Higher Education Assessment and Moderation Policy

APPROVED BY ACADEMIC BOARD OCTOBER 2026

Applies to:	
Harrogate College	
Keighley College	
Leeds City College	
Leeds Conservatoire	
Leeds Sixth Form College / Pudsey Sixth Form College	
Luminate Group Services	
University Centre Leeds	X

CHANGE CONTROL

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HE Academic Board	October 23	3
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Name of responsible committee:	Higher Education	
Related policies: (list)	Assessment and Moderation Handbook Relevant Academic Regulations A Guide to Quality Assurance Academic Appeals Policy Academic Appeals Process Student Guide to Appeals and Complaints Academic Appeals Policy and Process (relevant awarding body)	
Equality impact assessment completed	**Date:**	September 2026
	Assessment type **X Full** **☐ Part** **☐ Not required**	
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	X Yes **☐ No** **☐ Not required**	
Policy will be communicated via:	VLE, Website	
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Contents

1. POLICY STATEMENT 4
2. POLICY AIMS/OBJECTIVES 4
3. DETAILS OF THE SUBJECT MATTER 5
4. REVIEW 8

1. POLICY STATEMENT

University Centre Leeds is responsible for the academic standards and quality of the programmes it designs and delivers and is therefore accountable for:

- Designing, approving, monitoring and reviewing the assessment strategies for modules and awards wherever the learning takes place (GP 1, 3);

- The consistent implementation of rigorous assessment practices, which ensure that the academic/professional standard for each award element is set and maintained at the appropriate level and that student performance, is properly judged against this (GP 2, 4);

- Evaluating how academic standards are maintained through assessment practice that also encourages effective learning and a high quality learning experience. (GP 8);

- Ensuring that External Examiner feedback is utilised effectively to inform future practice and enhancements to processes (External Expertise: GP 2, 6).

2. POLICY AIMS/OBJECTIVES

This policy applies to all staff teaching on higher education programmes/awards and learners undertaking a higher education award with University Centre Leeds. All learners are entitled to learning support and assessment information that is clear, transparent, is compliant with the requirements of the awarding body and provides feedback on progress.

Its purpose is to ensure that the HE assessment and moderation policy and procedures are implemented consistently across University Centre Leeds and that the requirements of awarding bodies are met. In addition, the HE assessment and moderation policy and procedures are fully informed by the revised QAA Quality Code (primarily Assessment).
Assessment measures achievement of the outcomes of learning in terms of knowledge skills and understanding. The purpose of assessment is to:

- determine if a potential student is ready to start a particular course of learning; (diagnostic assessment) (Admissions, Recruitment and Widening Access GP 9);

- provide guidance on how well students are progressing (formative assessment)(GP 6, 9);

- determine eligibility for final grading of module or awards (summative assessment)(GP 2);

Moderation is a process through which University Centre Leeds assures itself that academic standards are being met and that assessment procedures are being implemented in a way that ensures that assessment decisions are safe, fair and valid. The purpose of moderation is to:

- Verify that University Centre Leeds is maintaining the threshold academic standards set for its awards in accordance with the framework for higher education qualifications and applicable subject benchmark statements (GP1).

- Ensure that the assessment process measures student achievement rigorously and fairly against the intended programme outcome(s) and is effectively operated in accordance with institutional regulations (GP 2, 4, 8, 10).

- Verify that the standards of University Centre Leeds awards and the achievements of students are appropriate and comparable to other higher education institutions which the external examiners have experience (GP 2).

