

Assessment Moderation

Guidance for Academic Staff

This guidance supports BSU's [Assessment and Feedback Policy](#) by providing further information and instructions on how to approach moderation for Bath Spa University (BSU) programmes, including Franchised programmes, Validated programmes and programmes delivered under Academic Collaboration contracts by BSU's Educational Partners. It is intended to provide practical guidance for colleagues who have responsibility for moderation of marking (e.g. Module Leaders), and useful information for other staff who assess students' work. This guidance is to be applied to the moderation of all assessed student work including referred and deferred student work.

What is Moderation

Moderation is the process of checking that the marking/assessment criteria for assignments has been applied fairly and consistently across a module ensuring that grades/marks are the appropriate standard. Moderation occurs after marking has taken place and before marks are submitted for consideration and approval at the Module Assessment Board.

The approach to moderation should be consistent across academic subjects. This helps to ensure a standard approach across BSU, as well as a consistent student experience (bearing in mind that some students may be studying more than one subject).

Moderation must take place for every summative assessment conducted on Bath Spa University programmes. A summative assessment is any which assesses the students' achievement of intended learning outcomes. In credit-bearing modules, summative assessments contribute to a student's grades.

The Moderation Process

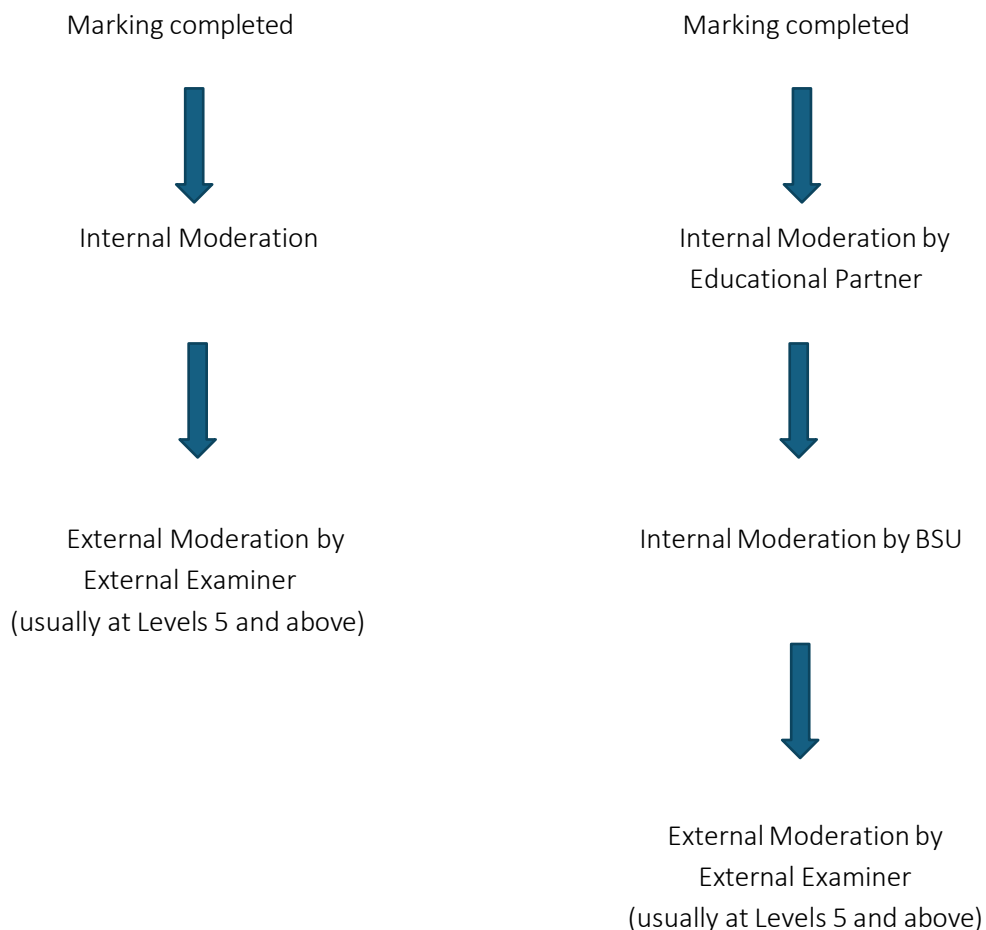
Moderation arrangements must be agreed annually at the relevant School Quality Management Committee (SQMC). Due to some educational partners running multiple intakes for some programmes, the SQMC agenda allows for discussions on moderation to take place at each meeting.

The BSU Internal Moderator(s) should be appointed by the Programme Leader and internal moderation **should** take place prior to provisional marks being returned to students. Additional internal moderators who are suitably trained and supported can be used in busy periods providing they have been approved by the Programme Leader.

