

University Centre Colchester Regulations for students on Pearson Programmes

2025/26

Internal Verification and Marking Policy for Undergraduate and Postgraduate Work

Policy Details			
Policy Owner	UCC Academic Services		
CE Sponsor	Principal and Chief Executive Officer		
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Version Control	
Version Number	Changes from previous 12 months policy
5.0	Updates to Feedback and Feedforward guidance (section 3.13)
5.0	Inclusion of new Academic Skills Centre guidance (appendix C)
	Changes to policy in year

Equality Impact Assessment Tool: UCC IV & Marking Policy (Pearson 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 Pearson 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 unit, 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 unit 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 units 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 units due to be taught during the year, details of all assessments including details of which learning outcomes they will be 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 unit assessments should be published in a UCC unit guide which should be available for students (on Moodle) during the first taught session of a unit. The unit guide should follow the UCC house style and assessment details should be drawn from the submitted AIT sheets.

3.3.2 All unit guides, and assignment briefs, must be internally verified prior to publication. This should be recorded on the appropriate University Centre Colchester Internal Verification form (Unit Guide) (Appendix F and G). 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. Student studying on a Pearson validated programme can submit their first attempt at an assessment up to two week after their stated deadline. Work submitted within this 'late submission period' should be marked as normal, but will then be automatically capped to pass. Submissions more than two weeks 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 Turnitin. 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 unit may be single marked. Where this type of assessment contributes to more than 40% of a unit, 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 (section 3.7).
- 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 unit is 25%. In exceptional circumstances only, and with specific approval from the External Examiner, the mark can be higher.
- 3.9 Marking or moderation of the work of students who are partners or close relatives**
- 3.9.1 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.
- 3.9.2 Staff must ensure that they declare any relationship with partners or close relatives in line with college policy.
- 3.10 Moderating/second marking/ double marking where the first marker is a partner or close relative**
- 3.10.1 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.
- 3.11 Marking Turnaround**
- 3.11.1 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.
- 3.12 Feedback**
- 3.12.1 As part of its responsibilities under Condition B4 (OfS, 2022), University Centre Colchester aims to ensure that all assessment feedback promotes learning, supports academic progress, and develops evaluative judgment, contributing to long-term student success.
- 3.13.2 All formative marks and feedback should be entered into the official UCC feedback sheets and uploaded and released through ATS2.
- 3.13.3 For each written assignment, It is expected that students will normally receive two feedback documents; an assessed version of their work with annotations, reference to where they have achieved the associated learning outcomes, and an official UCC feedback sheet.
- 3.13.4 For other types of assessment, (including practical assessments, presentations, VIVAs, audio/visual tasks and physical submissions) students may only receive the official UCC feedback sheet.

- 3.13.5 Within the feedback sheet, all markers are expected to provide both feedback and feedforward on summative assessments to guide students' learning. Feedback should highlight areas of success and improvement, while feedforward should offer specific guidance on how students can enhance future performance.
- 3.13.6 Markers should adapt the balance of the feedback and feedforward dependent on the quality of work but must ensure that the number of development points remain manageable to maximise student engagement. It is recommended that no more than six developmental points, with some flexibility dependent on the markers professional judgement, be included across both feedback and feedforward.
- 3.13.7 Where appropriate markers should signpost students to relevant teaching and learning resources available via the Academic Skills Centre. A matrix outlining common areas for improvement, recommended resources, and suggested phrases for inclusion in feedback and feedforward is available on the Academic Skills Centre SharePoint site and in Appendix C.
- 3.13.8 Markers should consider the tone and appearance of their feedback. Although designed for developmental purposes most feedback and feedforward will be reviewed independently by students. Some students, especially those new to Higher Education, may misinterpret the tone of written feedback, leading to an inaccurate perception of the academic level they have achieved. Students can discuss their developmental points during their academic tutorials to support understanding.

4 Internal Verification Policy

4.1 Arrangements for Internal Verification

- 4.1.1 The Internal Verification arrangements for undergraduate Pearson programmes at University Centre Colchester courses can be found in Appendix A.
- 4.1.2 For each unit, programme leaders, in conjunction with unit 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 H and I). 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 **Student access to examination feedback**

5.1 A student who requests access to their examination script, or who wishes to know the marks received for individual questions, may apply to the department which is responsible for that unit. The department should either:

- permit the student to see their examination script in the presence of a relevant member of the academic staff (normally one of the staff responsible for teaching the unit); or
- supply the student with a copy (or a summary) of the examiners' comments on the student's performance in the examination, including marks for individual questions.

