University Centre Colchester Regulations for students on University of East Anglia Programmes

2024/25

Internal Verification and Marking Policy for Undergraduate and Postgraduate Work

Policy Details			
Policy Owner	UCC Academic Services		
CE Sponsor	Principal and Chief Executive Officer		
Date created this year	26th September 2024		
Version:	**Approved by:**	**Date approved:**	**To be reviewed:**
6.0	Head of UCC Academic Services	26.09.2024	September 2025

Version Control	
Version Number	**Changes from previous 12 months policy**
6.0	Update to job titles to refer to new college structure
6.0	Updated marking sheets added to appendices
	Changes to policy in year

Equality Impact Assessment Tool: UCC IV & Marking Policy (UEA Programmes)

		Yes/No	Comments
1	**Does the policy/guidance affect one group less or more favourably than another on the basis of:**		
	Race or ethnicity	No	
	Disability	No	
	Gender	No	
	Religion or belief	No	
	Sexual orientation	No	
	Age	No	
	Marriage and Civil Partnership	No	
	Maternity and Pregnancy	No	
	Gender Reassignment	No	
2	**Is there any evidence that some groups are affected differently?**	No	
3	**If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?**	N/A	
4	**Is the impact of the policy/guidance likely to be negative?**	No	
5	**If so, can the impact be avoided?**	N/A	
6	**What alternatives are there to achieving the policy/guidance without the impact?**	N/A	
7	**Can we reduce the impact by taking different action?**	N/A	

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1   Foreword
1.1 This policy applies to all taught course students studying on University of East Anglia validated programmes at University Centre Colchester.

1.2 The policy applies to assessments contributing to a mark at all levels, as well as the mark appearing on the Assignment Tracking Systems (ATS2) from which a students' final degree classification is derived.

1.3 A list of definitions and marking policies is given below; a table showing the requirements applied to different forms of assessment is shown in Appendix A.

2   Definitions
2.1   Internal Verification
Internal Verification is the overarching term for incorporating all types of quality assurance methods used to quantify and validate the marks provided for assessments. Internal Verification covers the terms Moderation, Second Marking and (Blind) Double Marking.

2.2   Moderation
Moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers, and is an approach which enables consistency across academic subjects. A moderator reviews a sample of the marked student work and liaises with the first marker if they believe that the marks were not at the correct level. A moderator would not change individual student marks for the work, but the first marker and moderator would agree whether marks should be reviewed across the particular piece of assessment, or module, which may lead to marks being adjusted. In the case of a major discrepancy, it might be necessary for all the work to be re-marked (by second marking or double marking).

2.3   Single Marking with Moderation
Work is marked by one member of staff and Moderation (see section 2.2) is applied.

2.4   Second Marking
Second Marking requires the work to be marked by a second individual, but with full access to the first marker's marks and any written feedback or comments. Marks must be reconciled and must take place in consultation with the 1st marker. – see section 4 below.

2.5   (Blind) Double Marking
Double Marking is where two markers produce independent sets of marks for an assessment, without access to each other's marks. Both marks must be reconciled. This takes place in consultation between both markers – see section 4 below.

2.6   Monitored Assessment
This is all assessment carried out under invigilation or supervision – for example: examinations, multiple-choice tests, time-controlled essays, open-book essays, presentations, performances, group discussions and viva voces.

2.7   Unmonitored Assessment
This is an assessment piece of work that is produced in a student's own time – for example: essays, journal articles, lab reports.

2.8   Performance-based Coursework with Non-permanent Output
This is coursework such as presentations or acting, dance and music assessments where the student does not provide an output capable of being shown to the external examiner. (A presentation where output such as a PowerPoint presentation is submitted would still count as performance- based coursework with non-permanent output, unless the key learning outcome being assessed is academic content rather than presentation skill.)

2.9   Performance-based Coursework with Permanent Output
This is coursework, such as presentations and performances in acting, dance and music where the student does provide an output capable of being shown to the external examiner (for instance a video or audio recording).

3   Marking Policies
3.1   Assessment Strategy (requirement of all Programme Areas)
3.1.1   Programme areas should develop an assessment strategy for each course, or set of courses, which is consistently implemented across all programme validation documents. The assessment strategy should be incorporated into every validation or periodic review and address the following issues:

- Specificity of course work
- 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;
- Alternative assessments.

In cases of a programme proposing to have modules assessed by 100% coursework.

- Appropriate use of the academic year.

3.2   Assessment Instrument Tracking Sheets
3.2.1   All programmes are required to submit a completed Assessment Instruments Tracking (AIT) sheet to UCC Academic Services at the start of the academic year. The sheet should contain a breakdown of the modules due to be taught during the year, details of all assessments including details of which learning outcomes they will assessing, due dates and named markers and internal verifiers. For programmes commencing mid-year the AIT sheets should be submitted prior to the first taught session.

3.2.2.   UCC will publish the programmes AIT sheet, and any changes must be formally requested via the AIT change request process. Changes should only be made in exceptional circumstances during the academic year.

3.3   Publication of Assessment Details
3.3.1   Details of module assessments should be published in a UCC module guide which should be available for students (on Moodle) during the first taught session of a module. The module guide should follow the UCC house style and assessment details should be drawn from the submitted AIT sheets.