3. DETAILS OF THE SUBJECT MATTER

Policy	Higher Education Assessment and Moderation Policy	Quality Code Ref
Principles	The principles, procedures and processes of assessment should be explicit, valid and reliable. The key principles that underpin this assessment policy are: • **Validity** Validity ensures assessment measures what it claims to measure. • **Reliability/Consistency** Reliability refers to the accuracy with which an assessment measures the skill or attainment it is designed to measure. A reliable assessment consistently gives the same results under similar conditions. • **Fairness and inclusivity** A fair assessment, in addition to being valid and reliable, provides equity of opportunity for learners in line with Equality legislation. • **Transparency** A transparent assessment policy and guidelines will ensure clarity and understanding by all relevant stakeholders. • **Quality** Quality is a key principle in ensuring the credibility and status of awards. Quality will be assured through adherence to the regulations and requirements of awarding and professional bodies and University Centre Leeds policy and guidelines, national award standards, programme approval and validation and monitoring and evaluation.	Assessment: Core Practices 1, 2 Guiding Principles 1, 2, 3, 4, 5, 10
Process	University Centre Leeds has devised a process of ensuring the quality and standards of assessment. The process covers the following areas: • Setting of assessment • Conduct of assessment • Draft Submissions • Submission of assessment • Marking and grading • Internal and External moderation • Examination Committees and Boards of Examiners • Feedback to students on performance • Recording documentation and publication of assessment results • Monitoring and review of assessment outcomes and practice (Please see Assessment and Moderation Handbook for full detail)	Assessment: Core Practices 1, 2 Guiding Principles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Internal Moderation	Internal Moderation is the process through which someone independent to the assessment process will sample all or a percentage of the assessments from a group of students. Internal Moderation will be planned to cover: • All students; • All modules and assessments; • All assessors/tutors making assessment decisions; • All assessed work graded <40% and >70%; • A sample of work across each of the grade boundaries, including borderline grades; The sample size will be based on the square root of the cohort size but will be no smaller than 6 and no larger than 15. The sampling plan devised also will be based on identified risk, considering: • New tutors to the programme; • New modules; • Specific Modules (Please see Assessment and Moderation Handbook for full detail)	Assessment: Core Practices 1, 2 Guiding Principles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
External Moderation	External Examiners will be appointed for a standard period of tenure for each award. For awards validated by a HEI: • The academic regulations of the institution will be implemented in relation to appointment, training, the examining process and requirements and reporting mechanisms; • Information relating to the process will be provided by the HEI; For awards validated University Centre Leeds • The Higher Education Academic Regulations will be implemented in relation to appointment, training, the examining process and requirements and reporting mechanisms; (see the Assessment and Moderation Handbook, and the External Examiner Handbook for full details) To ensure the quality of its provision and maintain the standards of its awards, University Centre Leeds places significant reliance on its External Examiners by: • Requiring them to provide informed, independent and impartial judgements and advice to University Centre Leeds; • Drawing upon their professional advice and expertise and giving serious and active consideration to their reports;	External Expertise Core Practices 1, 2, 4 Guiding Principles 2, 3, 4, 5, 6

	The purposes of the External Examiner processes are to: • Verify that standards are appropriate for the award; • Report on the standards of achievement and verify that academic standards are comparable to other institutions in the sector; • Ensure that fairness and equity are evident in the assessment process, marking, grading and classification of student performance, and that decisions are made in accordance with the relevant Academic Regulations; • Provide externality of opinion and objective advice on the processes involved in learning, teaching and assessment; • Identify, where appropriate, examples of good practice and areas for enhancement (Please see Assessment and Moderation Handbook for full detail of the process for University Centre Leeds awards).	
Staff development and training	University Centre Leeds requires that all staff involved in the assessment of students are competent to undertake their roles and responsibilities. Assessors will be appropriately qualified, trained and meet the requirements of the awarding body and the Quality Assurance Quality Code. University Centre Leeds will seek to ensure that, where applicable, other educational providers, work place and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of learners.	
Equality and Diversity Statement	This policy will be implemented in accordance with the Luminate Policy on Valuing Diversity and with consideration of assessment guidelines set out by awarding bodies and where appropriate, the Quality Code. University Centre Leeds is committed to: • Ensuring appropriate consideration for specialist examination and assessment facilities for students with disabilities • Providing clear and timely information for students on examination regulations in relation to candidates with disabilities and candidates who require special consideration • Ensuring assessments are set that provide equal opportunity for all candidates to demonstrate their achievement of the required learning outcomes Where the Academic Appeals Procedure applies to any learner with a disability University centre Leeds will make particular reference to any reasonable adjustment that has been made or should be made for that individual. Academic appeals will also be monitored in relation to race, gender and disability.	Assessment: Core Practices 1, 2 Guiding Principles 2, 4, 9
Regulatory requirements of	University Centre Leeds requires that all staff are aware of and operate under the specific regulatory requirements of its	

awarding and professional bodies	awarding bodies and, where appropriate, professional bodies. University Centre Leeds has developed appropriate internal policies and procedures that cover major requirements.	
Monitoring and Review	University Centre Leeds will regularly monitor and review this policy and its associated procedures to assess the effectiveness of its implementation and outcomes.	Expectations for Standards and Quality Common Practices 1
Appeals	Appeals against academic decisions should made in accordance with the Academic Appeals procedure.	
Associated Documentation	• Assessment and Moderation Handbook • Relevant Academic Regulations • A Guide to Quality Assurance • Academic Appeals Policy (LCC validated FDs) • Academic Appeals Process (LCC validated FDs) • Student Guide to Appeals and Complaints • Academic Appeals Policy and Process (relevant awarding body)	

4. REVIEW

Owner: HEDO
Introduced: July 2016
Last Review: September 2026
Next review: September 2029