of the sample
- (5) External moderation of the sample
- (6) Feeding back and feeding forward to students

### **1. Module Specification**

Key Reference: All module specifications are held on the Module Database-  
modules.bolton.ac.uk

### **2. Writing the Student Assessment**

Key Reference: Staff guidance on the format for Assignment briefs is provided in the Module Guide template.

### **3. Writing an Exam Paper**

Key Reference: The format of examination papers is as follows (select the correct school)  
<https://hub.bolton.ac.uk/Quality/EEE/Examination-Papers/Templates-and-Procedures.aspx>

### **4. Internal Moderation of Assignment Briefs & Examination Papers**

Key References: Moderation Proforma for Assignment Briefs & Moderation Proforma for Examination Papers

### **5. External Moderation of Assignment Briefs & Examination Papers**

Key References: Moderation Proforma for Assignment Briefs & Moderation Proforma for Examination Papers

### **6. Issuing the Assignment**

Key Reference: Staff guidance on briefing sessions and tutorials for Assignment briefs is provided in the Module Guide template.

### **7. Submission of Work**

Key Reference: Student guidance on the submission on written work is provided in the Module Guide template.

### **8. Extensions**

Key References: Standard extensions of up to 14 days can be requested using the UoGM Extension Proforma. Flexible extensions are also available at the discretion of the Programme Leader if the assessment is individualised e.g. a project. If a longer deadline is needed a student may submit a Special Circumstances request.

Assessment deadlines may also be set and documented as part of a Health-Wellbeing Supported Study Plan, A Pregnancy and Maternity Plan or a Late Starter Plan. Some students with registered disabilities may be eligible for revised submission deadlines on request and not required to complete extension paperwork.

### **9. Marking the Assignments & Standardisation**

Reference: Standard Assessment Feedback Proformas for Written and Practical work. Standardisation should occur where there is more than one marker – and should take place before all assessment briefs are allocated to markers,.

### **10. Internal Moderation of Marked Work**

Reference: Moderation Proforma for Marked Work.

### **11. Returning Student Work & Feedback**

Reference: Module Guide

### **12. Mark Inputting**

Reference: Dependent on partner arrangements – may take place after external moderation.

### **13. External Moderation**

Reference: Moderation Proforma for Marked Work.

### **14. Responding to External Examiner Comments**

Reference: Qualtrak

### **15. Assessment Boards**