3.3.2   All module guides, and assignment briefs, must be internally verified prior to publication. This should be recorded on the appropriate University Centre Colchester Internal Verification form (Module Guide) (Appendix E and F). Where the Internal Verification form is used it should be uploaded and attached to the assessment, and be made visible to the External Examiner, through the My Courses section of ATS2.

3.3.3   Where assessments are being used for the first time it is recommended that these are submitted to the External Examiner for approval prior to them being IV'd and entered onto the AIT sheet.

3.3.4   UCC Academic Services should be copied into any such correspondence.

3.4   Reasonable Adjustments
3.4.1   Students with specific learning support requirements may be eligible for their work to be marked in line with University Centre Colchester's Dyslexia Marking Policy. Eligible students will be identified by the UCC Accessibility Officer and will be identifiable on the ATS2 marking page by a pink sheet icon next to their name. The Dyslexia Marking Policy can be found within Reasonable Adjustment Code of Practice or a copy can be obtained by emailing uccsupport@colchester.ac.uk

3.5   Late Submissions on Work
3.5.1   Full arrangements for the late submission of course work can be found in the UCC Assessment Policy. Students studying on a University of East Anglia programme can submit their first attempt at an assessment up to one week after their stated deadline. Work submitted within this 'late submission period' should be marked as normal, but will then be automatically capped to 40. Submissions more than one week late should not be accepted or marked.

3.5.2   Details of how a student can request for the cap to be removed can be found in the UCC Extenuating Circumstances policy.

3.6   Plagiarism Concerns
3.6.1   All coursework should be submitted through ATS2. ATS2 has an inbuilt plagiarism detection system called Unoriginal (formally known as URKUND). Details of, and access to, the plagiarism report will appear next to all assignments. Where there are concerns that plagiarism or another academic offence may have taken place markers should refer to the UCC Academic Offence Policy.

3.7   Assessment of Performance-based Coursework (including oral presentations)
3.7.1   Performance-based assessment with a permanent 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 an assessed learning outcome focuses on academic content rather than presentation skills.

3.7.2   Performance-based assessment with a non-permanent output worth up to and including 40% of a module may be single marked. Where this type of assessment contributes to more than 40% of a module, work must be either double-marked, team marked, video/audio recorded or attended by the external examiner based on 100% coverage of the whole cohort.

3.8   Assessment of Group Work
3.8.1   Group work with a permanent output should be subject to the normal Internal Verification process for essays/assignments.

3.8.2   Group work with a non-permanent output should be subject to the policy for the assessment of performance-based coursework.

3.8.3   Assignment criteria should make clear how marks are awarded for teamwork and individual performance. This balance should be considered carefully when such assignments are being designed.

3.8.4 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%. In exceptional circumstances only, and with specific approval from the University of East Anglia, the mark can be higher.

3.9 Marks for Participation
3.9.1 Marks for participation may contribute no more than 5 percent of the overall mark of a module and the marks should relate to a module learning outcome.

3.10 Marking or moderation of the work of students who are partners or close relatives
3.10.1 Staff should not mark or moderate (including second or double marking) the work of partners or close relatives. In the case of a query, the Principal and Chief Executive should determine whether there is a conflict of interest.

3.10.2 Staff must ensure that they declare any relationship with partners or close relatives in line with college policy.

3.11 Moderating/second marking/ double marking where the first marker is a partner or close relative
3.11.1 Staff should not act as moderator or second marker where their partner or close relative is the first marker. In the case of a query, the Principal and Chief Executive should determine whether there is a conflict of interest.

3.12 Marking Turnaround
3.12.1 It is the UCC requirement that both marking and internal verification be completed, and marks released, within 20 working days of the assessment submission date. Marking will be required to be completed within 15 working days which will allow at least 5 working days of the marking turnaround period for internal verification processes to be undertaken.

3.13 Feedback
3.13.1 Marks and feedback should be entered into the official UCC feedback sheets and contain both feedback and feedforward.

4 Internal Verification Policy
4.1 Arrangements for Internal Verification
4.1.1 The Internal Verification arrangements for undergraduate and taught postgraduate University Centre Colchester courses can be found in Appendix A.

4.1.2 For each module, programme leaders, in conjunction with module tutors, shall identify one or more colleague(s) to act as an Internal Verifier. It is acceptable, and often normal, that the marking and the internal verification is shared amongst the programme team.

4.1.3 If an individual programme believes it is not possible to comply with an aspect of University Centre Colchester's Internal Verification policy, then the programme team must apply for an exemption to this aspect and propose an acceptable alternative arrangement for approval by the Area Head and Principal and Chief Executive.

4.1.4 All work marked by new members of teaching staff should be subjected to internal verification. It is for the Area Head to determine how long full internal verification of work needs to apply for a new member of staff.

4.1.5   Internal verification should take place before the work is returned to students so that any queries regarding the standard and/or consistency of marking can be resolved at the time.

4.2   Selection of work for Internal Verification

4.2.1   When a selection of work is required for either moderation, second marking or double marking the initial marker should select a sample of work that contains all 'fails' and an indicative range of other grades.

4.2.2   An independent check on all marks calculations must be made where a marking schedule is used. Marking schedules must be sent with draft exams to the External Examiner for comments and approval.

