

MELBOURNE GRADUATE SCHOOL OF EDUCATION

FOR APPROVAL/ENDORSEMENT

by

MGSE Executive

Assistant marker policy and process

RECOMMENDATION:

That MGSE Executive Committee approve / endorse the below proposal to regulate the process of engaging assistant markers in MGSE coursework subjects.

PURPOSE:

This paper outlines a proposed approach to regulate the process of engaging assistant markers in MGSE coursework subjects.

Background:

Due to teaching demands, support for research (such as seed grant funding) and increased class cohorts, academic staff eligible for marking relief may, following processes managed by the Associate Dean (Staffing), delegate marking duties to assistant markers.

The Assessment and Results Policy (MPF1326) stipulates that marking may be delegated to 'assistant markers,' provided the relevant approval(s) are in place, and consistency in marking standards are ensured:

- 4.17. *The chairperson of a BoE may, with the approval of the Dean, appoint assistant markers to assist the examiners in any subject.*¹
- 4.63. *The BoE must ensure that agreed documented assessment marking criteria are used to set standards which:*
- (a) ensure alignment between learning outcomes and assessment;*
 - (b) ensure, as far as practicable, that every examiner and assistant marker in the subject applies the same marking standard to demonstrate equity of marking; and*
 - (c) reduce the number of differences in marking during moderation of results.*²

Therefore, it is appropriate to define a common understanding of the practice and guidelines at school level, to:

- avoid the overuse of delegated marking,
- ensure qualifications and experience of assistant markers,
- define the responsibilities of the academic eligible for marking relief (i.e. the subject coordinator and/or the tutor) and the assistant marker, and
- ensure transparency of practice.

¹ <http://policy.unimelb.edu.au/MPF1326#section-4.4>

² <http://policy.unimelb.edu.au/MPF1326#section-4.18>

Issues and concerns:

- Outsourcing of marking may impact student experience and quality of assessment, i.e. student experience may be compromised if they are not able to communicate directly with the staff who are evaluating their work,
- Enlisting additional staff to mark in a subject in which they are not teaching risks consistency of marking practices unless managed carefully by subject and course coordinators.

PROCESS

The academic eligible for marking relief must ensure that they:

- Source appropriately qualified assistant marker/s, who meet the below requirements and provide evidence of this prior to being assigned marking duties;
 - Assistant marker/s must hold the minimum appropriate AQF level qualification (i.e. Masters level 9 requires AQF level 9 and above), and
 - demonstrate relevant experience / content knowledge in the subject area, and
 - be registered in the Casual Tutor Recruitment System (CTRS), identifying themselves as available for marking duties.
- Seek approval in writing from the subject coordinator and the Associate Dean (Staffing) to delegate marking duties to nominated assistant marker/s;
- Support the assistant marker/s by providing all relevant information and resources, such as samples of feedback comments applied to student work;
- Engage in (or when also the subject coordinator, take responsibility for) the moderation process; and
- Are available to respond to queries from students prior to assessment and after the release of results.

The assistant marker must ensure quality and effectiveness of assessment, that:

- is consistent with the subject learning outcomes,
- contributes to the desired graduate outcomes,
- provides fair and transparent feedback; and
- adheres to provided rubrics or assessment criteria and the University's Assessment and Results Policy (MPF1326).

The subject coordinator must:

- Approve the nominated assistant marker/s,
- Take responsibility for moderation process/es, which include the assistant marker/s, so that marking is consistent and that appropriate/relevant feedback comments (including consistent wording) are made across the subject.

Written By: Associate Professor John Quay, Dr Caroline Cohrssen, Dr Merryn Dawborn
Gundlach, Suzanna Owens, Kristine Jover

Authorised By: Associate Professor Larissa McLean Davies, Associate Dean (Learning and Teaching)

Date: 14 March 2019