

Bristol Old Vic Theatre School Moderation Policy and Process

1. Introduction

Higher education institutions are expected to have in place transparent and fair systems for marking and moderation (UK Quality Code, chapter B6). BRISTOL OLD VIC THEATRE SCHOOL (“the School”) needs to ensure that processes for marking and moderation of assessments are robust, clearly articulated and consistently applied.

The School recognises that anonymous marking of assessment is not possible given that all assessment involves some element of student observation. It is therefore vital that the moderation processes set out in this document are consistently applied in order to minimise opportunities for bias and provide reassurance that assessment results are an accurate reflection of student performance.

2. Definitions

Internal Moderation: A process separate from the marking of assessments, which ensures that an assessment outcome (e.g. mark and / or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time.

Internal moderation at the School will be a process of second sample marking.

Second sample marking: This involves a second marker being present at and marking a sample of assessments for each module. Normally the sample will be 10% of each module cohort with a minimum of 6 assessments and a maximum of 12 (where cohorts have less than 6 students, all assessments will be second marked). As all assessments are marked on a pass/fail basis, it will not be possible to sample from across a grade range. It is therefore recommended that second sample marking should always take place in instances where a student is considered on the threshold.

External moderation: This is the process by which the External Examiner is able to arrive at a judgment of the marking procedures in line with UK Quality Code (Chapter B6) expectations.

The QAA looks to External Examiners for assurance that assessment processes are properly designed and applied and carried out in a manner that is fair and equitable to all students and supportive of achieving the intended learning outcomes.

External Examiners are not normally responsible for, or involved in, the assessment of individual students to the extent that they do not carry out marking of assessed work. However to fulfil

their role, they will view a sample of student work including performances, artefacts and written work such as portfolios.

3. Marking and Moderation Process

The assessment brief, marking criteria and learning outcomes must be reviewed and noted by all designated markers before assessment takes place.

First marking: All assessments are marked by a minimum of one tutor in line with the relevant marking criteria. Observations of each student's work are recorded and submitted to the end of term module meeting.

Internal moderation: A sample of all assessments is second marked (10% of each module cohort with a minimum of 6 assessments and a maximum of 12. Where cohorts have less than 6 students, all assessments will be second marked). In instances where assessment is based on student observation, the second marking will take place at the same time as the first marking. As all assessments are marked on a pass/fail basis, it will not be possible to sample from across a grade range. It is therefore recommended that second sample marking should always take place in instances where a student is considered on the threshold.

Second sample marking of written pieces will normally take place after the first marking has been completed. The second marker will also record their observation of each student's work.

After assessments have been completed, first and second markers convene to reconcile marks. A written record must be kept of all first and second marking. In instances where there has been disagreement between markers it is essential that a written record is kept of subsequent reconciliations in order to evidence that reconciliation has been achieved through academic judgement.

External Moderation: External Examiners observe in-class assessments and final productions by arrangement with course leaders in order to assess the School's internal marking and moderation process.

Tutors or module leaders (as appropriate) should maintain a record of External Examiner attendance and feedback.

External Examiners should also be sent a sample of any written coursework for each module.

External Examiners must be sent any written coursework which has been assessed as a fail and also any written coursework where the first and second marker have been unable to agree a mark.

External Examiners provide an annual written report to UWE and attend the School / UWE Field and Award Board meetings to report their findings.

4. End of term module meetings

First and second marker assessment notes are submitted to the end of term module meetings as evidence that marking and internal/external moderation has been carried out in line with this policy.

The agreed protocol for the module assessment portion of module meetings is that reporting is done on a module by module basis and that discussions regarding individual student assessment need only take place in instances where there was initial disagreement between first and second markers or where a student has failed.

The reported outcomes of module meetings feed into the Field and Award Board process.

Approved by Academic Board 11th July 2018