



Grading Scheme Handbook

Section D: Moderation and Standardisation

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QAA Recognition Scheme for
Access to Higher Education

1 Introduction to Section D

This section summarises the ways in which a common overall approach to grading and consistent standards are secured in the award of grades on the Access to HE Diploma, through the processes of standardisation and moderation.

As awarding bodies for the Access to HE Diploma, Access Validating Agencies (AVAs) are responsible for the standards of the awards that they make. Each AVA is required to maintain a system of moderation through which it assures the consistency and sufficiency of standards of student achievement. The AVA licensing criteria require that AVAs take steps to 'ensure that equivalent standards and requirements for achievement apply on different Access to HE courses which lead to Diplomas, within the AVA and across different student cohorts'.

In addition, an AVA is required by its licence to ensure that:

- where Access to HE Diplomas, or common units are available on more than one course, it operates mechanisms to ensure that consistent standards are applied across providers/centres, in relation to assessment requirements and judgements about achievement (including graded achievement), and its moderation systems take account of the outcomes of this process.
- where Access to HE Diplomas, or units are available in cognate subject areas on different courses, it provides opportunities for those involved in Access to HE assessment and moderation to define and compare specific standards of required achievement for the award of credits and grades, and its moderation systems take account of the outcomes of this process.

2 Ensuring consistent standards

The Access to HE grading scheme specifies a number of common processes and other features (detailed in other parts of this guidance, as indicated below) which collectively create a framework designed to ensure consistency in the overall practice of grading. The common application of these particular features provides the essential foundations for consistency of outcomes and thereby assures the quality of the grading process. Moderation and standardisation perform vital roles within this framework.

These features are:

- seven common grade descriptors, which define the areas of performance that are assessed by grading on Access to HE Diploma courses (see Section B)
- a set of merit and distinction statements for each of the grade descriptors (see Section B), which provide standard reference points for all grading decisions
- detailed components for each merit and distinction statement, which allow the descriptors to be modified within specified limits, so that they become equally appropriate for different subjects and different assignments (see Section B)
- guidance about the wording of the descriptors and components to support common understanding and interpretation of the descriptors (see Section B)
- a standard approach to identifying and approving which grade descriptors are to be used for each unit (see Section B)
- guidance on how to use a unit's approved grade descriptors when the unit is assessed (see Section C)
- detailed instructions on the process to be followed to arrive at a final grade for each unit (see Section C)

- regulations about the number, types and operation of reassessment opportunities that are permitted (see Section C)
- requirements relating to moderation, which define the means by which moderators confirm that grading processes are operated as intended and grade descriptors are used consistently in making grading judgements (see Section D)
- standard procedures which relate to the confirmation and award of grades by providers/centres and AVAs (see Section E).

3 Judgements and process

Both moderation and standardisation are concerned with ensuring the consistent application of the process of assessment and grading, as described above. However, following common procedures does not, of itself, ensure common outcomes, as outcomes also depend on the individual decisions that are made. Similarly, external confirmation that certain procedures have been followed, while essential in providing a common basis for awards, is not sufficient to ensure that consistent judgements have been made and that outcomes for students are fair. While it is not possible to separate entirely assessment decisions from the assessment process, as decision making is a part of that process, it is nonetheless important to give special attention not only to **how** judgements are made but to **what** judgements are made.

4 Standardisation

The use of grading on the Access to HE Diploma means that **standardisation needs to give particular attention to the differentiated judgements** that are indicated by the award of different grades. An AVA's standardisation mechanisms should provide a focus on judgements made about the use of grade indicators of pass, merit and distinction, as they are applied for each of the grade descriptors, in different subject areas.

Each AVA is responsible for the design and operation of its own mechanisms for standardisation, and for specifying the format and focus of its standardisation events. Nonetheless, all AVAs should take account of the need for:

- standardisation within centres
- standardisation between centres
- moderation standardisation.

The particular standardisation mechanisms used will depend on an AVA's size, the geographical distribution of its providers/centres, the organisation of provision (for example, the extent of the use of common units by different providers/centres), and the nature of assessment (for example, the extent to which students are assessed through common assignments). In all cases, however, an AVA's standardisation mechanisms should be designed to secure assessment (including grading) judgements that are:

- **valid** - standards of awards are consistent with the external reference points for the Access to HE Diploma (that is, grades given to assessed work reflect the standard of achievement defined by the unit's learning outcomes and the grade components that are applied from the unit's assigned grade descriptors)
- **reliable** - consistent standards are operated in the award of grades by individual tutors, within course teams and between providers/centres across the AVA as a whole, and over time (that is, the same grade(s) is/are given where comparable standards of performance have been demonstrated).

5 Moderation

The guidance given here operates within the broader context of the AVA licensing criteria, which provide the overarching principles and specific requirements for the moderation of Access to HE awards. The licensing criteria continue to provide the main reference point with regard to the Quality Assurance Agency for Higher Education's (QAA) expectations about AVAs' procedures for moderation, and this guidance is intended to supplement, rather than replace, any or all of the existing licensing criteria.

