

9th June 2021

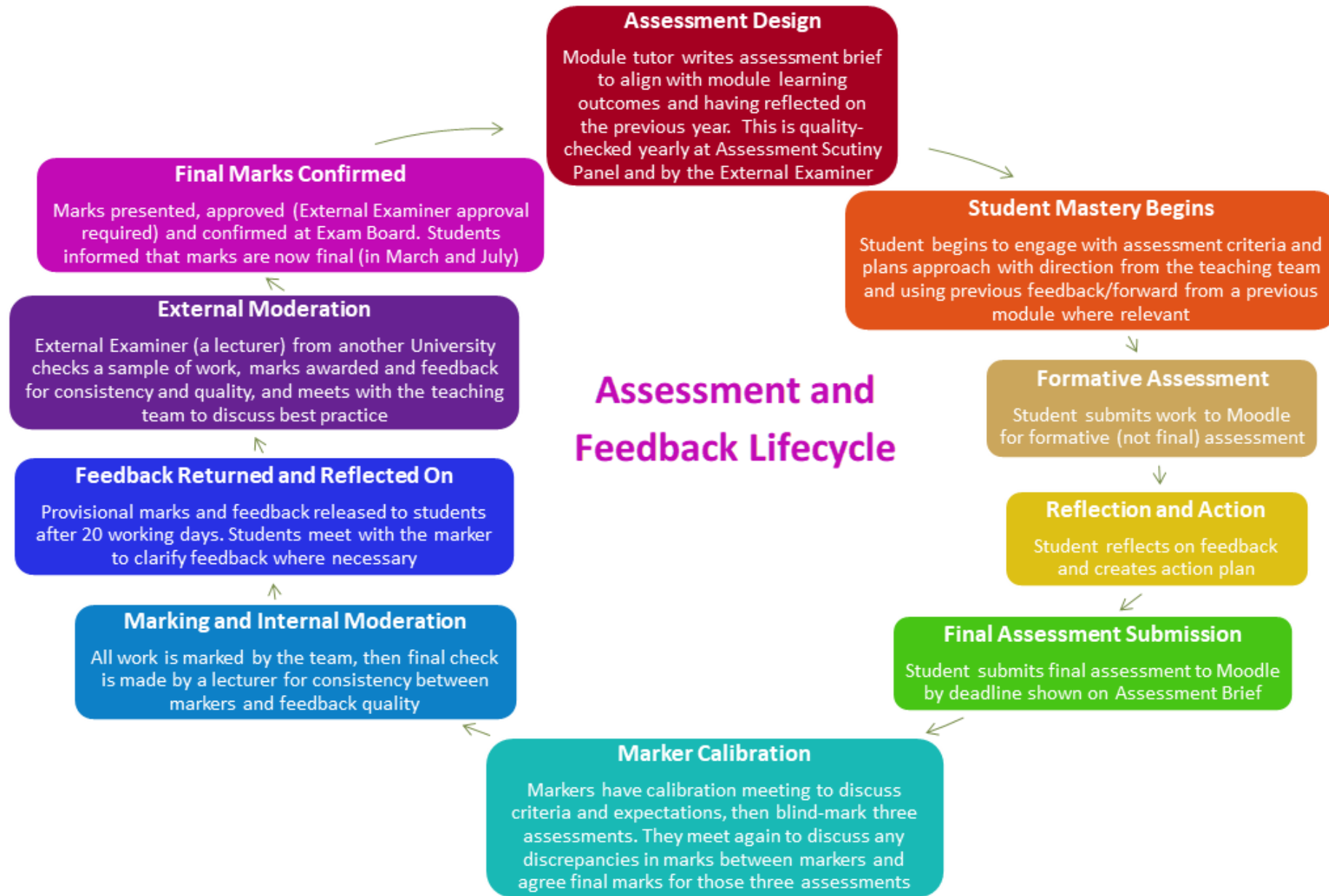
Festival of Learning



UNIVERSITY OF
GLOUCESTERSHIRE

Maintaining good marking practice in a 20-day window

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School of Sport and Exercise)



The 20-day countdown begins.....