4.3   Recording of Internal Verification

4.3.1   Internal Verifiers shall record the process of internal verification either within ATS2 or on the University Centre Colchester Internal Verification form (Assessment Decisions) (Appendix G and H). Where the Internal Verification form is used it should be uploaded and attached to the assessment, and be made visible to the External Examiner, through the My Courses section of ATS2.

4.3.2   Areas are required to keep a full record of both individual and agreed marks for all work which is second or double marked.

4.4   Roles of the Internal Verifier

4.4.1   When moderating the Internal Verifier considers whether the assignments have been marked at an appropriate standard; i.e. in line with the college-wide grade descriptors.

4.4.2   The purpose of moderation is to ensure that the grading of assignments is generally appropriate for the level. This often involves discussion between the two parties. The Internal Verifier should liaise with the first marker if he or she believes that the marks are not at the correct standard, with a view to the first marker reviewing and adjusting the marking. (Examples of the type of adjustments that might be suggested by the Internal Verifier include: an overall increase of the grades by 5%; or a graduated reduction of the marks by 5% for those awarded marks above 70% to a 1% reduction on marks between 40-50%).

4.4.3   When second marking, Internal Verifiers mark students' work and have access to the original marker's notes and grades, thereby scrutinizing the first markers work.

4.4.4   When double marking the Internal Verifier blind double marks students' work (i.e. does not have access to the first marker's grades and/or comments).

4.4.5   A record of all discussions between markers and internal verifiers must be kept for audit purposes (see 4.3.1).

4.5   Following Internal Verification

4.5.1   If discrepancies in marks are suspected when completing internal verification the internal verifier should undertake a risk-based approach. An example of this approach would be internally verifying further 10% or 4 scripts (whichever is greater) until either the internal verifier is satisfied with the accuracy of marking or the entire cohort has been internally verified.

4.5.2   When second and double marking has taken place the first marker and the internal verifier are required to confirm agreement on the final mark. An agreed mark should not be merely based upon splitting the difference between the two original marks.

4.5.3   Where the two internal markers are unable to reach agreement, the area 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. Work should only be sent to an External Examiner, who will be asked to arbitrate, in exceptional circumstances. The External must be given access to written comments from internal markers on the piece(s) of work involved.

4.5.4   Internal verification must take place before the work is returned to students.

4.6   **Internal Verification for Resubmitted Work**
4.6.1   Teaching staff are only required to undertake Internal Verification on resubmitted work if the initial marker grades the assessment a fail. The internal verifier should follow the appropriate level of internal verification as outlined in Appendix A.

5   Requests from students to have their work re-marked
5.1   Details of how students can request a re-mark of their work can now be found in the University of East Anglia Re-Marking Policy.

6   The Use of Internal and External Staff for Marking
6.1   Examination Marking by PGCE students
6.1.1   It is generally desirable that examinations should be marked by a member of teaching staff who has been approved by University Centre Colchester staff procedures. Where it is necessary for graduate students to undertake this role, the following policy applies:

  ☐   A PGCE student should be used to mark examinations only when the individual has taught the whole or a significant part of the module.

  ☐   Permission to use a graduate student for marking must be sought in advance from the Principal and Chief Executive, on the basis of a case made by the Area Head indicating the training and monitoring arrangements proposed.

6.2   Coursework marking by PGCE students
6.2.1   It is generally desirable that coursework should be marked by teaching staff. Where it is necessary for PGCE students to undertake this role, the following policy applies:

  ☐   A PGCE student should be employed to mark coursework only when the individual has taught/demonstrated a relevant part of the module in the current or previous academic year(s) or the Principal and Chief Executive has accepted a case made by the Area Head on the competency of the PGCE student.

6.3   The Role of the External Examiner
6.3.1   Unless the External Examiner has been specifically sent work to arbitrate on a dispute between internal markers, the External Examiner's role will be as a moderator. Externals should not act as second markers. In moderating student work the External Examiner is providing an independent overview of the standards in, and consistency of approaches to, assessment. As such, the External Examiner's primary concern is with the overall marking standard and consistency rather than with marks

obtained by individual students. The External Examiner should not alter the marks of any individual student.

6.4   Exemptions to the University Centre Colchester's marking policy

6.4.1   If a programme area believes it is not possible to comply with any aspect of University Centre Colchester's marking policy, the area must apply for an exemption to this aspect and propose an acceptable alternative arrangement for approval by the Principal and Chief Executive.

Appendix A: Internal Verification Policy for all Taught Students on UEA Programmes

Internal Verification of Assessment Marks Undergraduate and Postgraduate Taught Students

Credit Value	Assessment Weightings	Marking Protocol
All Modules *under* 40 Credits	All Assessment Weightings 100% or split assessment. (e.g. 70% Essay / 30% presentation)	Moderation* of a representative spread of marks based on the following formula: 10% or 4 in number, whichever is greater, *plus all fails.*
All Modules 40 credits and over	All split assessment (e.g. 70% Essay / 30% presentation)	Double Marking** of a representative spread of marks based on the following formula: 10% or 4 in number, whichever is greater, *plus all fails.*
	Single Assessment (e.g. 100% Written Dissertation)	Double Marking** of all submissions. .

Reconciling of Marks (Double Marking)
Where two sets of assessment marks are being given the marks must be agreed. An agreed mark should not be merely based upon splitting the difference between the two original marks.

