

Assessment Policy for The Open University awards 2019-20

Member of management responsible	Colin Bladen-Kopacz
Author of policy/procedure	Chris Brookes & Nabeel Zaidi
Peer reviewed by	Colin Bladen-Kopacz, Frazer D'costa
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ASSESSMENT, PROGRESSION AND AWARD OF CREDIT

1.0 Marking and moderation

Assessment Strategy

1.1 The HE Department should develop an assessment strategy for each course, or set of courses, for approval in the annual monitoring process. The assessment strategy should address the following issues:

- Diversity of assessment within a course;
- Coverage of module learning outcomes by assessment methods;
- The balance between monitored and unmonitored assessment;
- Approaches to prevent and detect plagiarism in assessment;
- Professional Body Requirements, if appropriate; and in cases of where programmes are proposing to have modules assessed by 100% coursework:
- Appropriate use of the academic year;
- Approaches to assessment for the discipline at other comparable institutions.

Assessment of Coursework

1.1 Where possible, programme areas must clarify expectations for the evidence submitted in response to an assignment brief. The form of evidence must provide the opportunity for students to clearly demonstrate the learning outcomes mapped to the task.

1.2 Depending on the context of the assignment, students may be encouraged to include appendices within their submission as evidence to support the arguments presented. Content within the appendices is not included within word count restrictions, but cannot directly contribute towards the grading of an assignment.

1.3 Assessments which prescribe restrictions must be adhered to within an acceptable boundary of 10%. For example, in the instance of a 1,000word limit prescribed to an assessed task, 1,100 original words plus quotations and appendix would be accepted without penalty. Work submitted beyond the limitation plus 10% leniency should be disregarded by the assessor.

1.4 All submitted work will be subject to review for academic misconduct such as plagiarism. Where an academic offence has been highlighted, an investigation will be undertaken by the HE Quality or HE Information team, who will determine the extent of the offence and issue resultant penalties as detailed in the Academic Misconduct policy.

Assessment of Performance-based Coursework (including oral presentations)

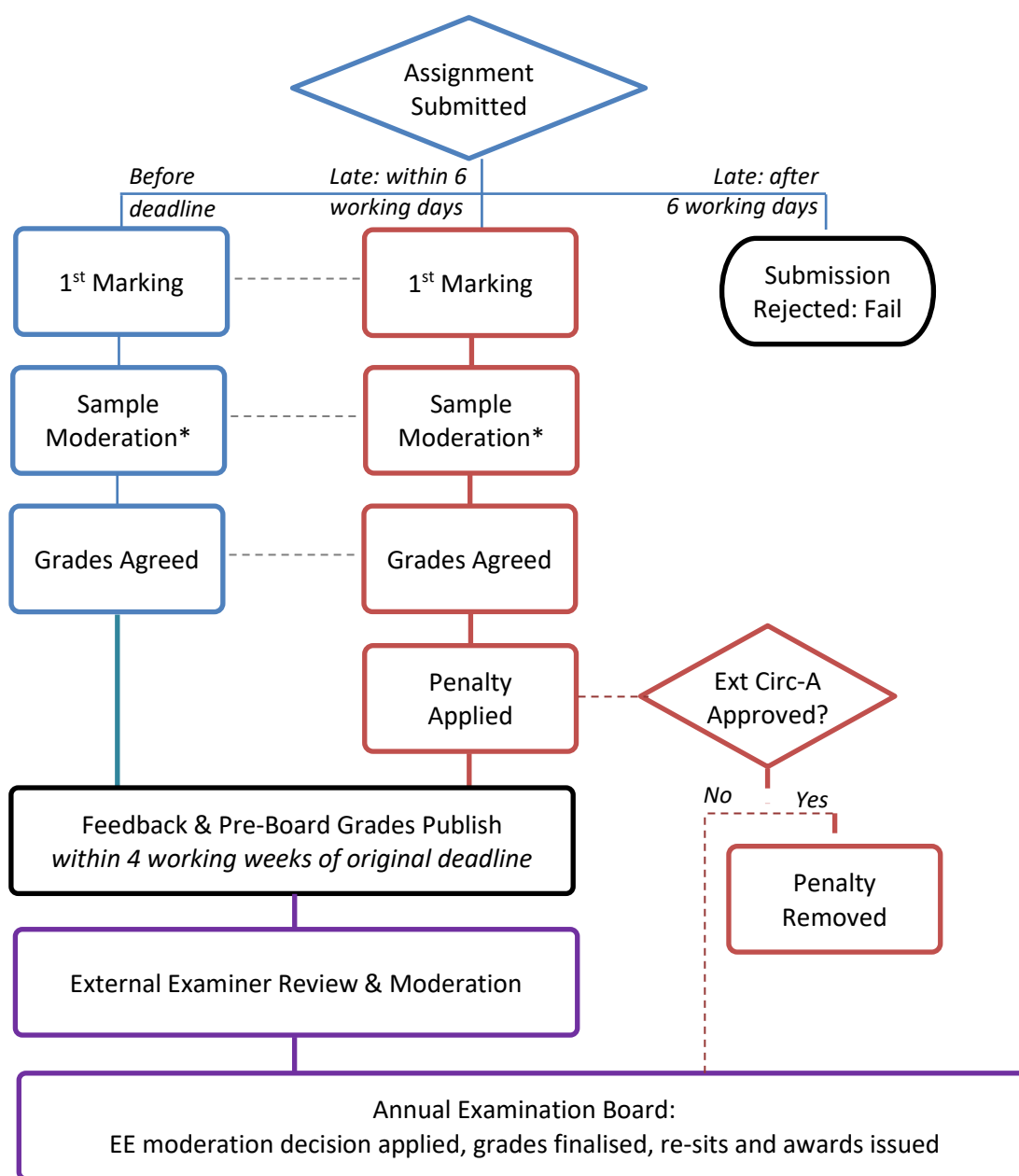
1.5 Performance-based assessment with a clear evidential and assessable output, capable of being shown to the External Examiner should be subject to the normal policy for essays/assignments, but only where the permanent output relates directly to the assessment criteria. For example, a presentation where output such as a PowerPoint document is submitted would still count as performance-based coursework with non-permanent output, unless a learning outcome being assessed is academic content rather than presentation skill.