[Note: The second of these options will normally be appropriate when markers have not written their comments on the examination script itself.]

5.2 Requests of this type should normally be received within four weeks of the publication of the examination marks.

5.3 When the assessment for a unit comprises, or includes, a piece of work other than an examination which is not returned to the student until after the mark has been confirmed by the Board of Examiners, the department should ensure that feedback on the work is available to students who require it after their marks have been made available.

5.4 Where a student has not passed a unit(s) and is undertaking reassessment over the summer they should have access to feedback on the elements being reassessed. Where they are resitting an exam, they should be provided with written feedback on the exam, or other piece of work for which feedback has not already been provided, within two weeks of the publication of the results by the Board of Examiners. Feedback may take the form of feedback on candidates' overall performance in the exam/piece of assessed work and/or individual feedback on the candidate's exam script/assessed work. The feedback should be sent to the student by the department.

6 **Requests from students to have their work re-marked**

6.1 Students have the right to request that a piece of work is re-marked if they disagree with the original mark in the following circumstance:

1. Procedural and/or administrative error is suspected

2. Coursework which is moderated

Where coursework has been single marked with a sample being moderated students may only request a re-mark under this criteria if:

- The work had a permanent output; **and**
- The work was not initially included in the sample for moderation; **and**
- Where the work is of a physical nature it has not already been returned to the

student.

6.2 In all cases for a re-mark to be considered the student must:

- Meet with the initial marker (or suitable nominee appointed by the Area Head) to obtain further feedback on the reason for the initial mark before making a formal request for a re-mark; **and**
- Complete and submit the form (Appendix B) with the signature of the first marker (or nominee, see above) confirming that the meeting has taken place, no later than two weeks of term time from the date of the initial feedback to students.

6.3 Forms should be submitted to UCC Academic Services either in person in room HE103 or by email to ucc.academic.services@colchester.ac.uk Forms must be accompanied by a detailed rationale, outlining evidence-based factual information which supports the request.

6.4 Upon receipt the form will be passed to the Area's gatekeeper to review the request, ensure it meets the criteria for re-marking, and authorise or decline the request. Students must be aware that marks can decrease, increase or remain the same after the re-marking.

6.5 If a request for a re-mark is approved, work will be either second or double-marked and marks must be agreed (see section 4).

6.6 Where there are exceptional circumstances that prevent the second or double-markers from agreeing the marks, the work will be marked by two new markers who will agree their marks (see section 4).

6.7 **Other Circumstances**

There may be exceptional circumstances where approval is given for a piece of work to be re-marked which falls outside those defined in 6.1. Where this is the case, the procedures set out in 6.2 apply.

6.8 **Examinations**

Students may only request a re-mark of examination scripts if procedural and/or administrative error is suspected.

6.9 **Appealing a Request for a Remark**

Where a request for a remark is unsuccessful a student may only appeal this outcome under either:

- a) Perception of bias has taken place;
- b) Procedural irregularities.

The appeal should be submitted to uccacademic@colchester.ac.uk within five working days of the date of the correspondent which outlined the unsuccessful request. Any appeal will be considered by the Head of Academic Services or their nominee.

7 The Use of Internal and External Staff for Marking

7.1 Examination Marking by PGCE students

7.1.1 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 unit.
- 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.

7.2 Coursework marking by PGCE students

7.2.1 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 unit 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.

7.3 The Role of the External Examiner

7.3.1 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.

7.4 Exemptions to the University Centre Colchester's marking policy

7.4.1 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 (Pearson)

Internal Verification of Assessment Marks Undergraduate and Postgraduate Taught Students

Credit Value	Assessment Weightings	Marking Protocol
All Units <i>under</i> 30 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, <i>plus all fails</i> .
All Units 30 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, <i>plus all fails</i> .
	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 unit, 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 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 unit may be single marked.