Definitions:

* *Moderation* is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers, and is an approach which enables comparability across academic subjects. A moderator reviews a sample of the marked student work and liaises with the first marker if they believe that the marks were not at the correct level. A moderator would not change individual student marks for the work, but the first marker and moderator would agree whether marks should be reviewed across the particular piece of assessment, or module, which may lead to marks being adjusted. In the case of a major discrepancy, it might be necessary for all the work to be re-marked (by second marking or double marking).

** *Double Marking* is where two markers produce independent sets of marks for an assessment, without access to each other's marks.

NB: There are exceptions to the marking requirements above, which are described in more detail in the Internal Verification and Marking Policy for Undergraduate and Postgraduate Work. For example, where a member of staff is new to teaching full moderation of all marks given should be undertaken and where performance-based assessment with a non-permanent output worth up to and including 40% of a module may be single marked.

University Centre **Colchester**

UCC				Module Assignment Feedback	
COURSE:				**LEVEL 4**	
Student ID		**First Marker**		**Module Moderator/ Second Marker**	

Module Code		**Module Title**		**Credits**	

Assignment Details					
Assessment Weighting/s		**Word Count**		**Submission Deadline**	

Feedback Comments:

  *Please note that constructive and useful feedback should allow students to understand:

    a.   Strengths of performance
    b.   Limitations of performance
    c.   Any improvements needed in future assessments

Feedback should be against the learning outcomes and assessment criteria to help students understand how these inform the process of judging the overall grade.

Feed Forward Advice:

Feedback should give full guidance to the students on how they have met the learning outcomes and assessment criteria.	

Overall Grade		Marker's Signature		Date	

Module Learning Outcomes At the end of this module the student will be able to:		LO Achieved (Yes; No; N/A)
1.	Examine scientific data using both quantitative and qualitative methods	
2.	Determine parameters within mechanical engineering systems	
3.	Explore the characteristics and properties of engineering materials	
4.		
5.		

Grading Criteria (see highlighted areas)									Grade
	Criteria	0-19%	20-39%	40-49%	50-59%	60-69%	70-84%	85% +	
Knowledge & Understanding	Students will demonstrate foundation knowledge and understanding of the subject matter by demonstrating emerging knowledge of key concepts, terminology, theories, debates, and methodologies associated with their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Application	Students will demonstrate rudimental application of key concepts, theories, debates and methodologies to specific contexts or scenarios, including where appropriate, the employment context.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Analysis	Students will examine in detail and make sense of straightforward situations and problems by breaking information into parts and identifying the relevant motives, causes, influences and main inherent issues. They will start to identify connections between sources and ideas.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Evaluation	Students will demonstrate fundamental evaluation skills. They will start to assess the strengths and weaknesses of arguments and/or evidence presented and may provide sound judgments of key concepts, theories, debates, and methodologies related to their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

		Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Synthesis	Students will start to summarise and integrate information from different sources related to their area(s) of study to construct a coherent and well-reasoned argument.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Research	Students will select and organise appropriate information/data from recommended credible sources such as books, articles, journals, and appropriate online resources. They should demonstrate an ability to quote, summarise and paraphrase information from sources effectively. In-text citations should be consistent, and the reference list formatted consistently in accordance with the referencing conventions for their area of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Self-Evaluation	Students will demonstrate fundamental reflection and self-assessment skills, guided by an appropriate reflective framework. They will provide straightforward observations and/or basic analysis of their experiences, identify core strengths and weaknesses and attempt to analyse these within a broader, professional and/or theoretical context. They will consider feedback from relevant sources to enhance learning; summarise key learning points; and offer simple evidence-informed recommendations for improvement.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

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Communication	Students will be able to communicate accurately and reliably with structured and coherent arguments. They will adhere to the minimum requirements set for submitting assignments and engage with fundamental conventions of academic writing. Information should be organised and presented in a logical manner in accordance with the type of assessment, typically including an introduction, body paragraphs, conclusion, reference list and appendix (where relevant). A sound command of spelling, punctuation, grammar, and vocabulary will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Problem Solving	Students will demonstrate basic problem-solving skills by using theory, principles, and techniques in different ways to address straightforward situations and problems in their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Practical Skills	Students will demonstrate fundamental practical skills through the planning, design, and execution (where appropriate) of practical skills in real world, professional or simulated context(s). They will select and use appropriate evidence-informed tools and techniques for the accomplishment of practical tasks or exercises related to their area(s) of study with structured guidance. Industry/professional standards, including appropriate statutory guidance and/or legislation will be considered, where relevant.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

University Centre **Colchester**

UCC	**Module Assignment Feedback**
COURSE:	**LEVEL 5**

Student ID		**First Marker**		**Module Moderator/ Second Marker**	

Module Code		**Module Title**		**Credits**	

Assignment Details	
Assessment Weighting/s	

Word Count		**Submission Deadline**	

Feedback Comments:

Please note that constructive and useful feedback should allow students to understand:

   a.   Strengths of performance
   b.   Limitations of performance
   c.   Any improvements needed in future assessments

Feedback should be against the learning outcomes and assessment criteria to help students understand how these inform the process of judging the overall grade.

Feed Forward Advice:

Feedback should give full guidance to the students on how they have met the learning outcomes and assessment criteria.	

