

College /School	
Module title	
Module code	
Please save your file on SharePoint as the code for ease	
UK credit value	
Module Leader (s)	
Number of students registered on module	
Internal moderator name(s)	
Others marks who contributed to the marking and moderation process	
Assessments for external scrutiny ¹	
Period Runs	Is this module taught SEM1, SEM 2, SEM3 or yearlong.
Module status	Is this module core, option or elective (if different on different courses please note) – please list all the courses the module is associated with. Note this is also for the benefit of the appropriate external examiner where applicable.

MODULE LEADER SUMMARY REPORT

The module leader summary has several functions and is thus separated into three sections.

Section 1: This is a record of the internal moderation process for assessments worth 30% or more of the module mark for modules worth 15 or 20 credits or 15% or more for modules worth 30 credits or more as required in the [Academic Regulations](#). This is required for all credit bearing modules at all levels. It may be requested as part of a student appeal or complaint investigation to evidence that the moderation process was undertaken in accordance with the Academic Regulations. Ultimately this provides assurance to external bodies, such as the Office for the Independent Adjudicator (OIA).

Section 2: This is a summary for External Examiners on the performance and overview of the module. This is required for levels 5-7 (except where level 3 or 4 contribute to the main target award) and all collaborative partner modules. It should be shared with your External Examiner.

Section 3: This is the Module Leader summary of the teaching and learning experience, this is required for all credit bearing modules. These will form part of the evidence base for the Continuous Improvement Process. [The Continuous Improvement Process](#) ultimately provides assurance to the Office for Students

¹ As per the academic regulations [Section 12: Marking, moderation and external scrutiny \(westminster.ac.uk\)](#)

against the conditions of registration for the University (via reports to the Teaching Committee, Academic Council and Court of Governors) .

PART 1

RECORD OF INTERNAL MODERATION

RECORD OF STAGE 2 INTERNAL MODERATION – ASSESSMENT LEVEL

This form is to be completed by the internal moderator and returned to the Module Leader by the specified deadline.

Use a duplicate (copy and paste the information) for each item of assessment worth:

- 30% or more of the module mark for modules worth 15 or 20 credits
- 15% or more of the module mark for modules worth 30 credits or more

Ensure the sample size is determined as follows and includes a representative coverage of all markers and marks:

- < 100 students registered on module: 20% or 10 students' assessments (whichever is greater)
- 100 – 300 students registered on module: 15%
- > 300 students registered on module: 10%

Refer to Section 12 of the [Academic Regulations](#) for more information on moderation and external scrutiny. It is important that we have clear records of internal moderation to assure external bodies, such as the Office for Independent Adjudicator (OIA), that we adhere to these Regulations in practice. This evidence may be required in relation to student complaint investigations so needs to be recorded in a clear and transparent manner. [For reference the University Grade Descriptors](#)

SECTION A: ASSESSMENT DETAILS

Assessment type	Assessment item	Assessment weighting	Sample size (no. scripts)	Sample size (% of total students registered on module)
		%	%	
		%	%	
		%	%	

SECTION B: SAMPLE DETAILS

- Please order by highest to lowest mark, add rows if necessary.
- Duplicate the table if multiple assessments are included labelling each clearly)
- If you have the same information in an alternative format this can be provided as an Appendix.

No.	Student number	First marker name	Original mark (%)
1			

2			
3			
4			
5			
6			
7			
8			
9			
10			

SECTION D: INTERNAL MODERATOR COMMENTS

Question	Answer	Comments
Were the marking criteria consistently applied across all the scripts?	<i>Yes/ No</i>	
Was the full range of marks used?	<i>Yes/ No</i>	
Were marks awarded fairly?	<i>Yes/ No</i>	
Were feedback comments appropriate?	<i>Yes/ No</i>	
Are you able to confirm that all marks in the sample are appropriate? (If not, provide details here and any recommendations below)	<i>Yes/ No</i>	

SECTION E: INTERNAL MODERATOR RECOMMENDATIONS

<p>If you answered Yes to the last question:</p> <p>Detail here any suggestions relating to marks awarded and feedback provided</p>	
<p>If you answered No to the last question:</p> <p>Detail here specific issues for consideration.</p> <p>Please note that a third marker will be assigned to review the sample.</p>	

SECTION F: MODULE LEADER RESPONSE

Please respond to any issues raised/ recommendations made by the internal moderator	
Please comment on any outliers from the full range of assessment marks and provide an explanation (i.e. alignment with marking criteria)	<i>For example, where individual marks stand out from the full range of marks awarded (may include, but not limited to, very high or very low</i>

	<i>marks) and how these align with the marking criteria</i>
Does the sample need to be assigned to a third marker to confirm the marks are appropriate?	<i>Yes/ No</i>

Internal Moderator signature:

Date:

Module Leader signature:

Date:

It is anticipated this box may be completed later in the process

Comments for the External Examiner (if applicable)	<p><i>Please note any outliers in individual assessments and the process the module team has undertaken to ensure the marks have been awarded appropriately.</i></p> <p><i>Subject area External Examiners will be asked to comment on outliers as part of their reports</i></p>
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PART 2

EXTERNAL EXAMINER SUMMARY

Please note this section of the form is not applicable for level 3 and 4 modules which are not normally subject to external examiner scrutiny. The below should be completed for all level 5-7 modules, providing a clear overview for external examiners.

