

## **UAL Awarding Body - Guidance for Internally Assessed Units**

### **Internal Assessment and Internal Moderation**

Each centre is required to safeguard the validity of its assessment decisions by ensuring that it has a rigorous internal assessment and internal moderation/verification process, which is clear and transparent. Suitable training should be made available to staff involved in the process.

Internal moderation/verification should ensure that assignments are written against appropriate unit learning outcomes and assessment criteria and that the assessment methodology provides candidates with access to assessment which is transparent, fair and free from bias.

Candidate achievement should be tracked by centres throughout all units within a programme and assessment records should detail the dates and staff involved in all assessment and internal moderation/verification decisions. Copies of feedback to students should be maintained.

### **Formative Assessment.**

UAL Awarding Body recognises that students receive feedback in a number of ways - through critiques and discussion, self and peer assessment, through tutorial and other formal and informal means.

UAL Awarding Body believes that good assessment is an appropriate balance of assessment for learning i.e. - to enable the student to build and improve on their performance, and assessment of learning i.e. to give students a clear indication of the level of their current achievement.

Feedback to students should be effective, informative, valid, reliable and robust.

Students should be encouraged to self - assess and evaluate their own work prior to formal assessment. They should receive individual verbal feedback to encourage a dialogue about their work, and they should receive written feedback that highlights strengths and areas for improvement. To encourage further development and actions needed to raise achievement feedback should be written against the assessment criteria.

Some examples of good practice relating to internal assessment are listed below. The precise format of the internal assessment and moderation/verification methodology at any particular Centre will vary according to circumstance.

### **Good Practice**

- **Assessment is made available to all candidates**
- **Students are given clear guidance on the assessment requirements of each unit**
- **Assessment judgments are made by relating evidence to the published criteria**
- **Decisions are made by a team of staff to ensure breadth of judgment although the number of assessors will be dependant on course size**
- **Assessment teams include staff from art and design disciplines who have appropriate experience of the qualification and are adequately informed and supported to fulfill their responsibilities**

- **Blind marking, where assessors make individual assessment decisions prior to communicating those decisions to other members of the assessment team, is used to ensure greater objectivity.**
- **Internal moderation samples assessment decisions across all assessment teams and across a range of achievement to ensure that decisions are standardised.**
- **The assessment teams have an opportunity to discuss all assessment and internal verification decisions including instances of Special Consideration and Aegrotat awards.**
- **Decisions are tracked and recorded providing evidence over time.**
- **Internal verification is conducted to ensure the validity of the assessment and moderation methodology**
- **The assessment and moderation systems are subject to regular review**
- **New assessors are given suitable training in the application of assessment criteria and giving feedback**

External Moderators, in addition to moderating assessment and grading decisions for externally moderated units are required to confirm through examination of relevant records that the internal assessment methodology for internally assessed units is rigorous and ensures assessment decisions are fair, valid, consistent and free from bias.

Practically, this means that Centres should provide External Moderators with:

- An outline of the structure of the course assessment and standardisation process (internal moderation/internal verification)
- Examples of assessment and standardisation records sufficient to enable the External Moderator to confirm that the methodology is working in practice.

It is recognised that different Centres use different methodologies and nomenclature specific to their culture. The Centre Handbooks for UAL Awarding Body qualifications outline some examples of good practice for the internal moderation of units. However, all Centres are required to ensure that their methodologies are suitably robust.

UAL Awarding Body provides its Centres with guidance and support to ensure that the assessment (in the form of an assignment or project) remains fit for purpose, and that the criteria against which learners' performance is differentiated are being applied consistently and accurately by assessors in different Centres regardless of the identity of the assessor, learner or Centre.

This guidance and support is provided in the form of:

- Free advisory visits by the Chief Examiner and Academic Advisor or appropriate member of UAL Awarding Body Staff
- Free copies of qualification documentation including the Specification, Centre Handbook and Student Handbook and access to them electronically via the UAL Awarding Body website
- Invitations to standardization events led by the Chief Examiner
- Invitations to free conferences, events and exhibitions to discuss best practice and to look at work produced by learners.

If you would like to discuss internal assessment in your centre please contact:

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