Overall Grade		Marker's Signature		Date	

Module Learning Outcomes At the end of this module the student will be able to:		LO Achieved (Yes; No; N/A)
1.	Review skills for feedback and management of individuals to improve performance	
2.	Discover methods for improving leadership and management skills	
3.	Demonstrate knowledge of coaching and mentoring to support team members	
4.		
5.		

Grading Criteria (see highlighted areas)									Grade
	Criteria	0-19%	20-39%	40-49%	50-59%	60-69%	70-84%	85% +	
Knowledge & Understanding	Students will demonstrate deepening knowledge and understanding of the subject matter, demonstrating developing knowledge of key concepts, terminology, theories, debates and methodologies associated with their area(s) of study. An emerging critical understanding of these principles will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Application	Students will demonstrate deepening application of key concepts, theories, debates and methodologies to specific contexts or scenarios, which may include outside of the context in which they were first studied, including where appropriate, the employment context.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Analysis	Students will examine in more detail and make sense of more complex situations and problems by breaking information into parts and identifying the relevant motives, causes, influences and main inherent issues. This will include identifying emergent findings, including common themes and patterns, and alternative or conflicting perspectives to gain a deeper understanding of the area(s) of study. An emerging critical approach will be adopted where evidence and perspectives presented will be probed.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

		Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Evaluation	Students will demonstrate deepening evidence-based evaluation skills. They will assess the strengths and weaknesses of arguments and/or evidence presented and will provide well-reasoned judgments in accordance with the analysis of more complex concepts, theories, debates, and methodologies related to their area(s) of study. An emerging critical approach will be adopted, and recommendations to address identified problems/limitations will be presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Synthesis	Students will summarise and integrate information from multiple and diverse sources related to their area(s) of study to construct a coherent and well-reasoned argument.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Research	Students will select and organise appropriate information/data independently from a wider range of credible primary and secondary sources. Seminal sources will be compared with contemporary sources to highlight their relevance. They should demonstrate an ability to summarise and paraphrase information from sources effectively, with less reliance on direct quotations. In-text citations should be accurate, and the reference list formatted consistently with minimal errors in accordance with the referencing conventions for their area of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

	Criteria description	Significantly fails	Fails	Adequate	Sound	Commendable	Distinguished	Exceptional	
Self-Evaluation	Students will demonstrate deepening reflection and self-evaluation skills, guided by an appropriate reflective framework. They will provide thorough observations and/or analysis of their experiences, identify a range of strengths and weaknesses and analyse these within a broader, professional and/or theoretical context. They will utilise feedback from relevant sources to drive learning; summarise key learning points at a deeper level; and offer evidence-informed recommendations for improvement. An emerging critical approach will be adopted throughout. Students will start to demonstrate reflexivity and self-awareness by acknowledging some inherent biases, values and perspectives that may influence their reflections. Attempts to address potential issues caused by these will be made.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Communication	Students will be able to communicate their argument or ideas with greater precision and clarity across a range of formats. They will adhere to the minimum requirements set for submitting and engage with conventions of academic writing. Information should be organised and presented in a logical manner in accordance with the type of assessment, typically including a strong introduction, body paragraphs, comprehensive conclusion, reference list and appendix (where relevant). A strong command of spelling, punctuation, grammar, and vocabulary will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

Problem Solving	Students will demonstrate deepening problem-solving skills by using theory, principles, and techniques in different ways to analyse and address situations and problems in their area(s) of study. They will incorporate multiple perspectives and solutions, drawing upon evidence and logical reasoning. An emerging critical approach will be adopted.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Practical Skills	Students will demonstrate enhanced practical skills through the planning, design, and execution (where appropriate) of practical skills in real world, professional or simulated context(s). They will select, use, and develop appropriate evidence-informed tools and techniques for the accomplishment of practical tasks or exercises related to their area(s) of study with some guidance. Students will troubleshoot and adapt their approach when faced with practical challenges. Industry/professional standards, including appropriate statutory guidance and/or legislation will be considered, where relevant.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

University Centre Colchester

UCC				Module Assignment Feedback
COURSE:				**LEVEL 7**
Student ID		**First Marker**		**Module Moderator/ Second Marker**	

Module Code		**Module Title**		**Credits**	

Assignment Details	
Assessment Weighting/s		**Word Count**		**Submission Deadline**	

Feedback Comments:	**Feed Forward Advice:**

Overall Grade		**Marker's Signature**		**Date**	

Module Learning Outcomes At the end of this module the student will be able to:	LO Achieved (Yes; No; N/A)
1.	
2.	
3.	
4.	
5.	

