

Central Film School

2025-26

Central Film School

Marking & Moderation Policy

1. Introduction

- 1.1. This policy defines the School policy on the marking and moderation of all work that is formally assessed as part of an award. It incorporates School policy on feedback on assessment, moderation, and second marking
- 1.2. This policy concentrates explicitly on procedures that should be followed when marking pieces of assessment; it does not take into account issues such as mitigating circumstances, assessment offences and late submission which are covered by other policies. A principle of the School's marking procedures is that each piece of assessment should initially be marked solely according to defined academic criteria; allowances for other circumstances should be made in accordance with these other policies.
- 1.3. Central Film School, by the nature of its programmes, focuses on practical assessments and makes use of various forms of assessment such as on-set observations, presentations and table reads. Due to this, principles of anonymous marking are impractical to implement. However, all assessments are second marked or internally moderated before being reviewed by external examiners to ensure the quality of academic practice.

2. Marking

- 2.1. All marks that are presented to a board of examiners must be on a scale of 0-100, using whole numbers only. Normal practice is, where the final mark is not a whole number, for the mark to be rounded to the nearest whole number, with .5 of a mark rounded up.
- 2.2. Marks shall for each assessment point shall be awarded on even integers, for example;
 - A 2.2 for undergraduate modules will receive one of the following grades: 50, 52, 54, 56, 58
 - A merit for postgraduate level will receive one of the following grades: 60, 62, 64, 66, 68
- 2.3. Criteria for the award of these marks will be defined during the programme/module development processes. Assessment criteria may be defined either at subject, programme, module or element level and must be made available to students.
- 2.4. In all cases, assessment criteria will be approved at an appropriate level. Approved marking criteria will be communicated to students at an appropriate level.

3. Standardisation

- 3.1. Standardisation is a pre-marking activity that ensures all markers understand and consistently apply assessment criteria across different modules. The purpose is to ensure academic assessment is applied consistently, fairly, and in line with sector standards. The process aims to promote a shared understanding of the school's standards for specific assessments.
- 3.2. Standardisation must occur before the marking of student assessments. All staff involved in marking should participate in the process.
- 3.3. Effective standardisation processes ensure that standards are compatible across different modules, different areas, and over time.
- 3.4. A combination of models can be used at different stages throughout the academic year. Standardisation meetings should take place at least once every academic year.

4. Second Marking and Moderation

- 4.1. The processes of second marking and moderation are to ensure consistency in marking practice.
- 4.2. Second marking is defined as the marking of all pieces of submitted work for a particular assessment by an examiner other than the person originally designated to mark the work presented for assessment.
- 4.3. Moderation is defined as a process of sample marking of submitted work for a particular assessment by an internal examiner other than the person originally designated to mark the work presented for assessment.
- 4.4. All summative assessment will be second marked or moderated. It is recognised that it is sometimes neither practical nor necessary to second mark all assessments.
- 4.5. Where work is second marked, the two markers should attempt to agree a proposed mark to go forward to the relevant exam board. Where there are differences that cannot be agreed through initial discussion between first and second markers, and the discrepancy of marks is above 5% and/or there is disagreement across classification boundaries, the use of a third marker will be employed. In cases where marks between first and second markers differ within 5% the first marker's initial mark will be used.
- 4.6. Moderation should ensure an appropriate range of assessments are considered, by use of a representative sample. This moderation sample will include:
 - assessments across the range of marks with at least one assessment from each classification band and roughly equal numbers from each band;
 - all fails; and
 - at least 10% of the module cohort or at least 6 students, whichever is greater.
- 4.7. In each case the correct form of moderation or second marking should be agreed by the relevant chair of the board in consultation with an external examiner.

5. Responsibilities

- 5.1. The Course Leader is responsible for ensuring that all the assessments for the relevant module are marked and the agreed marks are ready in time for the preparation of the report for the Exam Board by the Secretary to the Board.
- 5.2. Course Leaders are responsible to the Academic Board for ensuring that marking and moderation is adequately conducted within their subject area.
- 5.3. It is the responsibility of the Exam Board to ensure that this Policy on Marking and Moderation is enforced.
- 5.4. It is the responsibility of the Course Leader to ensure that assessment criteria have been drawn up for the assessment being marked. These should be provided to all examiners involved in the marking/moderation process, including any external examiner(s).

6. Reassessments

- 6.1. Due to the accelerated nature of our BA degrees and intensive nature of our MA programmes, early reassessments, before confirmation of grades at the relevant Exam Board, are provided to students who do not achieve a passing grade in their first attempt.
- 6.2. Central Film School has robust marking and moderation practices which ensure that marks provided are consummate, fair, and in line with the defined academic and assessment criteria.
- 6.3. Early reassessments are provided to:
 - Ensure that progression between levels or graduation is not impeded as Exam Boards often occur during term time.
 - Maintain academic momentum and reduce the workload and stress of students who require reassessment.
 - Ensure fairness and equity for students who have extenuating circumstances that impact their studies.
 - To minimise administrative bottlenecks during the academic year

Document Title	Marking & Moderation Policy
Document Reference	CFS-L&T-2025-004
Issuing Authority	CFS Academic Board
Author	L&TC
Document Approval Date	27 Aug 2025
Date Last Amended	27 Jun 2025
Effective from	27 Aug 2025
Review Date	19 Jun 2026

Version History		
Purpose/Change	Author	Date
Policy created and ratified	L&TC	03/04/2024
Policy approved and ratified for 2024/25 academic year	L&TC	27/08/2024
Policy updated into new format	L&TC	27/06/2025
Policy updated with Standardisation section	L&TC	14/07/2025
Ratified for the 2025/26 academic year	AB	27/08/2025