The relevant criteria are those listed under 'Standardisation and Moderation'. Moderation should ensure that 'consistency and comparability of standards of student achievement are assured'. Since the introduction of grading has led to a change in the way in which student achievement is described on Access to HE courses, there are implications for the guidance and training which AVAs provide for moderators, and for the moderation process. AVAs must ensure that their moderation procedures and guidance for moderators comply with the requirements set out below.

a The recruitment, selection and appointment of external moderators ensures that:

those acting as moderators at subject level have expert subject knowledge and experience of assessment at level 3 or above. This expertise and experience must be sufficient to enable them to differentiate standards of student performance within level 3 in the subject areas for which they are appointed to act as moderators.

b The induction and training of external moderators ensures that:

- moderators are made aware that they have a role as guardians of standards for Access to HE, and the implications of this role in relation to the award of grades are made clear before they embark on any moderation activity
- moderators are fully informed about:
 - how the Access to HE Diploma is assessed
 - how the award of grades relates to the award of credits and the qualification as a whole
 - the centrality of the common grade descriptors and how these are assigned to units
 - the specific requirements relating to how grade descriptors are applied to student work
 - the process for determining unit grades.
- moderators have access to written information which details all aspects of the assessment model for the Access to HE Diploma, including information about the grade descriptors and grading process
- moderators have the opportunity to discuss and clarify with the AVA features of the assessment model about which they may be unclear.

c The oversight of internal moderation by external moderators ensures that:

- internal moderation has been conducted in accordance with the AVA's published requirements, which includes regular consideration of the operation of the grading process and of the appropriateness of grades proposed. In most cases, the moderation process operates at two levels: internal moderation/verification and external moderation. The AVA should publish its requirements in relation to internal moderation, which will pay regard to centres' own quality systems and will monitor and confirm the operation of internal moderation through the external moderation process. There may be some cases where it is not possible to provide for robust internal moderation. The AVA is responsible for making alternative arrangements to achieve the same ends in such circumstances.

d The process of external moderation ensures that:

- all relevant staff at providers/centres are given, or have access to, the full, current set of grade descriptors (as published by QAA on the Access to HE website: www.accesstohe.ac.uk)
- assessment plans and assignment briefs create valid, reliable and fair opportunities for differentiated judgements about the related student performance to be made
- unit assessment plans facilitate the valid use of the assigned grade descriptors to assess student performance
- helpful feedback is provided to students in relation to grades given
- assessment practices are consistent with the requirements of the Access to HE Diploma and credit specifications, and QAA's grading guidance, and in particular:
 - judgements about grades are made with reference only to the grade descriptors assigned to the unit
 - student performance is described in accordance with the published requirements, using only pass, merit and distinction grades, and no other form of grading is used
 - unit grades are determined according to the relevant procedures and assessment regulations, as described in QAA's grading guidance.
- the process of grading in assessment has been conducted consistently and accurately, and generates grades which are reliable and valid
- the choice of components from the assigned grade descriptors is relevant and valid
- the use of grades at course level is reliable: where there is a comparable standard of performance on comparable types of assessed work by different students, the same grade is recommended
- records relating to grades are properly maintained (see Section 6 Record keeping)
- lead moderators (or equivalent) are involved in standardisation and are present at, and full members of, final awards boards (see Section E).

e The sampling of students' work for external moderation must ensure that:

- the number of samples of assessed work is consistent with the AVA's guidance about minimum sample size and how this should be calculated. AVA guidance may also allow the moderator to make particular requirements to respond to subject norms and to take account of exceptionally small or large cohorts
- the range of samples of assessed work is consistent with the AVA's guidance about range. This will specify that the sample should include a range of different students'

evidence of achievement for the same complete units, with records of the related unit grade profiles and proposed unit grades.

f The requirements of moderator reporting ensure that:

- the AVA receives regular reports on standards of student achievement and performance on each Access to HE course, including information about grades awarded
- the AVA receives regular reports on the process of assessment on each course, including the use of grade descriptors and the operation of grading practices.

6 Record keeping

AVAs must ensure that providers/centres can provide such records as are necessary for the reliable award of Access to HE Diplomas with grades. Through moderation, AVAs must confirm that full and formal records are properly maintained by providers/centres, and that records are clear, comprehensive and accessible, in order to ensure that the evidence on which its awards are made is current, complete and reliable.

AVAs' policies and practices relating to records management and retention should be consistent with principles of good records management and current data protection legislation and should ensure that records relating to assessment and awards:

- are held securely to prevent unauthorised access to them
- are maintained and updated as necessary to ensure that they are accurate and current
- can be accessed and transferred securely, as necessary, to other locations, systems or technologies, including for purposes of credit accumulation and transfer to other AVAs
- are destroyed securely if they do not need to be retained (see below).

The AVA's practices should also meet the specific requirements of the AVA licensing criteria that relate to the award and issue of Access to HE Diplomas, including, in particular:

- LC37 - It systematically records and retains accurate records of its award of grades, credits and Diplomas, which will allow it to:
 - a. monitor provision across the AVA and over time
- LC39 - In the event of merger or other arrangements for transfer of AVA responsibilities to a new organisation, it ensures the secure transfer of all relevant records to the successor organisation(s).
- LC40 - Its record-keeping procedures include a procedure for ensuring access to records is maintained (backup and disaster recovery), for ensuring that data security is maintained, and a plan for transferring the records to a successor organisation if required.
- LC46 - It issues students with a transcript of unit achievement that has a standard format and records achievement for all units completed.

AVAs may work with providers/centres to develop common guidance or standard paperwork for providing information about assessment, assignment requirements, feedback and records of assessment outcomes.

7 Further information

Full details of the Access to HE Grading Scheme, and all associated guidance documents for AVAs, course providers and HE admissions staff, are available on the [Access to HE website](#).

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