Appendix B: Form for requesting a re-mark of work



Name of Student:	
Registration Number:	
Title and code of unit affected and a <i>brief</i> description of the piece of work, with date on which feedback was given to students, for which you are seeking re-marking.	
Signature of first marker (or nominee by the Area Head) to confirm that a meeting to discuss the initial feedback has taken place.	
Signed:	Date:
Print name:	
Brief description of the grounds for requesting a re-mark:	
Declaration by student: I declare I have had a meeting with the initial marker (or nominee) to discuss the feedback on my work, and that I am still dissatisfied with the mark: and I request remarking of the work. I understand that marks can go up as well as down as a result of remarking. I further understand that the decision of the new marker is final relating to this piece of work (unless further procedural irregularity is suspected).	
Signed:	
Date:	

Appendix C: Incorporating the Academic Skills Centre in Feed Forward Advice

Student Needs to Improve	Marking Criteria Link	Support Available (these are more specific than all of those offered as solutions in the next column as they are part of 'associated resources', however, you may choose to use these).	Suggested Phrases for Providing a Solution.
Referencing conventions (e.g. in-text, reference list, paraphrasing and quoting).	Research	• Book 121 with Learning Resource Advisor (LRA) • Referencing guidelines • Academic Integrity and Referencing eLearning courses (ASC): ○ Harvard ○ APA7th ○ Chicago • Youtube Playlist • Reading list	To improve your referencing skills, you would benefit from booking a 121 session with [name], our Learning Resource Advisor in the library. You are recommended to review the referencing conventions which can be accessed here. To demonstrate a deeper understanding of the texts you reference, try to minimise over-reliance on direct quotations and instead paraphrase the sources You are encouraged to study the Academic Integrity and Referencing eLearning course which can be found here in the Academic Skills Centre: [choose the correct link from preceding column as we currently have three different versions].
Quality and quantity of supporting research evidence.	Research	• Introduction to Academic Reading eLearning (ASC) • Book 121 with Learning Resource Advisor (LRA) • Use OpenAthens • Use eBooks • Use library catalogue • YouTube playlist of the videos above • YouTube Critical Reading playlist	To enhance the credibility of the sources you reference, consider exploring the Academic Reading eLearning course and associated resources available at the Academic Skills Centre. Academic Skills Centre. Please make sure to use the resources provided in your module guide and the weekly presentations for future submissions. You may benefit from booking a 121 session with [name], our Learning Resource Advisor in the library for personalised guidance on improving the quality of your cited sources.

			To further develop the quality and breadth of your literature sources, the following links will help you navigate our systems, including the library catalogue , OpenAthens and eBook Collections . This YouTube playlist provides step-by-step guidance on making the most of these tools. [You could use individual links opposite if you prefer].
Critical thinking skills (moving away from description to analysis and evaluation)	Analysis Evaluation	• Critical Thinking eLearning (ASC) • Video • Reading list • Handouts	To enhance your [*analytical/evaluative] skills, consider studying the Critical Thinking eLearning course and its associated resources, available in the Academic Skills Centre . Additionally, the 'Main Body' lesson in the Academic Writing eLearning course may provide valuable insights. You may find the following video helpful.
Argument building and synthesising sources	Synthesis	• Critical Thinking eLearning (ASC) • Academic Writing: Planning, Structuring and Proofreading eLearning (ASC) • Reading list • Video	To develop your skills in building an argument and synthesising sources, consider studying the 'Argument Building' lesson in the Critical Thinking eLearning course and the 'Main Body' lesson in the Academic Writing eLearning course. Both resources are available in the Academic Skills Centre .
Criticality of sources of literature (for level 6/7 students).	Evaluation Research	• Critical Reading eLearning (ASC) • Various checklists	To enhance your skills in critically evaluating sources of literature, it is recommended that you study the Critical Reading eLearning course and its associated resources, available in the Academic Skills Centre .
Reflective writing	Self-Evaluation	• Reflective Thinking and Writing eLearning (ASC) • Handouts • YouTube playlist • Reading list	To enhance your reflective writing skills, consider studying the Reflective Thinking and Writing eLearning course and its associated resources, available in the Academic Skills Centre .
General writing skills (e.g. Introductions, conclusions, structure, layout, paragraph building, report format, contents page, appendix, lack of proofreading).	Communication	• Academic Writing: Planning, Structuring and Proofreading eLearning (ASC) • YouTube playlist • Assignment review checklist (in this folder) • Reading list	To develop [insert skill], consider studying the Academic Writing: Planning, Structuring and Proofreading eLearning course and associated resources which can be found in the Academic Skills Centre . You may also find the relevant videos in this YouTube playlist helpful.