Feedback Returned and Reflected On

Provisional marks and feedback released to students after 20 working days. Students meet with the marker to clarify feedback where necessary

Marking and Internal Moderation

All work is marked by the team, then final check is made by a lecturer for consistency between markers and feedback quality

Marker Calibration

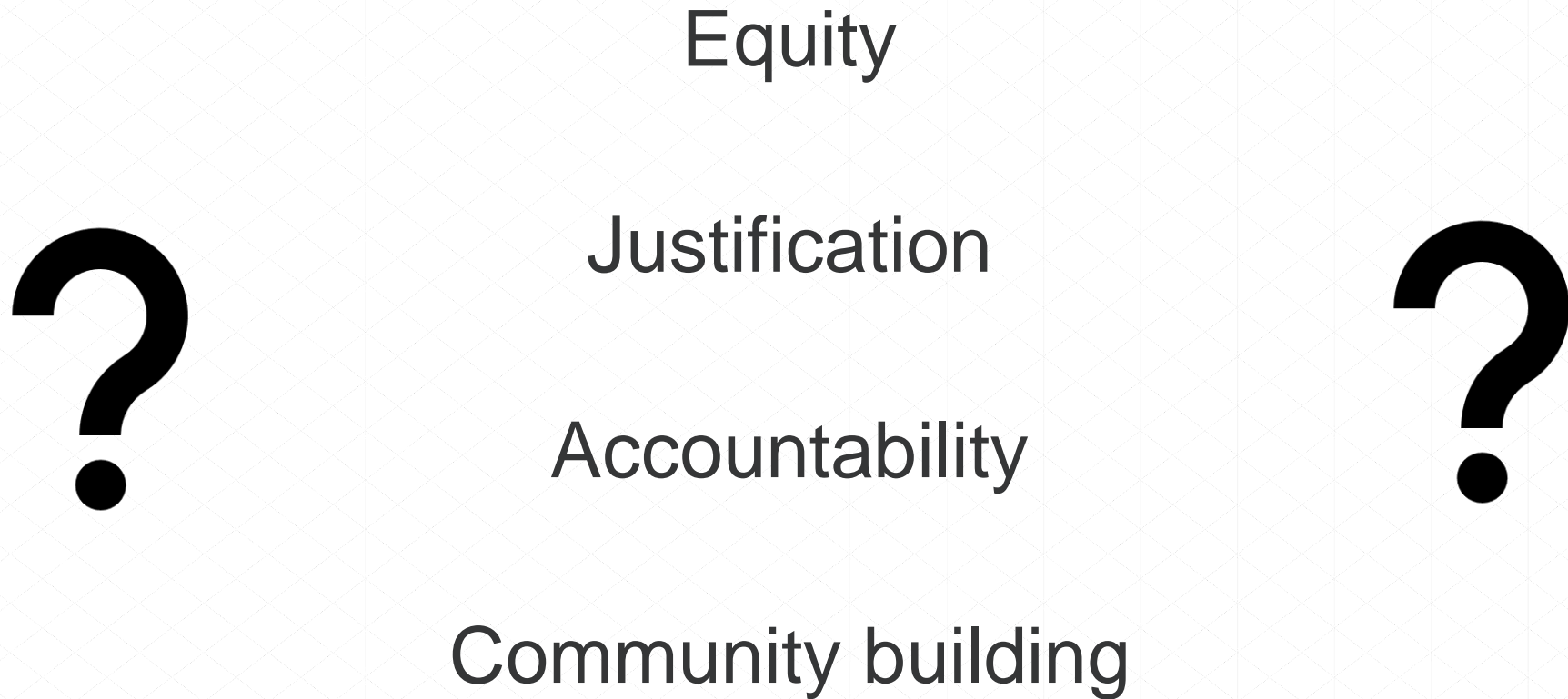
Markers have calibration meeting to discuss criteria and expectations, then blind-mark three assessments. They meet again to discuss any discrepancies in marks between markers and agree final marks for those three assessments

Day 20

Day 1



What's the purpose of moderation? Bloxham et al. (2016)



Day 1- 4: Pre-marking calibration

To be recorded for the EE on our Moderation Form

Notes for the External Examiner:

The University marking and moderation procedures are found [here](#) and an excerpt is at the bottom of this document*. The moderated sample can be seen in Moodle, as indicated by the 'mod' tag in the 'Grade Review' column. Although it is not possible to filter only for moderated work, you can use the 'Grade' column to order the work by grade.

