



UNIVERSITY OF  
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# From Calibration to Consistency

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# Literature discussions

- Challenge - how to achieve a consistent standard of marking between different tutors - Herbert et al., (2014); Willey & Gardner, (2011)

The typical example of this scenario is the final year dissertation module.

- Key areas of dissent include lack of clarity and inconsistencies Vera & Briones, (2015)
- Current reliance on criteria, rubrics, moderation and standardising grade distributions is unlikely to tackle the proven lack of grading consensus – (Bloxham et al., 2016)
- Herbert et al., (2014) stresses it is important to consider how do markers negotiate a shared meaning that will allow them to reliably judge a range of student responses independently .



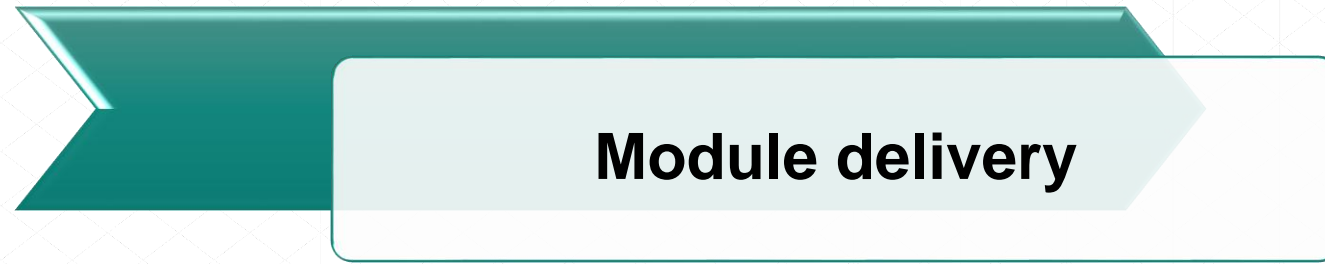
## Assessment Practices



### Challenges (particularly evidenced in *whole team* modules)

- Variation in expectations in Academic practice
- Grading differences within the assessment of level
- Consistency of terminology & its meaning in feedback
- Moderation is too late
- Staff 'tension'

# Approach to resolve



## *Staff comment*

*it would be useful to build on the discussions we've had as a team during the Diss marking process. What a great opportunity to challenge each others thinking and to further improve consistency in our assessment practices.*



### **Direct outcomes**

- Staff create a detailed shared approach to expectations
- Staff deepen / develop shared understanding of FHEQ levels
- Staff deliver a consistent message to students

### **Indirect consequences**

- Development of community & culture
- In COVID-times provided better f2f supervisory experience with student groups





# Potential Impact

- Standardisation - less variation
- Moderation - less variation
- Language / feedback used in a more consistent way with students

## 2021/22

- Use of core strand through L4 (study skills), L5 (research methods) & L6 (dissertation) –
- impacts on ALL other modules in all courses in community



# Reading of interest

- Bloxham, S., den-Outer, B., Hudson, J., & Price, M. (2016). Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria [Article]. *Assessment & Evaluation in Higher Education*, 41(3), 466-481. <https://doi.org/10.1080/02602938.2015.1024607>
- Herbert, I. P., Joyce, J., & Hassall, T. (2014). Assessment in Higher Education: The Potential for a Community of Practice to Improve Inter-marker Reliability. *Accounting Education*, 23(6), 542-561. <https://doi.org/10.1080/09639284.2014.974195>
- Roberts, L. D., & Seaman, K. (2018a). Good undergraduate dissertation supervision: perspectives of supervisors and dissertation coordinators. *International Journal for Academic Development*, 23(1), 28-40. <https://doi.org/10.1080/1360144X.2017.1412971>
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- Vera, J., & Briones, E. (2015). Students' perspectives on the processes of supervision and assessment of undergraduate dissertations / Perspectiva del alumnado de los procesos de tutorización y evaluación de los trabajos de fin de grado. *Culture and Education*, 27(4), 726-765. <https://doi.org/10.1080/11356405.2015.1089391>
- Willey, K., & Gardner, A. (2011). Building a community of practice to improve inter marker standardisation and consistency.