UNIVERSITY OF EAST ANGLIA
School Annual Review of Assessment and Moderation

The new Internal Moderation & Marking Policy approved by LTC in 2013/14 placed a requirement on all Schools to convene an *Annual Review of Assessment and Moderation*. The outcomes of this annual event should be reflected in the completion of each School's Summary of its Annual Course Monitoring activity (QAR3). The annual review of assessment and moderation focuses on Schools' strategic oversight of assessment and moderation processes across programmes at UG and PGT level.

Purpose

The *Annual Review* provides an opportunity for academic staff in Schools to meet and reflect upon the assessment strategies employed across programmes, and to identify opportunities for best practice in one programme/degree to be shared and possibly extended to others.

The review event also ensures that time is set aside for specific University priorities relating to assessment and moderation to be addressed. Currently, there is a need to identify opportunities to reduce the number of examinations and to ensure that each summative item of assessment is preceded by at least one related formative item of assessment.

The annual review of assessment and moderation also provides an opportunity to consider the processes of double-marking and internal moderation across programmes, and to reflect on any issues/problems which stem from them – both in terms of managing the staff resource available, and any problems which might arise with respect to 'anomalous' marks profiles on modules.

Whilst the Annual Review might identify issues which can be addressed immediately prior to the start of the new academic year, the Annual Review is primarily focused on long term strategic planning around assessment and moderation – with the aim of rationalising, streamlining and enhancing assessment processes so that schools can achieve a best 'fit' between the staff resource available and the assessment/moderation strategies in place across UG and PGT programmes.

Timing

The timing of the *Annual Review* needs to reflect the nature of the academic programmes being run and the format of the academic year associated with them (the latter varies considerably). In most Schools involved in running UG and PGT programmes, the Annual Review may have most value if convened after the spring semester and the Easter break - in May/June. There is significant value in timing the event so that its outcomes can be reported in the current year's QAR3 return. If Schools wished to look at the current year's assessments (box plots, rank order lists etc), the best timing would be July. This would allow staff to look back across the academic year and to consider both immediate actions for implementation prior to September, and longer-term actions for the remainder of the academic year, or even the following academic year. In some Schools, where programmes are of a less 'traditional' structure or format (due to PSRBs, funding, market demand or other requirements) the timing of the Annual Review will need to be aligned with the workloads of staff and an appropriate 'point in the year' where staff can take stock and reflect on both assessment and moderation processes.

Who attends?

The *Annual Review* should be attended by academic staff who contribute to programme/module design, assessment and internal moderation processes. This would normally include teaching directors, programme managers and course directors, module organisers, and may include associate tutors where the latter have a key role in assessment and/or moderation. If the Annual Review event needs to be chaired, the chair role can be provided by the School Director of Teaching and Learning.

Agenda items?
The *Annual Review* could consider a wide range of possible agenda items, but it seems likely that attention will need to be given to the following:
- Identifying and sharing best practice in formative and summative assessment design.
- Considering the balance between formative and summative assignments, and the value of the former as evidence of 'engagement'.
- Efficiencies gained from common assessment components (e.g. between modules), from reductions in the number of summative assessments/exams/course tests, and from forward planning of marking/moderation roles across programme teams.
- Identifying and sharing best practice in feedback strategies (e.g. comment banks, e-marking/feedback) and use of 'feed-forwards'.
- Examples of best practice in generic exam feedback/course test feedback.
- Identifying variations in marks profiles (average marks, standard deviations, box plots etc) between modules and between programmes, with consideration of factors underlying 'anomalies'.
- Marking consistency issues identified via Internal Moderation (e.g. problems with consistent marking between or within marking or moderation teams)

Information required?
The information required may vary slightly in accordance with the kind of programmes/degrees being run in the School in question, but is likely to include:
1) Student numbers by course and module

2) Programme Specifications with Course profiles

3) Module details with assessment patterns

4) Coursework deadlines

5) Mark profiles/box plots from the year's exam boards (but noting that the crossover between this review and the annual course and module reviews should be considered carefully, so as not to duplicate work).

6) School strategic and business plans

7) School marking and moderation practices

Note; Information in 1) – 5) above either provided by LTS or directions given to the information's location on the UEA Portal. Information in 6) and 7) to be provided by School Manager.

The Review event
The Annual Review is a School event designed to enable the School to exercise strategic oversight of assessment and moderation processes across programmes at UG and PGT level and requires support from both Learning & Teaching Service and Local Support staff. A planning guide can be found below which details roles and responsibilities to help facilitate the process.

Reporting
- A copy of the minutes of each *Annual Review* will be provided to all those present, plus the HoS.
- Faculty LTQCs will consider the minutes and action plans of the *Annual Reviews* that take place in their Faculty, and will monitor progress in completing action points on an annual basis.
- Faculty LTQCs will identify opportunities for the wider sharing of best practice that stem from the *Annual Review* process.

Annual Review of Assessment and Moderation – planning guide, key roles and responsibilities

Step and sequence	Who undertakes the action	Action to be taken
Planning the meeting		
1	Local Support	To work with School Teaching Director in identifying a suitable date for the meeting, book an appropriate room for the event and organise catering etc. Timing will vary by School and availability of key players: Teaching Director, Course Directors, Relevant LTS Team Leader, School Manager.
2	Teaching Director with support from School Manager	To set agenda, identify participants, determine management information needs: a) Learning & Teaching information (from LTS) b) School/Faculty business plans ; and initiate action.
3	Local Support	To invite all relevant parties to the meeting in good time and one week before the event circulate agenda papers and accompanying documents: School Teaching director (Chair), programme managers and course directors, module organisers, and may include associate tutors where the latter have a key role in assessment and/or moderation.
4	Relevant LTS Team Leader	To provide information and/or direct to where it can be found on Planning Office Blackboard site in a timely manner for

inclusion in the agenda and brief Teaching Director and School Manager on what it shows ahead of Review meeting.

Roles at the Annual Review meeting

	Role
School Teaching Director	To chair the meeting with the aim of considering the topics identified for the agenda and determining an Action Plan for each course.
School academic staff	Participants – programme managers and course directors, module organisers, and may include associate tutors where they have a key role.
School Manager	To assist Teaching Director and help facilitate meeting
LTS Team Leader	To take notes, and assist the Teaching Director by writing up Action Plans and notes for FLTQC.