To be completed by Module Tutor (before sending to Moderator)	
Module Code and Name	
Assessment Name and Weighting	
Module Tutor and Markers	
Double-blind calibration	
How many pieces of work were double blind-marked?	
Summarise the blind marking/calibration discussions.	
Module evaluation (can be found in Moodle under 'Announcements'):	
How and when was this conducted?	
Give short feedback summary and actions arising.	
Signature and date:	

To be completed by Moderator	
In Moodle, have you typed 'mod' in the Grade Review column of the selected assessments?	Y/N
Comment on the consistency between the assessment brief and the feedback given.	
Comment on the consistency between markers.	
Do you agree with the marks?	Y/N
If not, please comment.	
Comment on any issues the Module Tutor should address.	
Signature and date:	

Module Tutor's response to any issues raised by Moderator

*Extract from University Assessment Guidelines: Second marking / initial moderation

'Second marking is a process of initial moderation of a set of module marks by a second person. It does not constitute remarking work or providing additional written feedback on an individual basis. Rather, it involves the verification that the assessment criteria have been applied consistently across the whole module cohort by reviewing the marking of a defined sample. The second marker should be able to see the first marker's mark and comments because this is not intended to be a 'blind' marking process.

Second markers should complete and sign a record of the sample reviewed, to include the confirmation or otherwise of grades awarded and any additional comments to inform the first marking process. They should complete the record of second marking / initial moderation through the EMA system. The Module Tutor will consider the record and will determine whether the first markers need to take any further action. Second markers do not add comments to individual scripts or provide additional feedback to individual students within the sample seen.'

**The sample for initial moderation should be drawn from the range of markers involved.

Level 4:

an appropriate sample drawn with particular attention to marks on pass/reassessment and reassessment/fail boundaries.

Level 5 and above:

all assessments less than 40%;

six pieces of work or 10%, whichever is the larger, to comprise:

a range from those marked 70% or above, including the lowest and highest in this category; a selection from across the range in between, focusing primarily on marks across degree classification and fail/reassessment/pass boundaries



To be completed by Module Tutor (before sending to Moderator)	
Module Code and Name	
Assessment Name and Weighting	
Module Tutor and Markers	
<u>Double-blind calibration</u> How many pieces of work were double blind-marked? Summarise the blind marking/calibration discussions.	
<u>Module evaluation</u> (can be found in Moodle under 'Announcements'): How and when was this conducted? Give short feedback summary and actions arising.	
Signature and date:	



Day 4 – 15: Marking

Moodle Feedback Box Template (as well as annotations, ~3 per page)

What you did well:

Areas of development for future assessments of this nature:

Further guidance:

- To get a better understanding of this feedback, please arrange a meeting with the marker. We are here to help.
- The Student Achievement Team (email: studentachievement@glos.ac.uk) offer various academic skills workshops and one-to-one tutorials. You can book onto these by logging onto the Your Future Plan portal (or [click here](#)) and selecting 'Appointments'.
- Referencing is an important skill for all modules and guidance on the APA7th style can be found in myglos help > IT and study support > Library resources (or [click here](#)).

Day 15-17: Post- marking moderation

University calls it: 'initial moderation/ second marking'

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If there are no issues, the form is posted on Moodle, otherwise it is sent to the MT for action by ~ day 18

Marking consistency: just a big pretence?

Bloxham (2009)

Proponents of this view might say:

- Embrace the subjectivity of judgement
- Don't assume there is one correct mark for a piece of work
- Shift focus from individual assessments to the overall grade profile which is not affected much by one or two under- or over-marked assessments.



New development: Whole Subject Community Calibration (vs. at assessment point level)

Literature review double-blind marked and grades sent by individual markers to ASL.

In a workshop led by Jenny Hill, grades were revealed, then discussion took place about values.

Mean: 48%

Range: 40 – 63%

This exercise was a mini version of the AdvanceHE Geography Toolkit (for calibration of standards)

