HE Policy on Assessment Submission, Marking and Feedback

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Originator:	HE Quality and Registrar Officer
Policy developed in consultation with:	Dean of University Centre
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Approval by:	HE Strategy Group
Date of Next Review:	September 2025

Revision History

Version	Purpose/Change	Date
5.0	Includes clearer reference to the role of moderation. Restructure of contents to reflect natural timeline of assessment. Comment added about not receiving student work, nor sending student feedback via email. Further clarity added regarding word counts for OU programmes. Reference to BTEC guidance updated to most recent version Responsibilities – updated to reflect PL use of Markbook	January 2022
5.1	Review of the policy. 6.1. typo corrected. 8.7. acceptable maximum word length amended so it is 10% above only (compliant with OU regulations). 9. Acronym SPaG clarified.	September 2022
5.2	Comment added to 8.5 for misconduct through AI.	October 2023

Please contact HEoffice@liv-coll.ac.uk or the Reception if you would like this document in an alternative form.

This policy is written in line with the Expectations and Core practices of the UK Quality Code for Higher Education (Quality Code), which are a key reference point for higher education providers in all parts of the UK.

Assessment is a fundamental aspect of the student learning experience. Engagement in assessment activities and interaction with staff and peers enables learning, both as part of the task and through review of their performance. It is a vehicle for obtaining feedback. Ultimately, it determines whether each student has achieved their course's learning outcomes and allows the awarding body to ensure that appropriate standards are being applied rigorously. Deliberate, systematic quality assurance ensures that assessment processes, standards and any other criteria are applied consistently and equitably, with reliability, validity and fairness.

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1. Context

1.1 This policy defines The City of Liverpool College University Centre regulations relating to assessment submission, marking, and assessment feedback of all work that is formally assessed as part of a HE programme delivered and assessed by the College.

1.2 This policy covers procedures that should be followed when marking assessments and coursework; it does not take into account issues such as mitigating circumstances, late submission or special examination arrangements, which are covered under **HE Policy on Assessment Extensions and Mitigating Circumstances** and **HE Late Submission of Assessment Policy**.

1.3 Each assessment should be marked solely according to defined academic criteria; allowances for other circumstances should either be made before the assessment takes place (application for extension or special examination arrangements) or after the work has been marked (late submission/mitigating circumstances).

1.4 For regulations and procedures relating to the internal moderation of assessment, please refer to the **Guidance on the Internal Moderation of Summative Assessment Tasks and Assessed Work for HE Provision**, which should be read alongside this policy.

1.5 It is recognised that there are many different forms of assessment, including non-written assessment (including assessment of presentations, practical assessment, oral assessment, or assessment of work-based learning evidence). This policy applies to all forms of assessment.

2. Before the Assessment

2.1 Students will be issued with an assessment plan which will outline when assignments will be issued, when they should be submitted, and when they will be moderated.

2.2 Students will be provided with sufficient teaching and learning opportunities to ensure that they have the knowledge and the skills to independently complete the assessment activity.

2.3 Students will be provided with opportunities for informal assessment activities (such as mind maps, quizzes, presentations, and discussions) to check that they have the knowledge and understanding to independently complete the assessment activity

2.4 Student attendance at all sessions is crucial, as students will be required to independently complete the assessment activity.

2.5 For certain types of assessment, tutors will decide when students are fully prepared to undertake the assessment activity independently. This may mean that they are issued the assignment earlier or later than other learners on the course. Students will however be required to complete their assessment within the same time frame to ensure that no learner receives an unfair advantage. This date will be agreed and recorded with the subject tutor.

3.   Preparing for Assessment

3.1 Before students start their assessment the tutor will ensure that they fully understand:

- The assessment criteria and the assessment requirements.
- The nature of the evidence which they need to produce.
- The range of evidence needed to achieve each of the learning outcomes.
- How to achieve the different levels of grading, e.g. Pass, Merit, Distinction.
- The date the assessment is due to be submitted.
- The importance of time management and meeting deadlines.

3.2 Students **must** ensure that they inform the tutor if they are unclear of any of the above before they start the assessment.

4.   The Design of Assessment Criteria

4.1 Assessment criteria describe the key characteristics of differing standards of performance, these standards are usually defined by marking or classification guidelines set by the awarding bodies and organisations. The use of assessment criteria has the following aims:

- To provide students with a clear and explicit understanding of the standards they are expected to achieve in relation to the marks/grades awarded. By relating feedback to the assessment criteria, students should be able to appreciate how they can improve the standard of their performance in future.

- To provide a common reference point on which academic judgement can be based thus promoting consistency in the exercise of academic judgement both by the individual marker and between different markers.