Moderation is split into two stages for BSU Bath/London programmes, or three stages when working with some Educational Partners. Please check with your Head of School for agreed moderation requirements for educational partners.

BSU Bath/BSU London/Educational Partners

Educational Partners (where required)



Internal moderation (including internal moderation by BSU) should take place BEFORE provisional marks and feedback are returned to the student – within 15 working days (for direct delivery); or within 20 working days of the assessment submission deadline where an educational partner is undertaking their own additional internal moderation.

The External Examiner reviews samples moderated modules at Levels 5 and above.

Marks remain provisional until approved by Assessment Boards.

Each stage of internal moderation must be complete before student grades are extracted from Ultra (BSU's Virtual Learning Environment)

Sample Size

After marking is complete, a sample of all module assignments (included all fails) must be moderated. For BSU Bath and BSU London programmes the sample size is normally the following as a minimum:

- The sample size is typically 10% of submissions, or a minimum of 8 assignments.
- The sample should include all fails taken from the full range of marks awarded. Note that this may increase the size of the sample above 10% and the minimum of 8.

The sample size for BSU's internal moderation of educational partner programmes is agreed annually at the School Quality Management Committee and may differ depending on:

- i) the length of time the partnership has been established
- ii) the length of time the programme has been in operation
- iii) any conditions for moderation as set out at the programme approval event
- iv) the experience of the lecturer marking the student output
- v) the level of the module and contribution to the overall degree classification
- vi) the type of student output and the practicalities of implementing the moderation process
e.g. art exhibitions and performances
- vii) The size of the cohort.

Selecting a Sample

When choosing a sample, ensure that the sample incorporates the following priorities:

- i) all grade bands
- ii) all markers
- iii) all campuses (for partners teaching at multiple locations)
- iv) high similarity scores that have not been flagged for Academic Misconduct by markers
- v) high/low word counts
- vi) where there are clusters of marks over a particular band, pay extra attention to this sample (for example clusters of marks 70% and above).
- vii) markers whose grade you suspect as being inconsistent with the rest of the team.

Moderation Checklist

When moderating students' work, check that:

- i) the grade aligns to the assessment feedback comments and any mapping to a marking rubric (e.g. 'excellent' is not an appropriate level descriptor comment for an awarded grade of 45)
- ii) the grade is appropriate for the quality of submission (e.g. a grade of >70% should only be awarded for excellent work)
- iii) the full range of marks is used (we operate 0-100 marking)
- iv) borderline grades in the mid-high 30's and low 40's (for Undergraduate) and 50's (for Postgraduate) are scrutinised more closely to ensure they are worthy of failing/passing
- v) all assessment criteria have been applied (including word counts/equivalencies)
- vi) double-marking and second-marking has taken place where appropriate.

Amending Marks

The internal moderator cannot amend individual marks or overrule the original marker. They can raise concerns with the original Markers. A third Marker should be invited to adjudicate where a dispute occurs. The External Examiner is not a Marker and should not be involved in any dispute over marks.

If the marks of individual assignments are changed following feedback from the internal moderator, all summative assignments from that cohort must be reviewed and an appropriate strategy identified and recorded in the Moderation Record Form (see below). For instance, if marks are inconsistent inside a particular grade boundary (e.g. 40-49%) it may be appropriate for all assessments which scored within this grade boundary to be re-marked by the original markers.

Where an internal moderator identifies that a single marker's marking is consistently out of alignment with the rest of the markers and outside accepted tolerance, it may be appropriate to adjust their set of grades by the according amount.

Where all the marks across all markers or a set of markers have been identified as out of alignment with expectations, and outside accepted tolerance, it may be appropriate to adjust all grades by the according amount.

Moderation Record Form

The Moderation Record Form (Appendix 1) should be completed by the BSU Internal Moderator (often the Module Leader or Link Tutor) before the External Examiner is invited to review the submissions, showing a record of the internal moderation that has taken place. This Form must be available for scrutiny by External Examiners or other parties and be submitted to the Module Assessment Board.

The internal moderator should highlight in the form:

- i) how errors in, or problems with feedback comments have been addressed
- ii) any adjustment of marks in line with the above section on Amending Marks.
- iii) whether a marker's entire set of scripts have been remarked by another marker
- iv) how any Academic Misconduct cases have been identified and handled
- vi) whether there have been any inconsistencies in the application of assessment criteria.

You may also be interested in

[Grading-Descriptors-and-Marking-Criteria-Toolkit](#)

[Academic Integrity Policy and Academic Misconduct Procedure](#)

[Assessment Process Timeline](#)

Appendix 1 Moderation Record Form (BSU/BSU London) Moderation Record Form (Educational Partner) and Moderation Record Form – Education Partners (Multiple Campus Locations)



Moderation Record Form (BSU/BSU London)

(Template recommended for use in single marker/moderator and team marking situations. It can be adapted if necessary.)

