ASSESSMENT AND FEEDBACK TOOLKIT

MARKING, FEEDBACK AND MODERATION STAGE

MODERATION

"An increasingly regulated higher education sector is renewing its attention to those activities referred to as 'moderation' in its efforts to ensure that judgements of student achievement are based on appropriate standards."
Bloxham, Hughes & Adie (2016, p.639)

INTRODUCTION

Moderation is a key factor in testing and assuring quality of assessment and standards internally, and uses local institutional processes. External moderation, in turn, contributes to the process of alignment of quality with national standards.

When setting assignments, the module leader has a responsibility for getting the assignments internally and externally (where appropriate) moderated prior to issuing them to students. The faculty approved moderation documents must be completed. Effective moderation processes, has a major impact on the student experience of assessment and is clearly supported in the literature. Willis and Addie (2014), suggested that discussion of assessment tasks prior to giving to students, can inform teaching and make consideration for dialogue with students about assessment, a standard practice.

HOW DO WE PUT THIS INTO PRACTICE?

Please see below for more guidance on internal (pre-and post-assessment) as well as external examiner's role in moderation.

INTERNAL MODERATION OF COURSEWORK AND EXAMS: A CHECKLIST

When agreeing with the assessment, whether coursework of exams, the moderator should look at the following, you might want to adapt the following checklist:

CRITERIA	YES / NO	REASON FOR STATING YES / NO
Does the assessment link clearly to the learning outcome in the Module Descriptor?		
Is the assessment appropriate for the level of learning outcome?		

Is the assignment 'authentic'? How do you know?		
Is it based on appropriate standards?		
Will it enable differentiation between students?		
Is there a clear marking scheme?		
Will the assessment criteria available be available?		
Is the anticipated student effort consistent with the marking scheme? **(Faculty specific assessment tariff guidance)**		
Does it minimise opportunities for plagiarism?		
Is launching the assignment with students planned? *(Consider when, how, how will students engage with assessment criteria, etc.)*		*E.g. in class discussion, discussion made available on Moodle (recording), anonymous marking experience for students, self-assessment against assessment criteria, etc,*
Is formative feedback opportunities planned for supporting students?		
Is giving summative feedback methods made clear?		

BEFORE MARKING COMMENCE

BENCHMARKING EXERCISE

If you are marking an assignment between two or more markers, the marking team should undertake a benchmarking process to ensure consistency of marking and feedback. The benchmarking process should be the blind marking of at least two scripts and the feedback regarding the work. You should then come to an agreement on marks, based on the marking guidelines, assessment brief, criteria and rubrics. Based on the criteria and rubrics, the team should have a clear agreement on the key elements that would distinguish a fail/pass/merit/distinction. It is advised that the team also agree to a similar structure/ amount of feedback to give and how feedback will be given to ensure consistency between markers.

INTERNAL MODERATION OF MARKED ASSIGNMENTS

Identify and inform the moderator in advance as to when scripts will be ready for moderation so this can be planned into workload to ensure meeting deadlines. It is recommended to have at least 2 to 3 days for moderation should there be any issues that need resolving.

Internal moderators should have access to:

- A **combined** excel spreadsheet with all student names, marks and general comments (such as extensions, withdrawals etc.) and highlight the scripts to be moderated from each marker (one from each marker – pass, merit, distinction and all fails and any that the module leader wants the moderator to look at for any other reasons).
- Moodle space for the module for moderation in Turnitin GradeMark.
- A moderation document with all sections completed apart from moderator comments. Add the names and marks of the scripts to be moderated to the moderation document.

The Module Leader (who will be the collator of the information above) needs to ensure that the moderator is added to the module Moodle space (as a teacher) and that these details are communicated to the moderator. (i.e. module number, cohort, year, assessment brief, criteria and submission area name etc.)

Please refer to the CU Assessment Policy and Policy for Internal Moderation of Assessment for minimum sample size and more details:
https://share.coventry.ac.uk/staff/ps/Registry/_layouts/15/WopiFrame2.aspx?sourcedoc=/staff/ps/Registry/Documents/Internal_Moderation_Assessment.doc&action=default

EXTERNAL MODERATION OF MARKED ASSIGNMENTS

As soon as the internal moderation has been completed, the module leader should prepare the documentation for external moderation at the next Exam Board (SAB).

EXTERNAL EXAMINERS SHOULD HAVE ACCESS TO:

- The module Moodle, the e-module box and Turnitin GradeMark.
- A **combined** excel spreadsheet with all student names, marks and general comments (such as extensions, withdrawals etc.) and highlight the scripts that have been internally moderated. To include examples of pass, merit, distinction and all fails and any that module leader would want to be checked for any other reason).
- The spreadsheet should show a graph of the distribution of the marks.
- As with internal moderation, the External Examiner should have access to samples of a pass, merit and distinction as well as all fails. Please refer to the CU Assessment Policy for minimum sample size.
- A moderation document with all sections completed.

REFERENCES

Bloxham, S. Hughes, C. & Adie, L. (2016) What's the point of moderation? A discussion of the purposes achieved through contemporary moderation practices. Assessment & Evaluation in Higher Education. 41:4. Available: http://dx.doi.org/10.1080/02602938.2015.1039932

Willis, J. & Adie, L. (2014) Teachers Using Annotations to Engage Students in Assessment Conversations: Recontextualising Knowledge. *The Curriculum Journal.* 25:4: 495–515. Available: http://dx.doi.org/10.1080/09585176.2014.968599

WANT TO FIND OUT MORE?

Get in touch with the Academic Development Team or visit our website for other guidance and resources: https://acdev.coventry.domains/