POLICY 041

MARKING, MODERATION AND FEEDBACK POLICY

DOCUMENT CONTROL BOX

People in scope:				
All students	**HE Students**	**Professional Students**	**All staff and students**	**Staff only**
☐	☒	☐	☒	☐
Sites in scope:			**Publication:**	
All	**London**	**Online**	**Internal**	**Public**
☒	☐	☐	☐	☒
Version:	1.1	**Date Approved / Committee:**	16th August 2023	**Date of next review:**	August 2025

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Document Revision History

Version Log

Committee / Approval Date	Author	Version	Publication Date	Page Reference & Summary
Quality and Standards Committee – 13.08.24	Head of Education and Curriculum	1.1 (updated 27th June 2024)	October 2024	Page 4 : Updated term 'Learning Support Plans' Page 6 : Updated 'Teaching, Learning & Assessment Strategy'

Related Documentation

Document Reference No. (Policy version / Supporting doc. #)	Document Type	Link or Dept. Owner	Document Title
n/a	Strategy	Education & Curriculum	Teaching, Learning & Assessment Strategy

1. PURPOSE

1.1 The purpose of this policy is to outline the approach to marking, moderation and feedback at Point Blank.

1.2 This policy is intended to inform staff, students and individuals external to Point blank.

2. POLICY DETAILS

Marking

Marking Principles

2.1 The marking and recording of student results should be consistent, fair, accurate, transparent with a clear and accessible audit trail.

2.2 All assessment components must be marked in accordance with the Middlesex University grading scheme as outlined in section E4 of the Middlesex University Academic Regulations.

2.3 All grades must be inputted into the relevant sections on the virtual learning environment (VLE).

2.4 All markers must ensure their approach is consistent with Point Blank's wider policies.

Double Marking

2.5 Double marking must take place for final projects at Level 6.

2.6 Double marking must be carried out by a marker with appropriate, subject-specific academic knowledge and experience.

2.7 When double marking, both markers should assess the work according to the defined assessment criteria outlined in the module narrative. Both markers will normally have access to the mark and feedback suggested by the other marker, and they are to then discuss both marks and agree on the final grade to be recorded in the VLE.

2.8 The grades and feedback of all markers and the agreed final mark should be kept for reference by the assessment team and submitted to the External Examiner where the relevant modules are included in an External Examiner sample.

Marking Formative Assessments

2.9 Feedback on formative assessments should be focused on supporting the student to develop the skills, knowledge and understanding required to be successful in the later summative assessment.

2.10 Formative assessment can take many forms, and courses can include opportunities for self-assessment, peer-assessment and lecturer feedback. Where formative assessments are given an indicative grade, these grades do not contribute to an overall grade for a component, course, level or award.

2.11 Formative assessments must not include giving feedback on complete drafts of summative assessments.

Marking Oral Assessments and Performances

2.12   Oral assessments and performances should be double marked where possible. All oral assessments and performances should be recorded for moderation purposes, and be made available to External Examiners where the module or component is included in an External Examiners sample.

Marking for Disabled Students

2.13   As outlined in the Disability and Mental Health Support Policy, all efforts must be made to make assessments accessible and inclusive. This extends to the marking and feedback processes. Where possible, written feedback should be given in plain English except where there is a requirement for course-specific terminology.

2.14   Markers should make themselves familiar with any Individual Learning Support Plans issued to students in their marking allocation, by the Student Support team. This is to ensure they make any reasonable adjustments required to support the student (e.g. not marking spelling and grammar).

Moderation

Moderation Policy

2.15   Moderation is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Moderation focuses on the marks awarded to the full set of assessed work for a task, module or programme in the context of the academic standards for the award. It is therefore separate from the question of how differences in marks between two or more markers are resolved and is not about making changes to an individual student's marks.

2.16   Moderation must be carried out by a moderator with appropriate academic knowledge and experience.

2.17   Internal and external moderators are not required to provide additional feedback on individual student work.

2.18   If the moderator believes the overall standard to be unduly harsh or lenient, for example where there is a discrepancy of >5% in the mark distribution for the sample as a whole then the initial marker should review the full set of assignments in consultation with the moderator. If there is a failure to reach agreement, the Programme Leader (or nominee) should or identify a third, independent marker (moderator) to adjudicate the decision.

