

Pursuant to Article 9 of the Statute of Algebra University, the Senate of Algebra University enacted, at its 1st session held on 12th December 2023, the following

MODERATION AND FEEDBACK POLICY OF ALGEBRA UNIVERSITY

1. GENERAL PROVISIONS

This Policy represents a general act which regulates various elements of the feedback and moderation process in Algebra University and, in particular, stipulates obligations within the process. Furthermore, it regulates roles and responsibilities for the feedback and moderation process within the institution.

2. DEFINITIONS OF TERMS

Feedback is a process in which students obtain information about their work in order to gain an insight into the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself in order to improve work.

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (e.g. mark - 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. There are two main methods of moderation – Double Marking and Sampled Second Marking.

3. FEEDBACK

The purpose of feedback is to enable students to effect change in the quality of their work and learning.

Good quality feedback is essential in developing students' ability to judge standards of their own and develop the ability to self-assess and take on and act on guidance and advice to become an independent learner.

Feedback is a two-way process and a joint and shared responsibility and thrives on interaction and dialogue between students and their teachers.

Students should be encouraged from being passive receivers of feedback to actively seeking and utilising their feedback.

Quality feedback should be consistent, prompt and balanced, refer to the marking criteria, be specific in supporting learning for the next assessment, i.e. contain suggestions for students on ways of developing their work and how they can implement these suggestions in their next assessment.

It is the obligation of every teacher to provide students with quality feedback on all evaluated work through the organization of insight into the evaluated works of students.

The date and time at which the feedback will be given to the students must be made public through the notice section of the Infoeduka system.

Students taking a dual degree with Algebra University and Goldsmiths, in addition to receiving oral feedback, will receive written feedback.

Written record of feedback should be available through the Infoeduka system.

For smaller items of assessment (in terms of weighting and length), annotations and on-test comments can be used as written feedback.

For modules that have large number of students and have tests/examinations that are an objective assessment of skills and/or the application of skills generically produced written feedback can be used.

Formative feedback will be mostly provided verbally. However, teachers may keep a record of this feedback and use this as a basis for the summative feedback.

Opportunities for feedback and dialogue arise in all aspects of learning and students should be made aware that feedback is not only associated with formally assessed work, but is often available within tutorials, practicals and lectures, as well as more informally in e.g. class discussions, and placements etc.

4. MODERATION

Discussion of the moderation approach depends on the types of assessment, the number of assessments for a module, the number of students on the module and available staff expertise-knowledge.

The decision on the moderation approach is made by the module leader.

The chosen moderation approach needs to be applied consistently to all assessment types available in the module.

Available moderation approaches:

Independent double marking – the first marker(s) and second marker-moderator independently mark all students' work – so that the first marker(s) marks and feedback are not available to the second marker-moderator, and vice versa. The first marker(s) and moderator then discuss any discrepancies between their marks and agree on a final single mark all the while documenting/recording the discussion.

Simultaneous double marking – the first marker(s) and second marker-moderator simultaneously (together) mark all students' work. Any discrepancies between their marks are discussed instantly and they agree on the final single mark. Discussion on differences is documented/recorded.

Second Marking – the first marker (or team of first markers) marks the work and produces feedback. The work is then passed to the moderator (second marker) who looks at the work and the first marker's proposed marks. If they agree on the mark, then moderation ends. If not, the first marker(s) and moderator discuss the work and try to reach a consensus decision regarding the marks and this discussion is documented/recorded.

Sampled Second Marking – involves one or more first markers marking all students' work/s for a component of assessment, and a moderator reviewing these marks for a specified proportion-sample. The moderator should review the first markers' marks and comments for the sample, and check that marking for the sample is consistent with the relevant common marking scheme, mark-grade descriptors and marking criteria. If the moderator is not satisfied and thinks that the marks are appropriate, they should discuss them with the marker(s) concerned and then make any necessary adjustments to the marks and associated feedback, and this discussion is documented/recorded. A

sample size is 10% of all assessments or a minimum of 15 assessments. The sample should include examples of top-level, average and fails.

The moderation process needs to be completed before the student receives their marks and feedback.

In addition, for students taking a dual degree with Algebra University and Goldsmiths, a sample of assessed work will be scrutinised by the External Examiner.

5. ADDITIONAL STEPS IN QUALITY ASSURANCE OF ASSESSMENTS

Head of the department needs to review all exam questions and all projects before they are distributed to students to additionally assure alignment with learning outcomes, and level of learning outcomes, and to avoid potential misinterpretations and inadequate expectations.

Exam questions and their potential interpretations can also be discussed in advance between academic staff. This can help clarify expectations for markers.

Marking criteria and their application to assessment/exam questions can be discussed in advance. As with the agreement on assessment questions, this can help clarify the scope of potential valid answers.

Teachers can meet in advance of marking and discuss a small sample (e.g. 2-3 pieces) of work. This can help confirm expectations. It may also widen the kinds of attainment that academic staff sees as valid.

6. TRANSITIONAL AND FINAL PROVISIONS

The Vice-Rector for Quality of Algebra University is responsible for the interpretation of the regulations stipulated herein.

This Policy applies to all teachers, associates and employees of Algebra University.

This Policy enters into force on the day of its adoption.

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