Item details (to be completed by Module Leader)				
Module code:		Module name:		
Date of moderation:		Marker(s):		
Assessment Item:		Moderator(s):		
Number of pieces marked:		Max Turnitin score	[Note that high Turnitin similarity scores which have not been flagged for Academic Misconduct by markers should be included in the internal moderation sample]	
Number of pieces moderated		Turnitin: note of any action taken		
Range of marks, Undergraduate [delete as appropriate] (no. in grade from total submitted)				
1 st	2.1	2.2	3rd	Fail
Range of marks, Postgraduate [delete as appropriate] (no. in grade from total submitted)				
Distinction	Merit	Pass	Fail	
Moderation Summary				Yes/No
Are the sampled marks aligned with the assessment and marking criteria?				
Are the comments fair, formative and consistent with the marks?				
Do you agree the range of marks?				
Have you agreed individual marks within the sample to within 5% + or -?				

Has the sample been constituted to include at least 10% of submissions, across the range of grades, and all pieces given grade F (overall minimum sample size of eight)?	
If any question is answered with 'No' above, please summarise the actions taken to agree the final marks for this item. Please note the actions and final marks on the table overleaf. For example, move marks for whole cohort by +10%, or adjust marks for specific marker by -5%.	
We confirm that agreement on the assessment of this item has been reached: <i>Marker's signature(s):</i> <i>Moderator's signature(s):</i> <i>Adjudicator's signature (if required):</i> <i>Date:</i>	

Sample marking record: moderator's comments on individual marks

Marker(s): please identify each piece of work with a relevant identifier on the Assessment Report Form or online rubric and enter your mark against the identifier on the list below. For example, this could be the Student Number, or the Turnitin paper ID or Student Name.

Where multiple markers and moderators are involved, please use the first two columns to record this. The table could also be duplicated to record each marker/moderator combination.

Moderator(s): please indicate any disagreement or inconsistency for discussion with marker before agreeing marks. Student identities should normally only be revealed when agreement has been reached and the form is signed.

Marker	Moderator	Student name, initial, or ID [delete as appropriate]	Mark	Moderator's remarks	Action taken (to reach agreement)	Final mark (if action taken to reach agreement)



Moderation Record Form (Educational Partner)

(Template recommended for use in single marker/moderator and team marking situations. It can be adapted if necessary.)

Item details (to be completed by Module Leader)				
Educational Partner Institution:				
Module code:		Module name:		
Date of moderation:		Marker(s):		
Assessment Item:		Educational Partner Moderator(s):		
Number of pieces marked:		BSU Moderator(s):		
Number of pieces moderated:		Max Turnitin score		
		Turnitin: note of any action taken		
Range of marks, Undergraduate [delete as appropriate] (no. in grade from total submitted)				
1 st	2.1	2.2	3 rd	Fail
Range of marks, Postgraduate [delete as appropriate] (no. in grade from total submitted)				
Educational Partner Module Leader's Commentary				
Have you completed internal moderation and are you satisfied that the marking is fair and consistent across all markers?				Yes/No

Please explain if the answer above is no:	
Do you have any other general comments about areas of good performance and issues that the BSU moderator needs to know before completing their moderation?	
BSU Moderator's Summary	Yes/No
Are the sampled marks aligned with the assessment and marking criteria?	
Are the comments fair, formative and consistent with the marks?	
Do you agree the range of marks?	
Have you agreed individual marks within the sample to within 5% + or -?	
Has the sample been constituted to include at least 10% of submissions, across the range of grades, and all pieces given grade F (overall minimum sample size of eight)?	
If any question is answered with 'No' above, please summarise the actions taken to agree the final marks for this item. Please note the actions and final marks on the table overleaf. For example, move marks for whole cohort by +10%, or adjust marks for specific marker by -5%.	
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Moderator(s): please indicate any disagreement or inconsistency for discussion with marker before agreeing marks. Student identities should normally only be revealed when agreement has been reached and the form is signed.

Marker	Moderator	Student name, initial, or ID	Mark	Moderator's remarks	Action taken (to reach agreement)	Final mark (if action taken)

		[delete as appropriate]				to reach agreement)

Moderation Record Form –Education Partner (Multiple Campus Locations)

When moderating marks for Educational Partners programmes where there is more than one intake per academic year and where teaching takes place at multiple campuses, you may want to adapt the Moderation Record Form. For example, please see [\(Moderation Record Form \(Multiple Campus Locations\)\)](#).