MODULE ASSESSMENT REPORT FORM

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| MODULE DETAILS: | | | | |
| Module title |  | Module code |  | |
| No. of students |  | Credits |  | |
| Convener |  | Year/Semester |  |  |
| Moderator |  | External Examiner |  | |
| Double marking? |  | If double marking is used on this module please ignore sections B and C, but give details of the range of agreed marks in section A. | | |

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| SECTION A (CONVENER) | | | | | | | | | | | |
| **Component 1** | |  | | | | | Weighting % | |  | | |
| Name of marker(s) | | |  | | | | | | | | |
| Hard copy or online material | | |  | | | | | | | | |
| Link to online submission inbox/s | | |  | | | | | | | | |
| **Percentage of assessments of this type in each mark band** | | | | | | | | | | | |
| 70+ |  | 60-69 |  | 50-59 |  | 40-49 | |  | | 0-39 |  |

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| **Component 2** | |  | | | | | Weighting % | |  | | |
| Name of marker(s) | | |  | | | | | | | | |
| Hard copy or online material: | | |  | | | | | | | | |
| Link to online submission inbox/s | | |  | | | | | | | | |
| **Percentage of assessments of this type in each mark band** | | | | | | | | | | | |
| 70+ |  | 60-69 |  | 50-59 |  | 40-49 | |  | | 0-39 |  |

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| **Component 3** | |  | | | | | Weighting % | |  | | |
| Name of marker(s) | | |  | | | | | | | | |
| Hard copy or online material | | |  | | | | | | | | |
| Link to online submission inbox/s | | |  | | | | | | | | |
| **Percentage of assessments of this type in each mark band** | | | | | | | | | | | |
| 70+ |  | 60-69 |  | 50-59 |  | 40-49 | |  | | 0-39 |  |

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| **Component 4** | |  | | | | | Weighting % | |  | | |
| Name of marker(s) | | |  | | | | | | | | |
| Hard copy or online material | | |  | | | | | | | | |
| Link to online submission inbox/s | | |  | | | | | | | | |
| **Percentage of assessments of this type in each mark band** | | | | | | | | | | | |
| 70+ |  | 60-69 |  | 50-59 |  | 40-49 | |  | | 0-39 |  |

*Please copy and paste this table if you have a further assessment component to add*

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| If more than one person has marked on this module, are you satisfied that the markers have marked to the same standards? |
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| Please comment if you wish to bring to the moderator’s attention any concerns about the range of marks, marking standards, or assessment criteria, for the module as a whole or for a particular assessment item or items |
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| Please give the name of any students whose work you wish to bring the moderator’s attention (borderlines, First-class, Fails, other special cases) |
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| SECTION B (MODERATOR) |
| Please confirm that you have moderated the work of the students identified by the convener above, and a representative sample of other work in each mark band. List any students in marks bands where you recommend adjustments, and specify the marks you propose: |
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| Please add any comments you may have about the range of marks, marking standards, or assessment criteria: |
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| SECTION C (CONVENER) |
| Please give any comments you may have on the moderator’s report, or other points which you wish to draw to the external’s attention: |
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| SECTION D (EXTERNAL EXAMINER) |
| Please state which students’ work you have read, or the sampling procedures you have used: |
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| Have the assessment criteria and marking scheme been properly and consistently applied? If it is your view that they have not, please explain and offer a recommendation for action. Please add any other comments you may have on the assessment or any other aspect of the module: |
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| A Module Assessment Report Form should be completed for all Level 2, 3 and 4 modules (optional for Level 0 and Level 1 modules).  **Moderation sample (for moderator and external examiner):**  Modules with 1–10 students: all assessment items to be moderated;  Modules with 11–100 students: all the assessment items of at least 10 students with a range of pass marks + all fails to be moderated;  Modules with ≥101 students: all the assessment items of at least 10% of students with a range of pass marks + all fails to be moderated.  The moderator and external examiner should not normally modify the marks of individual items of assessment. However, they may recommend modifications for groups of items of assessment where there is some systematic problem. |