Grading Criteria (see highlighted areas)									Grade
	Criteria	0-19%	20-39%	40-49%	50-59%	60-69%	70-84%	85% +	
Knowledge & Understanding	Students will demonstrate expertise in knowledge and understanding of the subject matter, showcasing mastery of complex concepts, theories, terminology, debates, and methodologies within their area(s) of study, including a critical awareness of current issues and emerging insights at the forefront of their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Application	Students will demonstrate innovation and originality in the application of complex concepts, theories, debates and methodologies to specific contexts or scenarios, which may include outside the context in which they were first studied, including where appropriate, the employment context.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Analysis	Students will examine in expert detail and make sense of complex and challenging situations and problems by systematically and rigorously breaking information into parts and identifying the relevant motives, causes, influences and main inherent issues. This will include identifying emergent and original findings and making evidenced based interpretations from multiple perspectives/theoretical standpoints, including pioneering empirical research. A rigorous and critical approach will be adopted.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

Evaluation	Students will demonstrate expert evidence-based evaluation skills. They will systematically and rigorously assess the strengths and weaknesses of arguments and/or evidence presented and will provide comprehensive, well-reasoned, nuanced judgments in accordance with the analysis of complex and challenging concepts, theories, debates, and methodologies related to their area(s) of study. A systematic, critical approach will be adopted, and original and/or innovative recommendations to problems or limitations will be presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Synthesis	Students will systematically and rigorously summarise and integrate complex and disparate information from multiple and diverse sources related to their area(s) of study (or outside their usual context) to construct an original, coherent and well-reasoned argument. They will identify gaps/limitations in the argument(s) presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Research	Students will select and organise appropriate information/data independently from an extensive range of pioneering, innovative, complex, credible primary and secondary sources. Seminal sources will be compared with contemporary sources to highlight their relevance. They should demonstrate an ability to summarise and paraphrase information from sources effectively, with little reliance on direct quotations. In-text citations should be accurate, and the reference list formatted consistently without errors in accordance with the referencing conventions for their area of study. The use of multiple referencing will be prevalent.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

Self-Evaluation	Students will demonstrate deep, introspective reflection and self-evaluation skills, guided by an appropriate reflective framework. They will demonstrate a sophisticated level of self-awareness through systematic and rigorous observations and/or analysis of their experiences. They will systematically and rigorously identify a range of strengths and weaknesses and analyse these within a broader, professional and/or theoretical context. Students will utilise feedback from a sophisticated range of sources to drive learning; summarise learning points at an expert level; and offer a diverse range of innovative, evidence-informed recommendations for improvement. A rigorous, critical approach will be adopted throughout. They will demonstrate rigorous reflexivity and self-awareness by acknowledging inherent biases, values and perspectives that may influence their reflections. Potential issues caused by these will be addressed with expertise.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Communication	Students will be able to communicate their argument or ideas with an expert level of precision, nuance, and sophistication across a range of formats. They will adhere to the minimum requirements set for submitting assignments and engage with sophisticated conventions of academic writing. Information should be organised and presented in a logical and engaging manner which may exemplify innovation and originality, in accordance with the type of assessment, typically including a detailed introduction, body paragraphs, conclusion, reference list and appendix (where relevant). A mastery of spelling, punctuation, grammar, and vocabulary will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

		Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Problem Solving	Students will demonstrate sophisticated problem-solving skills by using theory, principles, and techniques in different ways to analyse and address complex and unpredictable situations and problems in their area(s) of study. They will incorporate diverse and nuanced perspectives to generate original and creative solutions, drawing upon pioneering evidence at the forefront of their area(s) of study. The broader context and implications of their ideas will be considered; they will act autonomously and adopt a critical approach.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	
Practical Skills	Students will demonstrate sophisticated practical skills through the planning, design, and execution (where appropriate) of practical skills in real world, professional or simulated context(s). They will select, use, and develop evidence-informed tools and techniques for the accomplishment of novel/complex practical tasks or exercises related to their area(s) of study independently. They will anticipate and plan for potential challenges in advance and innovate and troubleshoot with mastery when faced with a diverse range of practical challenges. Industry/professional standards, including appropriate statutory guidance and/or legislation will be considered, where relevant.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.	

University Centre
Colchester

UCC SCHOOL OF	MODULE GUIDE IV SHEET LEVEL 4

Programme:

Module Title:

Module Tutor:

Module Internal Verifier(s):

Module Start Date:

UCC Module Code		Credits		Date submitted for IV	

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS

Does the module guide:	Yes / No / NA	Comments
Contain the correct information concerning the module code, module level and module tutor etc?		
Contain an informative introduction/overview of the module?		
Include an accurate statement of the learning outcomes?		
Contain a summary of teaching and learning strategies?		
Contain a detailed scheme of work with a weekly plan?		
Include a list of the main text and supplementary texts?		
Contain correct information concerning the number of weeks and direct teaching time?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS		
Does the assignment information:	Yes / No / NA	Comments
Provide students with an opportunity to meet the learning outcomes of the module?		
Contain a scenario or case study that is clearly written and relevant? (Write 'n/a' if not appropriate.)		
Include clear instructions regarding assignment requirements?		
Indicate the word limit (written assignment) or duration (oral presentation or examination)?		
Clearly state the completion ('hand-in') date for the assignment/s?		
Avoid repeating an assignment instrument similar to one used within the previous three years?		
Indicate assessment criteria (and their relative weightings)?		
Match the submission information provided on the AIT sheet?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS		
Accessibility	Yes / No / NA	Comments
Is the Module Guide (and the assignment brief) accessible for all students? For example, is it available in a form that can be used by students with sight impairments?		
Is the Module Guide ready to be shared with students? *		
*If "No" is recorded then the Internal Verifier should recommend actions before the Module Guide is issued, the Internal Verifier should confirm that the action/s has been undertaken.		