Subject External Examiner (s):	
Process of moderation Please see Handbook of Academic Regulations Section 12.	<i>Guidance to the module leader:</i> <i>What has the internal moderation process involved in practice?</i> <i>Was it virtual via Blackboard or via correspondence?</i> <i>Did a meeting take place and how were issues resolved (where applicable)?</i> <i>Please delete all the guidance in this column before sending this summary to the external.</i>
Subject area meeting date Section 13 The Determination of results – The role of the External Examiner 13.11f	<i>What are the plans for the subject area external examiner involvement?</i> <i>When is the external scrutiny meeting taking place?</i> <i>You are likely to have this information from the internal academic lead/course leader.</i> <i>Depending on when this report is being completed this may have occurred already. If you are completed this at the end of a Semester 1 module this is likely to be in the future, Semester 2 after PABs this should have happened already.</i>
Sample size sent or made available to the external examiner:	<i>Number and percentage made available to the external examiner?</i> <i>What sampling method was used?</i> <i>Has a full range of marks been sent?</i>
Student Feedback	<i>How has student assessment feedback been made available to the external examiner?</i> <i>This can be examples, was this done by virtual access?</i> <i>Have examples been sent of all markers?</i>
Draft module data where it is available	<i>Where module data is already available (via E vision module statistics) please insert this here.</i> <i>This may not be available for semester 2 modules, or may be dependent on when the summary is being provided to the external.</i>

What information was sent to the external examiner?	Module descriptor including syllabus and assessment information.
	Draft module leaders report
	Assessment
	Mark sheet/assessment criteria
	Mark analysis
	Scripts
	Examples of student feedback
	Other please specify.

Sent From (including contact details):

Sent by (if different):

Date:

PART 3**MODULE LEADERS CONTINUOUS IMPROVEMENT PROCESS REPORTING
TEMPLATE**

Each module leader is responsible for completing a module leaders report (one per module including study abroad/ exchange or credit bearing short course purposes) reflecting on the operation and academic standards.

The purpose of the module leader report is to provide an evaluation of how the module has performed during the relevant academic session being considered through the Continuous Improvement Process (previously known as Annual Monitoring) . Module leaders should provide commentary on how students have performed and highlight what students had to say about the module to include what worked well and what did not. Where there are ongoing pattern(s) of student underperformance or student concern, module leaders should identify the remedial action implemented to address these issues before the module runs again. Similarly, where there are areas of good practice and quality enhancement, module leaders should highlight these to share as examples of good practice across other modules contributing to the award(s) it is associated with.

Once completed, each module leader report must be stored on the [Continuous Improvement Process SharePoint site](#) for course leader's reference and completion of the associated course leaders report.

Further detail of the Continuous Improvement process can be found in the [Quality Assurance and Enhancement Handbook](#).

UPDATE ON MODULE ACTIONS FOR THE PREVIOUS ACADEMIC SESSION

- Provide details of the progress on actions identified in last action plan clearly indicating completed, in-progress or not completed actions.
- Where actions remain outstanding, it is recommended that these are included in the action plan for the current academic session.

ISSUE IDENTIFIED	ACTION TAKEN	IMPACT OF ACTION TAKEN
1.		
2.		
3.		
4.		

REPORT ON THE 2022-23 ACADEMIC SESSION

SECTION 1: MODULE DEVELOPMENTS	ACTIONS FOR 2022-23: MODULE DEVELOPMENT (IF APPLICABLE)
<ul style="list-style-type: none"> • Provide details of any approved module modifications and its contribution to overall strength of the course. • Provide commentary on action taken to develop, share or build on good practice identified. • Provide details of any industry or external engagement during the module. • Provide reflection on implementation of modular changes through Learning Futures. • Provide details areas of innovation, challenges and other areas you wish to highlight. 	Highlight any <u>SMART</u> actions planned to address issues identified in this section during the 2022-23 academic session (if applicable)
SECTION 2: RESPONSE TO STUDENT ENGAGEMENT AND COMMUNICATION TO STUDENTS	ACTIONS FOR 2022-23: STUDENT ENGAGEMENT (IF APPLICABLE)
<p><i>For reflection for 2022-23 only a new trail Student Module Evaluation (SME) reflection has launch. This asked Module Leaders to reflect directly from the SME. If you have chosen this</i></p>	Highlight any <u>SMART</u> actions planned to address issues identified in this section during the 2022-23 academic session (if applicable)