4.2 In order to achieve these aims, effective assessment criteria are required to have the following characteristics:

- They should relate to the demonstration of the knowledge, understanding and skills set out in the intended learning outcomes, achievement of which is being assessed.

- They should be understandable to students and included in information provided to students, e.g. student handbooks.

4.3   HE course teams develop a common understanding of the meaning and application of assessment criteria through regular review and discussion amongst all those involved in their use, including students.

5.   The Design of Assessment Tasks

5.1 It is expected that the assessment method(s) associated with a module are agreed with the awarding body and discussed at HE course team level as part of an overall assessment strategy. However, the HE course team should also operate a process for confirming the appropriateness of the design of specific tasks (e.g. assignment/project brief). This is completed through the process of internal moderation.   The aim of this moderation should be to ensure that:

- Each task is a valid means of providing students with an opportunity to demonstrate achievement of the intended learning outcomes for the module.

- The questions or instructions are clearly worded and contain no ambiguities as to what students are expected to do.

- The assessment workload is appropriate to the credit value of the module being assessed, particularly if there are to be multiple components to the assessment.

- The time-scale allowed for completion of the task is reasonable.

- All students can reasonably be expected to have access to the resources required for completion of the task.

- There is a clear marking scheme confirming correct answers or key features of model answers and, if applicable, directions where and how marks are to be apportioned according to performance in specific questions or against specific assessment criteria.

5.2 Assignment tasks are subject to external moderation through the programme External Examiner.

5.3 Once the assessment is issued, students must work independently to produce and prepare the evidence for assessment.

6.   Formative Assessment and Feedback

6.1 Formative assessment involves both the Assessor and the student in a conversation about their progress and takes place prior to summative assessment. The main function of formative assessment is to provide students with feedback on progress and to inform development.

6.2. Formative feedback does not contribute directly to the final mark or grade. There is **no mark or grade** given at the formative assessment stage nor confirmation of whether the student has achieved the assessment criteria.

6.3. Formative feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be completed.

6.4 Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. The role of feedback in motivating students must not be underestimated.

6.5 We recognise that informal verbal feedback is an ongoing process and is an important part of the Assessor / student relationship. However, one **formal** opportunity to provide formative assessment feedback should be included in each assessment at a point when students will have had the opportunity to provide evidence towards all the assessment criteria targeted. This should be built into the Assessment Plan and be formally recorded. This will help reduce the risk of malpractice.

6.6 Usually, further formal opportunities for formative feedback should not be necessary. However, if it is clear at the formative assessment stage that students have misinterpreted or have been misdirected by the assignment brief, there may be the need for another formative assessment once issues have been addressed. Assessor's/examiner's judgement as a professional should be used to determine when this is appropriate. You must not create an advantageous situation for one student.

6.7 Following formative assessment and feedback, students are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass (level mark) grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and final unit grade.

6.8 All records should be available for auditing purposes, as the College may choose to interrogate records of formative assessment as part of our ongoing quality assurance.

7.   Assessment Submission

7.1 Assessment evidence and all related coursework items (with the exception of 7.5) are to be submitted electronically via the VLE electronic assessment submission option, Turnitin via one of the following formats in order to meet e-submission criteria: a digital file in any of the industry standard formats (MS Office, PDF).

7.2 Electronic submissions for summative assessment should be anonymised where possible. It is recognised that for some forms of assessment (for example assessment of practical work or of presentation) anonymous marking and/or double marking will clearly be impractical.

7.3 No student work should be accepted or marked if it is received via email. If a student is having difficulties submitting through Turnitin, they must contact the HEoffice@colc.ac.uk immediately to avoid late penalties.

7.4 Where coursework meeting the criteria is submitted electronically, the expectation is that duplicate paper-based copies will not also be submitted.

7.5 Assessment items that do not meet the e-submission criteria, such as practical work and presentations, will be submitted directly to the relevant Programme Leader/module tutor.

7.6 Students should complete and submit electronically an **Assessment Submission and Declaration** form for the same piece of work via the VLE electronic assessment submission tool, Turnitin as soon as they hand the assessment evidence to the tutor.

7.7 It is expected that when an **Assessment Submission and Declaration** form is submitted electronically via the VLE electronic assessment tool, Turnitin, the relevant module tutor will confirm receiving the assessment evidence on line; in addition a paper based receipt, signed by the tutor may be used where immediate access to VLE is restricted.

8. Marking

8.1 All marks that are presented to an Assessment Board/examiner must be on an agreed scale (Pass, Merit or Distinction **or** a numerical mark of 0 -100, using whole numbers only). Normal practice is, where the final mark is not a whole number, for the mark to be rounded to the nearest whole number, with 0.5 of a mark rounded up.