General comments by the Internal Verifier:

Actions (if needed) after Internal Verification confirmed

Actions viewed and approved by Internal Verifier:

Module Tutors signature		Internal Verifier(s) signature		IV completion date	

University Centre Colchester

UCC SCHOOL OF	MODULE GUIDE IV SHEET LEVEL 5

Programme:

Module Title:

Module Tutor:

Module Internal Verifier(s):

Module Start Date:

UCC Module Code		Credits		Date submitted for IV	

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS

Does the module guide:	Yes / No / NA	Comments
Contain the correct information concerning the module code, module level and module tutor etc?		
Contain an informative introduction/overview of the module?		
Include an accurate statement of the learning outcomes?		
Contain a summary of teaching and learning strategies?		
Contain a detailed scheme of work with a weekly plan?		
Include a list of the main text and supplementary texts?		

Contain correct information concerning the number of weeks and direct teaching time?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS		
Does the assignment information:	Yes / No / NA	Comments
Provide students with an opportunity to meet the learning outcomes of the module?		
Contain a scenario or case study that is clearly written and relevant? (Write 'n/a' if not appropriate.)		
Include clear instructions regarding assignment requirements?		
Indicate the word limit (written assignment) or duration (oral presentation or examination)?		
Clearly state the completion ('hand-in') date for the assignment/s?		
Avoid repeating an assignment instrument similar to one used within the previous three years?		
Indicate assessment criteria (and their relative weightings)?		
Match the submission information provided on the AIT sheet?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS		
Accessibility	Yes / No / NA	Comments
Is the Module Guide (and the assignment brief) accessible for all students? For example, is it available in a form that can be used by students with sight impairments?		
Is the Module Guide ready to be shared with students?*		

*If "No" is recorded then the Internal Verifier should recommend actions before the Module Guide is issued, the Internal Verifier should confirm that the action/s has been undertaken.

General comments by the Internal Verifier:

Actions (if needed) after Internal Verification confirmed

Actions viewed and approved by Internal Verifier:

Module Tutors signature		Internal Verifier(s) signature		IV completion date	

UCC SCHOOL OF   MODULE GUIDE IV SHEET LEVEL 6

Programme:

Module Title:

Module Tutor:

Module Internal Verifier(s):

Module Start Date:

UCC Module Code		Credits		Date submitted for IV	

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS		
Does the module guide:	Yes / No / NA	Comments
Contain the correct information concerning the module code, module level and module tutor etc?		
Contain an informative introduction/overview of the module?		
Include an accurate statement of the learning outcomes?		
Contain a summary of teaching and learning strategies?		
Contain a detailed scheme of work with a weekly plan?		
Include a list of the main text and supplementary texts?		
Contain correct information concerning the number of weeks and direct teaching time?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS		
Does the assignment information:	Yes / No / NA	Comments
Provide students with an opportunity to meet the learning outcomes of the module?		
Contain a scenario or case study that is clearly written and relevant? (Write 'n/a' if not appropriate.)		
Include clear instructions regarding assignment requirements?		
Indicate the word limit (written assignment) or duration (oral presentation or examination)?		
Clearly state the completion ('hand-in') date for the assignment/s?		
Avoid repeating an assignment instrument similar to one used within the previous three years?		
Indicate assessment criteria (and their relative weightings)?		
Match the submission information provided on the AIT sheet?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS		
Accessibility	Yes / No / NA	Comments
Is the Module Guide (and the assignment brief) accessible for all students? For example, is it available in a form that can be used by students with sight impairments?		
Is the Module Guide ready to be shared with students?*		
*If "No" is recorded then the Internal Verifier should recommend actions before the Module Guide is issued, the Internal Verifier should confirm that the action/s has been undertaken.		
General comments by the Internal Verifier:		

Actions (if needed) after Internal Verification confirmed

Actions viewed and approved by Internal Verifier:

Module Tutors signature		Internal Verifier(s) signature		IV completion date	

University Centre Colchester

UCC SCHOOL OF	MODULE GUIDE IV SHEET LEVEL 7

Programme:

Module Title:

Module Tutor:

Module Internal Verifier(s):

Module Start Date:

UCC Module Code		Credits		Date submitted for IV	

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS

Does the module guide:	Yes / No / NA	Comments
Contain the correct information concerning the module code, module level and module tutor etc?		
Contain an informative introduction/overview of the module?		
Include an accurate statement of the learning outcomes?		
Contain a summary of teaching and learning strategies?		
Contain a detailed scheme of work with a weekly plan?		
Include a list of the main text and supplementary texts?		
Contain correct information concerning the number of weeks and direct teaching time?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS

Does the assignment information:	Yes / No / NA	Comments
Provide students with an opportunity to meet the learning outcomes of the module?		
Contain a scenario or case study that is clearly written and relevant? (Write 'n/a' if not appropriate.)		
Include clear instructions regarding assignment requirements?		
Indicate the word limit (written assignment) or duration (oral presentation or examination)?		
Clearly state the completion ('hand-in') date for the assignment/s?		
Avoid repeating an assignment instrument similar to one used within the previous three years?		
Indicate assessment criteria (and their relative weightings)?		
Match the submission information provided on the AIT sheet?		