<p><i>option please simply cut and paste the information here. At the time it would have been recommended you email this to yourself. Note the timing of completing this report may cross with the SME reflections.</i></p> <p><i>If you have not reflected as part of the SME process, please include reflection on student engagement as per the below guidance.</i></p> <p><i>Following the trail in is anticipated that a review of the SME Reflection and Module Leader Report are undertaken, and a decision made as to where Module Leaders reflection on Student Engagement is best addressed to improve the Student Experience.</i></p> <ul style="list-style-type: none"> • <i>Provide details of student module evaluation (SME) feedback received from students and any issues raised requiring Faculty further consideration or action. Provide details of actions taken to address issues identified and how this has been communicated to students.</i> • <i>Please highlight how good practice and quality enhancement activities identified in module developments above have been communicated to students.</i> • <i>Note that details of student feedback from surveys for collaborative partners should also be considered.</i> 	
<p>SECTION 3: STUDENT ASSESSMENT AND FEEDBACK</p>	<p>ACTIONS FOR 2022-23: STUDENT ASSESSMENT AND FEEDBACK (IF APPLICABLE)</p>
<ul style="list-style-type: none"> • <i>With reference to the Assessment and Feedback policy, how was feedback provided to students?</i> • <i>Provide details of any comments received from students on the format of feedback received on their assessed work and the quality and quality of that feedback.</i> 	<p><i>Highlight any <u>SMART</u> actions planned to address issues identified in this section during the 2022-23 academic session (if applicable)</i></p>

<ul style="list-style-type: none"> Provide details of any comments received from students on the nature and usefulness of the feedback provided on their assessed work. 	
SECTION 4: EQUALITY DIVERSITY AND INCLUSION (IF APPLICABLE IN 2022/23)	ACTIONS FOR 2023-24: DECOLONISING AND DIVERSIFYING THE CURRICULUM (IF APPLICABLE)
<p>Reflect on any enhancements made in 2022/23 for example:</p> <ul style="list-style-type: none"> decolonise and diversity the curriculum and/or teaching practices enhance Access and Participation tackle possible challenges of awarding gaps. 	<p>Refence points for information</p> <p>EDI Checklist</p> <p>https://libguides.westminster.ac.uk/decolonising?mc_cid=160dceb981&mc_eid=db45c8a21f</p> <p>Note the Student Demographics dashboard in QlikView</p> <p>Degree Outcome Statement</p> <p>You may also want to cross check updated QAA Subject Benchmarks (if applicable).</p>
SECTION 4: RESPONSE TO EXTERNAL EXAMINERS (IF APPLICABLE)	ACTIONS FOR 2022-23: EXTERNAL EXAMINERS (IF APPLICABLE)
<ul style="list-style-type: none"> Provide commentary on action(s) taken within the reporting period in response to issues raised by External Examiners. Provide comment received on the internal procedures for assessments and examinations and particularly on the effectiveness of moderation. For example, in relation to marking. 	<p>Highlight any SMART actions planned to address issues identified in this section during the 2022-23 academic session (if applicable).</p>
SECTION 5: MODULE LEVEL STATISTICS	ACTIONS FOR 2022-23: MODULE LEVEL STATISTICS (IF APPLICABLE)

- This section of the module leader's template can be completed once marks have been confirmed at the relevant progression and assessment boards. The rest of the template can be completed before this and provided to the external examiner. There is a single measure at module level - the number of students who pass at the initial assessment period (first attempt).
- Using the module level data available on e-vision, provide commentary on the module data. If performance was improved, reflect on the deliberate steps or factors that may have influenced improved performance. If performance has declined, describe any significant issues and associated actions taken.
- Module level statistics on E-vision include total passes, total fails (including all zeros), incomplete, mean mark, median mark and standard deviation. Please include reflection on any outliers identified in assessments (this may include but is not limited to very low and very high marks) and how these align with the marking criteria. External Examiners will also be asked to comment on outliers.

Highlight any [SMART](#) actions planned to address issues identified in this section during the 2022-23 academic session (if applicable)

SECTION 7: MODULE ACTION PLAN FOR THE CURRENT ACADEMIC SESSION

- Provide details of prioritised actions (maximum of 4) for completion in the current academic session based on sections 1-5 and in response to any other associated evidence base documents and data reports.

ISSUE BEING ADDRESSED	PROPOSED ACTION	PERSON RESPONSIBLE	COMPLETION DATE
1.			
2.			
3.			

4.

SECTION 8: OVERALL EVALUATION OF MODULE STRENGTHS AND WEAKNESSES

- *Provide commentary on the overall health and operation of the module over the past academic year.*
- *Provide reflection on the performance of module in relation to student completion and achievement.*
- *Highlight areas of good practice for example those highlighted by external examiners and in relation and those within academic support, teaching and learning and assessment and feedback.*
- *Any additional comments you wish to highlight.*

Date of module leader report:

Completed by module leader (print):

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ⁱ Once the report has been completed, please upload to SharePoint (internal access only), under the right academic year, e.g 2021/22 for reflection on the last academic year, the School the module belongs to and saved using the module code. [Continuous Improvement Process - Documents - All Documents \(sharepoint.com\)](#)