

MARKING, MODERATION AND FEEDBACK POLICY AND PROCEDURES

Policy

1. The marking and moderation of all module assessment must be conducted in accordance with the general principles of marking and moderation set out below in order that the University may demonstrate that the academic standards have been upheld and that the approved marking criteria have been applied consistently on the assessment for the cohort.

Internal moderation is conducted by an internal member of academic staff who is not involved with the marking process. Their role is to review a sample of assessments following the completion of the marking process. They determine if the marking and feedback are appropriate based on the assessment outcomes in the sample and the statistical data provided, not on the marks checking process that has led to the assessment outcomes.

4. External moderation is conducted by the External Examiner who will have access to the same sample of assessments that has been reviewed as part of the internal moderation process. They will also have access to the Internal Moderator's decision and any comment made. Like the Internal Moderator, they determine if the marking and feedback are appropriate based on the assessment outcomes in the sample and the statistical data provided, not on the marks checking process that has led to the assessment outcomes. This ensures that evidence is provided to the External Examiner that marking, feedback and moderation have been completed. Specific duties of the External Examiner are set out in the '**Handbook on the policy and procedures for the external examining of taught courses**'.

General principles of marking and moderation

5. The following general principles apply to all module assessments which contribute to progression and award.
6. The School **marking strategy** should ensure a robust marking process is in place that is proportionate to the level of the assessment and to the volume of credit and must take account of the experience of the Marker:
 - (i) the Module Convenor is responsible for overseeing the marking and marks checking on their module/s. They must ensure that assessments are marked in line with the marking criteria and assessment task and that appropriate feedback is given. They determine when marking is complete and moderation may begin;
 - (ii) marks and feedback may be changed or agreed between markers as part of the marking process but not as part of the moderation process, as moderation is a separate process to assess the robustness of the marking and feedback;
 - (iii) in order to support the notion of transparency, the marking and feedback of all contributory module assessments must clearly indicate the rationale for the proposed mark. The feedback will be made available routinely, along with the proposed mark, as part of the moderation process;
 - (iv) Markers should mark using a numerical scale of 0-100 and *not* use decimal places in marking *single* assessments;

- (iii) where the Moderator confirms that the marking and feedback on the sample is robust and appropriate, the marks and feedback can be published as provisional to the cohort. This ensures that normally only moderated marks are published and that marks for the cohort on any given assessment are published at the same time.
- (iv) where the Moderator does not confirm that the sample marks and feedback are robust, a different sample must be reviewed by a second moderator. The School may undertake a remark to address the issues raised by the Moderator in advance of a second sample being reviewed by the second moderator. Where the second moderator does not approve the sample, the marks for the cohort are discounted and the marking process must be restarted with a different marker not involved in the first marking process. Exceptionally, a remark may be limited to a specific area of concern, for example, the first class band or a particular examination question.

- (iv) the University's policy is that marks and feedback for module assessments that contribute to progression and/or an award will normally be published to students as follows:
- for assessments that occur within a teaching period: normally within 3 weeks (excluding University closure days, so 15 working days) from the published assessment date. Where this would lead to marks and feedback being published within an assessment period, these should be published at the start of the week following the assessment period.
 - for assessments that occur within the A1 assessment period: by the start of week 3 of Semester 2.
 - for assessments that occur within the A2 assessment period or resit assessment period: after the relevant Progression and Award Board has met.

Marks and feedback publication dates must allow for feedback to be given in a timely manner to be considered for the next assessment (feed-forward). Marks and feedback should not be published before the end of the late submission period, to ensure that students submitting late do not benefit from feedback given to the cohort. No timescale guarantees can be given for assessments submitted after the published deadline, within the permitted lateness period;

- (v) Where the publication of marks and feedback will be after the expected date of publication (set out in 8(iv)), students in the module cohort should be informed before the expected date of publication, and no later than 24 hours after it. It is the responsibility of the Module Convenor to communicate this to students, providing an explanation for the delay and a date by which marks and feedback will be published, and including the School Office. Where the Module Convenor is unavailable, this responsibility will fall to the()11.3 (H y (o)-3.3 (n)-3.4 (s)-5 (ib)-3.3 H)-2 (a(o)--5.9e-9.6 (yna(o)--5.9

10. In cases involving more than two markers in the marking process, the Module Convenor is responsible for collecting and distributing the scripts, together with a copy of the batch marks sheet, to appropriate markers.

The marking of particular cases

Incomplete work

11. Where an assessment has been unanswered (such as where there is a requirement for a specific number of questions but some are wholly unanswered) or has been answered but is illegible, a zero on the marks sheet should be entered for each question not attempted and for each question that is illegible. The mark for the whole paper is arrived at by including these zero marks in the calculation. The legibility of an assessment is not based on the academic judgement of a single member of staff and is open to appeal. Any assessment considered to be illegible should be included in the moderation sample. In cases where a mark of zero is applied the School must arrange for the students other assessments to be checked to determine if there were any concerns regarding legibility. This will enable Schools to refer students to Disability Advice where appropriate. Where the student has dyslexia or a disability impacting on their handwriting, the Disability Advice can arrange for a PC or in cases of late diagnosis for the assessment to be typed at the expense of the University.
12. Where an assessment has been partly answered -2 (ped)228 0 Td()Tjt8s fa htegar5.9 (t)-6.6 (l) -2 (s)-2 (r) 12.

assessment so that the student does not receive credit for using the same material twice. Such cases are not processed as academic misconduct.

16. Examination questions should take into account the full range of the subject matter of the module and test specific module learning outcomes. Where ex

(v) simplified vocabulary

Appendix 1: University process for the moderation of marks

UNIVERSITY PROCESS FOR THE MODERATION OF MARKS

This process guide on the moderation of marks is designed for marking and moderating assessments which are submitted in hard copy. Please also refer to the flowchart at the end of this Appendix.

Step 1: Marking process

- (i) The Marker records the mark on the individual cover sheet and the batch marks sheet.
- (ii) The Marker records the feedback, either directly on Sussex Direct or on the individual cover sheet. Schools may allocate a member of staff to enter the feedback on Sussex Direct from the individual cover sheet. Marks and feedback are recorded based on the candidate number in line with the principle of anonymous marking.
- (iii) The Marker completes a batch marks sheet for the batch recording a mark for every assessment in the batch, and attaches this to the front of the batch (this stays with the batch). A number of internal markers may be involved in the marking for a large cohort, each with a batch marks sheet for the batch of assessments that they are marking.

Step 2: Selecting the sample for moderation

- (i) The sample should be selected by the Chair of the Board of Study (or nominee).
- (ii) The Chair of the Board of Study (or nominee) identifies the sample on the batch marks sheet.
- (iii) The Marker passes the sample of assessments and batch marks sheet to the Moderator to conduct the moderation process.
- (iv) The School Administrator sets the timeframe for the sample to be returned to the Marker by the Moderator (this is necessary in order to meet the deadline for the return of marks and feedback to students and to meet any end of year deadlines in relation to examination boards).

Step 3: Conducting and recording the moderation process

- (i) The Moderator will need to review the feedback via Sussex Direct or the individual cover sheet attached to each assessment in the sample, as appropriate.
- (ii) The Moderator records his/her comments on the batch marks sheet for the sample of assessments to confirm whether in his/her academic judgment the marking and feedback is robust and appropriate.
- (iii) Where the Moderator confirms the sample, the assessments for the cohort and the batch marks sheet are taken to the School Office to complete and/or check the marks entry for all assessments in the cohort.
- (iv) The marks and feedback can then be published.

Appendix 2:

Appendix 3: process where there is a delay in publishing marks and feedback