2.19   Where there is a wider issue over the soundness of an assessment and/or substantial queries raised concerning the consistency of marking leading to the re-marking of the assessment for the whole cohort, the Chair(s) of Assessment Boards must be informed. The Chair(s) of Assessment Boards will consult with the Registrar and the External Examiner(s) to agree any actions necessary before the Progression and Award Board.

Internal Moderation

2.20   Internal Moderation must be carried out on a sample of all marked work for all summative assessments. The Programme and Assessment Team must ensure that samples include work marked by all markers involved in the assessment.

2.21   For internal moderation samples must consist of a minimum square root of the total submissions for the module and/or component, including all fails and at least 10 pieces at a passing grade (or all if the cohort consists of fewer than 10 students).

2.22   At the end of the internal moderation process, a Moderation Report must be completed for all summative assessment components. The moderation report should be completed using the template provided and should include the following:
i.   a record of each piece of work included in the sample;
ii.   confirmation of the range of marks in the entire module;
iii. commentary and record of action points relating to:
   a) the fairness and reliability of the outcomes;
   b) the consistency of the application of the assessment criteria;
   c) the appropriateness and consistency of feedback to students.

2.23   Further guidance for internal moderators can be found in the Marking and Internal Moderation Procedure.

2.24   The internal moderator's comments must be retained by Registry for reference and, for modules at Levels 5 and 6, submitted to the External Examiner.

External Moderation

2.25   External Examiners are asked to moderate the marking of internal markers to ensure that marking is accurate, consistent, fair, equitable, reliable and transparent in line with and with reference to national standards.

2.26   External Examiners are asked to moderate the marking of internal markers for modules at FHEQ Level 5 and Level 6. External Examiners must not be asked to arbitrate or moderate disagreements between internal markers and moderator, or be used as a third marker.

2.27   In order to carry out the role effectively, External Examiners must have available to them:

i.   A representative sample of marked student work for all summative assessments at Levels 5 and 6;
ii.   A sample of any recorded performance-based assessments for the purposes of external review;
iii. A copy of the moderation report for relevant each module;
iv.   Access to the marking area of the VLE.

2.28   Where the external moderation of assessment raises substantial queries concerning the standards and consistency of marking, the External Examiner has the right to recommend to the Assessment Board a change to element marks and, where appropriate, module.

2.29   Full information on the appointment, rights, responsibilities and procedures relating to External Examiners can be found in the Middlesex University academic regulations.

Feedback

2.30   Students must be provided with feedback opportunities for all assessments.

2.31   Students should receive feedback on their performance and how they have met the learning outcomes. Students should be given clear explanations as to where they have performed well and areas in which further development is required or advisable.

2.32   Students receive formative feedback on their formative work. The aim of this feedback is to provide immediate advice on the development of better skills and knowledge in the subject area.

2.33   Feedback should not be provided for completed drafts of summative assessment work prior to formal submission.

3.   POLICY SCOPE

3.1   This policy applies to the assessment practices for all Higher Education programmes at Point Blank London and Online.

3.2   This policy does not apply to the issuing of feedback on professional courses.

4.   RELATED POLICIES

- Disability and Mental Health Support Policy

5.   POLICY OWNER

This policy is under the responsibility of the Academic Board. The responsible committee will ensure the cyclical review of this policy is carried out in line with Point Blank's Quality Assurance Framework.

The Academic Board delegates the operational responsibility of this policy to the following staff:
- Head of Education and Curriculum
- Registrar
- Programme Leaders
- Moderators
- Assessment Team

The Curriculum Monitoring committee also holds delegated responsibility to monitor the operational adherence to this policy and report on and matters arising.

6.   PROCEDURES

The relevant procedure(s) to accompany this policy is titled Procedure 041, Marking and Internal Moderation and can be found at www.pointblankmusicschool.com/legal/public-policies/.

7.   EXHIBITS, APPENDICES AND FORMS

- Moderation report template

8.   REFERENCES AND SUPPORTING INFORMATION

8.1   Internal
- Teaching, Learning and Assessment Strategy

8.2   External
- Middlesex University Academic Regulations

- QAA Quality Code for Higher Education, Advice and Guidance: Assessment (2018)
- OfS Regulatory Framework