Assessment of Group Work

- 1.6 Group work with a permanent output should be subject to the normal moderation process for essays/assignments.
- 1.7 Group work with a non-permanent output should be subject to the policy for the assessment of performance-based coursework.
- 1.8 The maximum amount that a joint mark (where a single group mark is derived from people working together in a group) can contribute to a single module is 25%.

2.0 Marking & Moderation Process

- 2.1 Assessed tasks will typically be subject to the following process of moderation:



**Process determined by assignment weighting, see Marking Policy*

Marking Policy

2.2 Submitted evidence will be subject to moderation activities and review by the external examiner. Internal moderation activities include:

- **Second Marking:** A second marker re-marks the evidence submitted for an assessed task, with access to the first markers grades, comments and feedback. Outcomes are discussed and agreed with the first marker.
- **Blind Second Marking:** A second marker re-marks the evidence submitted for an assessed task, without access to first markers grades, comments or feedback. Outcomes are discussed and agreed with the first marker.

The moderation protocol is determined by the weighting of the assessed task:

Assignment Weighting	Moderation Protocol
Assessed task contributing to 20% or less of a 15credit module	Single marked. Plus, tasks marked 70% and above, and below 40% second marked. <i>New staff: A random sample of at least 10% or 4 samples (whichever is higher) second marked. Plus, tasks marked 70% and above, and below 40% second marked.</i>
Assessed task contributing more than 20% to a 15credit module	Single marked, plus: <ul style="list-style-type: none"> • A random sample of at least 10% or 4 samples (whichever is higher) second marked.
Assessed task contributing to 50% or less of a 30credit module	<ul style="list-style-type: none"> • Tasks marked 70% and above, and below 40% second marked <i>New Staff: All tasks second marked.</i>
Assessed task contributing to more than 50% of a 30credit module	All tasks blind second marked
Examinations contributing 50% or less to a 15credit module or 25% of less to a 30credit module	Single marked, plus: <ul style="list-style-type: none"> • A random sample of at least 10% or 4 samples (whichever is higher) second marked. • Tasks marked 70% and above, and below 40% second marked <i>New Staff: All scripts second marked.</i>
Examinations contributing more than 50% to a 15credit module or more than 25% to a 30credit module.	All scripts second marked, plus: <ul style="list-style-type: none"> • A random sample of at least 10% or 4 samples (whichever is higher) blind second marked. • Scripts marked 70% and above, and below 40% blind second marked <i>New Staff: All scripts subject to blind second marking</i>

Moderation of Work-based Learning/Placement

- 2.3 The assessment of work-based learning/placement should be subject to departmental procedures and regulations in respect to moderation and external examination. The regulations relating to departmental procedures are as follows:

Department	Departmental Regulations	Programmes
Department of Teaching & Learning	Initial Teacher Education Regulations	PgCE (<i>Professional Graduate Certificate in Education</i>) CertEd (<i>Certificate in Education</i>)

Requests from students to have their work re-marked

- 2.4 There shall be no appeal against an assessment result except on the grounds that the approved policy for moderation has not been followed.
- 2.5 Students cannot request that their exams are re-marked unless a procedural / administration error is suspected.
- 2.6 Students can request a piece of work is review where they suspect a procedural/administrative error has occurred.

Reconciliation of Marks

- 2.7 Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. The HE Department must keep a full record of both individual and agreed marks for all work which is second or double marked.
- 2.8 Where the two internal markers are unable to reach agreement, the HE department should make every effort to resolve the matter internally, for example by involving a third person to arbitrate or, if necessary, to act as a third marker.

The Role of the External Examiner

- 2.9 The External's role will be as a moderator. Externals should not act as second markers. In moderating student work the Module External is providing an independent overview of the consistency of approaches to assessment. As such, the Module External's primary concern is with the overall marking standard in the module rather than with marks obtained by individual students. The External should not alter the marks of any individual student.
- 2.10 The External Examiner must sample-moderate work submitted since previous visit or examination board. The External Examiner's sample must represent no less than 10% of the cohort, however the External Examiner has the right to access and review any submissions and feedback.

Marking the Work of Students who are Partners or Close Relatives

- 2.11 Staff must not mark the work of partners, close relatives or individual with whom they have a close, personal connection. In the case of a query, the Head should determine whether there is a conflict of interest.

Moderating/Second Marking/ Double Marking the Work by Staff who are Partners or Close Relatives

- 2.12 Staff should not act as moderator or second marker where their partner or close relative is the first marker unless approval is given by the Dean of HE and the process has been anonymised. In the case of a query, the Dean should determine whether there is a conflict of interest.