8.2 Criteria for the award of these marks will be defined during the programme/module development processes and in line with the awarding body's regulations. Assessment criteria will be defined either at programme, module or element level and must be published in the programme/module handbook.

8.3 The marking of any assessment must be on academic merit alone. Mitigating circumstances affecting the assessment should be dealt with according to the **HE Policy on Assessment Extensions and Mitigating Circumstances** , where applicable.

8.4 All assessments submitted late should be marked according to the **HE Late Submission of Assessment Policy** and where applicable in line with the relevant university partners' policies on late submission.

8.5 Where staff suspect plagiarism, collusion or fabrication of data in a student's work, or in cases where concerns or suspicions arise regarding the use of Artificial Intelligence (AI) in summative assessments immediate steps will be taken following the College's **HE Academic Integrity Policy**.

8.6 For Pearson Higher Nationals, where written evidence is required, a word count may be included to direct the student about the volume of evidence required. Students **cannot** be downgraded if they do not achieve or exceed the word count. Their performance in the assignment

is based on achievement of the relevant learning outcomes, assessment criteria and grade descriptors[1].

8.7 For Open University programmes, unless specified differently and clearly in the module handbook, assignment word length limits are acceptable to be 10% above the word limit. For work that exceeds a specified maximum length, the submission will only be marked from the beginning to 10% above the specified assignment length. Work that falls below the word limit would not be expected to have met all assignment learning outcomes and should be marked accordingly.

8.8 Unless specified otherwise, the word limit does not include 'administrative' sections of the assignment: the cover or title page, table of contents, table of figures, reference list, list of works cited, bibliography, or any appendices.

9.   Marking Spelling, Punctuation and Grammar (SPAG)

9.1 It is an expectation for an Assessors to identify spelling and grammar errors and correct these on students' work. Students are expected to either correct them (at the formative feedback stage) or note them (at the summative feedback stage).

9.2 Mistakes in spelling and grammar should not influence assessment decisions unless:

- the mistakes are so problematic that they undermine the evidence of student understanding, or
- specific assessment criteria require good communication, spelling and grammar and/or correct use of technical language.

9.3 For Pearson Higher Nationals, if student work has consistently poor spelling, grammar or language it should not be accepted for marking, but should be returned to the student to be corrected. The student must be given a deadline by which to correct the work. Please refer to University validating partners for further guidance on SPAG.

10. Anonymous Marking – good practice guidance

10.1 Anonymous marking is a process designed to eliminate the potential for both conscious and unconscious bias on the part of the assessors, and to reassure students that the process is fair and impartial. Work should, where practical, be anonymous while it is being assessed. Once a mark is assigned names may be re-assigned to the work for the purposes of providing feedback.

10.2. There will be justifiable instances where the nature of the assessment process means that the application of anonymous marking will not be practicable. This includes the following types of assessment: observed assessments (e.g. presentations, performances, etc.), practical work (e.g. garments, models, etc.), some instances of group work, placement and placement reports.

10.3 Where the assessor is familiar with the individual student's topic and content of the coursework it would not be expected to apply the anonymous marking criteria. The process of internal moderation remains in place for all assessments to ensure marking remains fair, accurate and consistent.

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[1] **BTEC Centre Guide to Quality Assurance and Assessment – v1.0: September 2021 p.70.**

10.4 In order to preserve the anonymity of candidates when marking a piece of work, candidates should use their student ID number rather than their name on all work submitted for assessment. The anonymous marking feature can be enabled in Turnitin.

10.5 There may be individual cases in which reasonable adjustments are in place for a disabled student that prevent their work from being marked anonymously. These cases will be considered on an individual basis by the Programme Leader and Student Learning Support Services.

11. Summative Assessment and Final Feedback

11.1 Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the **definitive assessment** and recording of the student's achievement.

11.2 Assessors should annotate where the evidence supports their grading decisions against the unit grading criteria.

11.3 It is The City of Liverpool College University Centre's policy that all submitted assessment work is marked, and that formal written and verbal feedback is provided within 15 working days from submission.

11.4 It is expected that internal moderation, of the assessed work will be scheduled and completed within the 15 day marking period and before the feedback and grade is released to students. (For more information, please refer to the **Guidance on the Internal Moderation of Summative Assessment Tasks**.)

11.5 Written feedback is provided on the **HE Summative Assignment Feedback Form** and is expected to be dated, signed if not electronic, timely, detailed, specific, constructive and with the clear judgement of the academic quality of the assessed work against assessment outcomes and marking criteria providing an indicative (pre-assessment board) grade.