CHECK LIST FOR VERIFICATION OF PROPOSED MODULE GUIDE AND ASSIGNMENTS

Accessibility	Yes / No / NA	Comments
Is the Module Guide (and the assignment brief) accessible for all students? For example, is it available in a form that can be used by students with sight impairments?		
Is the Module Guide ready to be shared with students?*		

*If "No" is recorded then the Internal Verifier should recommend actions before the Module Guide is issued, the Internal Verifier should confirm that the action/s has been undertaken.

General comments by the Internal Verifier:

Actions (if needed) after Internal Verification confirmed

Actions viewed and approved by Internal Verifier:

Module Tutors signature		Internal Verifier(s) signature		IV completion date	

University Centre Colchester

Internal verification of assessment decisions – Level 4

INTERNAL VERIFICATION – ASSESSMENT DECISIONS				
Programme title				
Assessor		**Internal Verifier**		
Unit(s)				
Assignment title				
Student's name		**Student ID Number**		
Grade awarded	Referral	Pass	Merit	Distinction

INTERNAL VERIFIER CHECKLIST

Is the grade awarded justified by the assessor's comments on the student work?	Yes/No	
Has the work been assessed accurately?	Yes/No	
Is the feedback to the student: **Give details:** Constructive?	Yes/No	
Linked to relevant assessment criteria?	Yes/No	
Identifying opportunities for improved performance in future assignments?	Yes/No	
Does the assessment decision need amending?	Yes/No	

INTERNAL VERIFIER CHECKLIST

Is the grade awarded justified by the assessor's comments on the student work?	Yes/No	
Has the work been assessed accurately?	Yes/No	
Is the feedback to the student: **Give details:** Constructive?	Yes/No	
Linked to relevant assessment criteria?	Yes/No	
Identifying opportunities for improved performance in future assignments?	Yes/No	
Does the assessment decision need amending?	Yes/No	

Assessor signature		**Date:**	
Internal Verifier signature		**Date:**	
Programme Leader signature (if required)		**Date:**	

CONFIRM ACTION COMPLETED		
Remedial action taken **Give details:**		
Assessor signature		**Date:**
Internal Verifier signature		**Date:**
Programme Leader signature (if required)		**Date:**

University Centre Colchester

Internal verification of assessment decisions – Level 5

INTERNAL VERIFICATION – ASSESSMENT DECISIONS			
Programme title			
Assessor		**Internal Verifier**	
Unit(s)			
Assignment title			
Student's name		**Student ID Number**	

	Referral	Pass	Merit	Distinction
Grade awarded				

INTERNAL VERIFIER CHECKLIST

Is the grade awarded justified by the assessor's comments on the student work?	Yes/No	
Has the work been assessed accurately?	Yes/No	
Is the feedback to the student: **Give details:** Constructive?	Yes/No	
Linked to relevant assessment criteria?	Yes/No	
Identifying opportunities for improved performance in future assignments?	Yes/No	
Does the assessment decision need amending?	Yes/No	

		Date:	
Assessor signature		Date:	
Internal Verifier signature		Date:	
Programme Leader signature (if required)		Date:	

CONFIRM ACTION COMPLETED		
Remedial action taken **Give details:**		
Assessor signature		Date:
Internal Verifier signature		Date:
Programme Leader signature (if required)		Date:

University Centre **Colchester**

Internal verification of assessment decisions – Level 6

INTERNAL VERIFICATION – ASSESSMENT DECISIONS		
Programme title		
Assessor		**Internal Verifier**
Unit(s)		
Assignment title		
Student's name		**Student ID Number**

	Referral	Pass	Merit	Distinction
Grade awarded				

INTERNAL VERIFIER CHECKLIST		
Is the grade awarded justified by the assessor's comments on the student work?	Yes/No	
Has the work been assessed accurately?	Yes/No	
Is the feedback to the student: **Give details:** Constructive?	Yes/No	
Linked to relevant assessment criteria?	Yes/No	
Identifying opportunities for improved performance in future assignments?	Yes/No	
Does the assessment decision need amending?	Yes/No	

		Date:	
Assessor signature		Date:	
Internal Verifier signature		Date:	
Programme Leader signature (if required)		Date:	

CONFIRM ACTION COMPLETED		
Remedial action taken **Give details:**		
Assessor signature		Date:
Internal Verifier signature		Date:
Programme Leader signature (if required)		Date:

Internal verification of assessment decisions – Level 7

INTERNAL VERIFICATION – ASSESSMENT DECISIONS			
Programme title			
Assessor		**Internal Verifier**	
Unit(s)			
Assignment title			
Student's name		**Student ID Number**	

Grade awarded	Referral	Pass	Merit	Distinction

INTERNAL VERIFIER CHECKLIST

Is the grade awarded justified by the assessor's comments on the student work?	Yes/No	
Has the work been assessed accurately?	Yes/No	
Is the feedback to the student: **Give details:** Constructive?	Yes/No	
Linked to relevant assessment criteria?	Yes/No	
Identifying opportunities for improved performance in future assignments?	Yes/No	
Does the assessment decision need amending?	Yes/No	

		Date:	
Assessor signature		Date:	
Internal Verifier signature		Date:	
Programme Leader signature (if required)		Date:	

CONFIRM ACTION COMPLETED		
Remedial action taken **Give details:**		
Assessor signature		**Date:**
Internal Verifier signature		**Date:**
Programme Leader signature (if required)		**Date:**