			For final proofreading, a detailed assignment review checklist is available in this folder, in the Academic Skills Centre .
Presentation skills	Communication	• Presentation Skills (Face to Face) eLearning (ASC) • Presentation Skills (Online) eLearning (ASC) • Presentation checklists • Reading list	To develop your presentation skills, particularly [state skill], consider studying the Presentation eLearning course [choose appropriate option] and associated resources which can be found in the Academic Skills Centre .
Exam techniques	n/a	• Exam Preparation and Review eLearning (ASC) • Reading list	To enhance your exam and revision techniques, consider studying the Exam Preparation and Revision eLearning course and associated resources in the Academic Skills Centre .
Research Methodologies & Dissertation Proposals	Knowledge and Understanding Research	• Reading list • Research glossary • Research Modules: Dissertations, Literature Reviews and Final Major Projects in the ASC. Please note this is an area still in development in the ASC.	To expand your knowledge of research methodologies, explore the resources available in the Research Modules: Dissertations, Literature Reviews and Final Major Projects section in the Academic Skills Centre .

Appendix D: Level 4 Unit Assignment Feedback Form

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

Unit Code		Unit Title		Credits	
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Assignment Details					
Assessment Weighting/s		Word Count		Submission Deadline	

Feedback Comments:
*Please note that constructive and useful feedback should allow students to understand: - Strengths of performance - Limitations of performance - 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. Feedback should give full guidance to the students on how they have met the learning outcomes and assessment criteria.

Feed Forward Advice:

Overall Grade		Marker's Signature		Date	
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Unit Learning Outcomes At the end of this unit 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 rudimentary 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.	
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.	
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.	

UCC					Unit Assignment Feedback
COURSE:					LEVEL 5
Student ID		First Marker		Unit Moderator/ Second Marker	

Unit Code		Unit Title		Credits	
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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. Feedback should give full guidance to the students on how they have met the learning outcomes and assessment criteria.
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Feed Forward Advice:

Overall Grade		Marker's Signature		Date	
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Unit Learning Outcomes At the end of this unit 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.	
	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.	
	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.	

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.	

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.	

UCC**UNIT GUIDE IV SHEET LEVEL 4****Programme:****Unit Title:****Unit Tutor:****Unit Internal Verifier(s):****Unit Start Date:**

UCC Unit Code		Credits		Date submitted for IV	
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CHECK LIST FOR VERIFICATION OF PROPOSED UNIT GUIDE AND ASSIGNMENTS

Does the unit guide:	Yes / No / NA	Comments
Contain the correct information concerning the unit code, unit level and unit tutor etc?		
Contain an informative introduction/overview of the unit?		
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 UNIT GUIDE AND ASSIGNMENTS

Does the assignment information:	Yes / No / NA	Comments
Provide students with an opportunity to meet the learning outcomes of the unit?		
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 UNIT GUIDE AND ASSIGNMENTS

Accessibility	Yes / No / NA	Comments
Is the Unit 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 Unit Guide ready to be shared with students? *		

*If "No" is recorded then the Internal Verifier should recommend actions before the Unit 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:

Unit Tutors signature		Internal Verifier(s) signature		IV completion date	
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UCC**UNIT GUIDE IV SHEET LEVEL 5****Programme:****Unit Title:****Unit Tutor:****Unit Internal Verifier(s):****Unit Start Date:**

UCC Unit Code		Credits		Date submitted for IV	
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CHECK LIST FOR VERIFICATION OF PROPOSED UNIT GUIDE AND ASSIGNMENTS

Does the unit guide:	Yes / No / NA	Comments
Contain the correct information concerning the unit code, unit level and unit tutor etc?		
Contain an informative introduction/overview of the unit?		
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 UNIT GUIDE AND ASSIGNMENTS

Does the assignment information:	Yes / No / NA	Comments
Provide students with an opportunity to meet the learning outcomes of the unit?		
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 UNIT GUIDE AND ASSIGNMENTS

Accessibility	Yes / No / NA	Comments
Is the Unit 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 Unit Guide ready to be shared with students?*		

*If "No" is recorded then the Internal Verifier should recommend actions before the Unit 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:

Unit Tutors signature		Internal Verifier(s) signature		IV completion date	
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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? Linked to relevant assessment criteria? Identifying opportunities for improved performance in future assignments?	Yes/No Yes/No 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? Linked to relevant assessment criteria? Identifying opportunities for improved performance in future assignments?	Yes/No Yes/No 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:	

Appendix I: Level 5 Internal Verification Form (Assessment Decisions)

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		
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? Linked to relevant assessment criteria? Identifying opportunities for improved performance in future assignments?	Yes/No Yes/No 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:**