11.6 All assessment feedback should be recorded and shared electronically and securely using the College student record systems. Assessment feedback should never be sent direct to a student's email as it cannot be quality assured in this way.

11.7 Resubmission and repetition of assessment must follow the procedures outlined in Section 12.

12.   Resubmission/Repeat of Work

PEARSON Higher Nationals – RQF
BTEC Centre Guide to Quality Assurance and Assessment – v1.0: September 2021 pp.87-91.

Resubmissions
A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.
- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task.

- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

If the Programme Leader or Assessment Board does authorise a resubmission, the following conditions apply:
- The resubmission must be recorded in the relevant assessment documentation
- The student must be given a clear and realistic deadline for resubmission that is consistent across all students granted a resubmission. We recommend that students be required to resubmit work within 15 working days of the student being notified that a resubmission has been authorised
- The resubmission must be undertaken by the student with no further guidance
- Arrangements should be made for resubmitting the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others.

Repeat Units
The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:
- The Assessment Board can permit a student to repeat a unit.
- The student must study the unit again and (if required) payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

A student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment. This reassessment will be subject to the standard RQF resubmission rules and regulations as stated above.

If a student repeats an RQF unit and still does not achieve a Pass in neither their first submission nor resubmission, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the centre must make sure that the relevant rules of combination and requirements have been met.

The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.

Open University validated programmes
http://www.open.ac.uk/students/charter/essential-documents/a-to-z

Resubmissions
A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment. Resit provision is subject to all the following conditions:
- A student may resit the failed assessment components of a module only once. Where there are extenuating circumstances, the Board of Examiners has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited

in the rules for the programme, as approved in the validation process and programme specification.

- A student who does not complete the resit by the date specified shall not progress the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result for the individual assessment component capped at the minimum Pass mark for the module.
- A student shall not be permitted to be reassessed by resit in any module that has received a Pass mark, or in a component that has received a mark of 40% or above at undergraduate level.
- The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.
- For examinations, reassessment shall involve completion of a new task which will need to be approved by the external examiner.

See also the **OU Regulations for Validated Awards and Marking Criteria** and **Final Degree Classification – OU Validated Programmes** for further information and guidance around compensation for marginal failure.

Repeat Units

If, having exhausted all permitted compensation, resit, and retake opportunities, and a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

Partial retake as fully registered student:
- The student is not permitted to progress to the next stage of the programme but must retake the failed modules and/or components in full during the following academic year,
- The student has full access to all facilities and support for the modules and/or components being retaken,
- The marks that can be achieved for the modules and/or components being retaken will be capped at the module and/or component Pass marks,
- The student retains the marks for the modules and/or components already passed,
- No further resit opportunities are permitted.

Partial retake for assessment only:
- As above except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being retaken. Participation will only be allowed for relevant revision sessions and assessments.

Full retake:
- This is only permitted where the student has extenuating circumstances,
- The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- The student has full access to all facilities and support,
- The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

Where compensation, resit, and retake opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award. See also the **OU Regulations for Validated Awards and Marking Criteria** and **Final Degree Classification – OU Validated Programmes** for further information and guidance

Other university validated programmes (LJMU, University of Huddersfield): individual University regulation applies as set in the relevant academic standards:
- Liverpool John Moores University (LJMU)
  https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-policy

- University of Huddersfield (UoH)
- https://www.hud.ac.uk/registry/current-students/taughtstudents/

13. Grading and Conditions for the Award

Calculation of the final qualification grade Pearson (RQF):

Conditions for the award of the HNC: To achieve a Pearson BTEC Higher National Certificate qualification, a student must have:
- Completed units equivalent to 120 credits at Level 4
- Achieved at least a pass in 105 credits at Level 4.

	Points per credit			Point boundaries
Pass	4		Pass	420 – 599
Merit	6		Merit	600 – 839
Distinction	8		Distinction	840 +

Compensation provisions for the HNC: Students can still be awarded an HNC if they have not achieved a Pass in one of the 15 credit units completed but have completed and passed the remaining units.

Conditions for the award of the HND: To achieve a Pearson BTEC Higher National Diploma qualification, a student must have:
- Completed units equivalent to 120 credits at Level 5
- Achieved at least a pass in 105 credits at Level 5
- Completed units equivalent to 120 credits at Level 4
- Achieved at least a pass in 105 credits at Level 4.

Compensation provisions for HND: Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15 credit units completed at Level 4 and similarly if they have attempted but not achieved one of the 15 credit units at Level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Calculation of the overall qualification grade: The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Open University validated awards

Every assessment within the module has a pass mark
For undergraduate level module assessments (FHEQ Levels 4, 5 and 6) this is 40%.

All assessments are marked on the scale 0-100:

Score	Grade
70-100	Excellent pass
60-69	Very good pass
50-59	Good pass
40-49	Pass
35-39	**Borderline fail***
0-34	Fail

*may be compensated

Every module has a pass mark
Each module has a set of learning outcomes and a single credit weighting, e.g. 10, 15, 20, 30, 40 credits. The achievement of learning outcomes within a module is tested and measured by one or more assessment tasks. Each assessment within a module has a weighting allocated, set in relation to the number of learning outcomes it is assessing. For undergraduate level modules (FHEQ Levels 4, 5 and 6) the pass mark is 40%, based on all assessment marks for the module and their relative weighting.

Grading and classification Awards

Foundation Degree Grading
- Calculation of a Foundation Degree will be based on the average mark across all modules within Stage 2 (usually Credit Level 5) and Stage 1 (usually Credit Level 4) unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.
- Candidates who are registered for the award of the Foundation Degree, who have accumulated 120 credits but do not proceed further shall be awarded a Certificate of Higher Education (Level 4)
- Candidates who have accumulated 240 credits shall be awarded a Foundation Degree

Top up Honours Degree Grading and Bachelor Honours Degree Grading
Honours degrees are classified as:

First class	Aggregate mark of 70% or above
Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based **solely on all credits at Credit Level 6**.

To achieve a BA/BSc Hons qualification having completed HND/FD or equivalent Level 4 and 5 qualification and having successfully completed a Level 6, BA/ BSc Top up Degree a learner must:
- Achieve 120 credits at the minimum of a Pass level (40%) of the qualification.
- Up to 20 credits out of the 120 credit qualification value may be compensated for a failed module(s) provided that the failed module score is within the range 35-39 and an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme.

Bachelor Honours Degree Grading
Classification of bachelor degrees will be based on the average mark across all modules within stage 3 (Level 6, final year) and stage 2, (Level 5, second year) at ratio of 2:1 (66.7%: 33.3%) respectively unless the requirements of the Professional, Statutory Regulatory body (PSRB) stet otherwise.

A BA or BSc ordinary degree can be achieved if 60 out of 120 credits at Level 6 are achieved. This is a pass but without the honours. The programme specification should be referred to, in order to identify the modules and learning outcomes that will need to have been completed/met.

For the bachelor degree, the Open University does not apply classifications to any exit awards conferred on students (e.g. a CertHE or DipHE cannot be awarded with either a merit or distinction classification).

Other university validated programmes (LJMU, University of Huddersfield): individual University regulation applies as set in the relevant academic standards:
- Liverpool John Moores University (LJMU)
  https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-policy

- University of Huddersfield (UoH)
- https://www.hud.ac.uk/registry/current-students/taughtstudents/

14. Responsibilities

14.1 It is the responsibility of the HE Programme Leader to ensure that moderation arrangements are set and communicated clearly, that the Assessment Plan for the programme is up to date, complete and shared with all staff and students at the start of the academic year, and that the

criteria have been drawn up for the assessment being marked. These should be provided to all examiners involved in the marking/moderation process including any External Examiner(s).

14.2 The HE Programme Leader is responsible for ensuring that all the assessments for the relevant modules are marked and the agreed marks are ready and uploaded to Promonitor/Markbook in time for the preparation of the transcripts for the Assessment Board. The HE Quality and Registrar Officer and HE Administrator are responsible for populating programme transcripts for the Assessment Board.

14.3 Assessment Boards/External Examiners are responsible to the HE Strategy Group for ensuring that marking and moderation is adequately conducted.

14.4 It is the responsibility of the Dean of the University Centre, and HE Quality and Registrar Officer to ensure that this policy is enforced and that trends in results are analysed to ensure that standards are comparable between programmes.

14.5 The Dean of the University Centre / Head of School are responsible for ensuring that all staff involved in marking and moderation are adequately prepared for this activity, particularly those with less experience or who are new to the HE Course.

15. **Related Policies**

Policies can be located on the College website here: https://www.liv-coll.ac.uk/study-at-the-college/higher-education/he-policies-and-procedures/ or, internally, via the Student Handbook Virtual Learning Environment page: https://learn.liv-coll.ac.uk/course/view.php?id=99

- Guidance on the Internal Moderation of Summative Assessment Tasks
- HE Policy on Late Submission of Assessment
- HE Policy on Assessment Extensions and Mitigating Circumstances
- HE Academic Integrity Policy
- HE Procedure for Hearing an Allegation of Academic Misconduct
- OU Regulations for Validated Awards