



Assessment and Feedback Policy

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A. Introduction

1. Regular assessment and feedback are fundamental aspects of high-quality teaching and learning, and essential to a positive student experience. At ArtsEd, assessment and feedback procedures are designed to support students to develop the skills they need to fulfil their potential and to succeed in the industry. To facilitate this, we aim to create a collaborative and creative environment between tutors, practitioners and students.
2. Students will be provided with a digital programme handbook and student guide at the start of each academic year with key information about assessment, marking and feedback arrangements for every module/unit. This is the primary source of practical information for staff and students.
3. This policy outlines ArtsEd's approach to applying and meeting the requirements of our validating institution, City St George's, University of London's [Assessment Regulations \(Senate Regulation 19\)](#).
4. The Level 6 Professional Performing Arts Diploma, validated by Trinity College London and delivered through the BA (Hons) curriculum, has additional criteria and processes that will be sent directly to relevant students at the start of each year.
5. This procedure should be read in conjunction with the following documents, available on the [Policies page of our website](#):
 - i. Programme Handbook (ArtsEd Sharepoint)
 - ii. Exceptional Circumstances Policy
 - iii. Academic Appeals Procedure
 - iv. Academic Integrity and Misconduct Policy

- v. Trinity College London Professional Performing Arts Diploma delivery guide (if applicable)

B. Principles

6. **Transparent, clear, consistent and accessible information** is provided to students. This includes:
 - i. The aims and objectives of the unit, module and programme
 - ii. The type of assessment
 - iii. Assessment and marking criteria and calculations/weightings
 - iv. How to submit written assignments and deadlines for submission
 - v. Guidance on exceptional circumstances (including extensions, deferrals) and reasonable adjustments
 - vi. Guidance on academic integrity and academic appeals
 - vii. How and when feedback will be provided, including delays
7. **Assessment, marking and feedback is fair, constructive and timely.** This considers:
 - i. The appropriate weighting of each assessment in relation to calculating marks and learning hours and credits
 - ii. Reasonable adjustments for students with SpLD requirements
 - iii. Internal and external moderation
 - iv. The contribution of an assessment towards a student's learning and development
 - v. Use a range of assessment and feedback methods
 - vi. Timely feedback that identifies strengths and areas for improvement
 - vii. Manageable and reasonable workloads for students
 - viii. Guidance and expectations for each assessment and the use of common marking criteria
8. All marks and feedback are based on academic judgement with reference to the marking criteria specified for each class, project or unit of work being assessed.

C. Assessment Methods

i. **Formative assessment: assessment for learning**

9. Formative assessments monitor students' learning and provide small, incremental challenges for students. Feedback is given throughout the project or class, and marks are not usually recorded formally but might be considered as part of a summative mark e.g. process or classwork. Examples include:
 - Rehearsal
 - Mock or practice assessment
 - Technical exercises
 - Improvisations
 - Scene work, songs or choreography
10. These assessments are a crucial part of our approach to learning and teaching, helping students to identify their strengths and areas for development to work on

before their final (summative) assessments. In addition, we encourage students to develop the ability to provide each other with thoughtful, respectful and responsive critiques of each other's work (peer assessment).

11. Feedback on formative assessments is often given in the studio or rehearsal room in the form of rehearsal notes, technical corrections and encouragement to try new approaches.

ii. **Summative assessment: assessment of learning**

12. Summative assessment evaluates students' learning, skills and development at a particular point in time by comparing it against common criteria, which is detailed in Programme Handbooks. They enable students to demonstrate the extent of which they have met the objectives and standards for a unit, module, programme stage and award.
13. Marks that contribute towards the achievement of an award and/or academic credit will be recorded according to the marking and moderation procedures in Section D. As such, they are often called formal or final assessments.
14. Assessments at ArtsEd reflect the structure of our courses and final marks are often made up of multiple assessment types. Early in their training, assessment is often focused on skills development through rehearsal process and classwork, and as students develop their ability to apply skills, the weighting shifts towards performance.
15. The key types of summative assessment at ArtsEd are outlined below:

Classwork and rehearsal process	Assessing a student's progress and achievement during a defined period of time, such as a project, rehearsal or specific unit. This is continual assessment and will be marked at the end of the teaching, which could be at the end of the year.
Performance	Assessment of performance takes place at project showings, film screenings, and in public productions of plays and musicals.
Written assignments	Students will write journals, essays or critical analyses to research and reflect on their experience during a specified project. These are pass/fail for undergraduate courses and marked for MA Acting.
Portfolio	At the end of each year or course students submit a professional practice portfolio, which is marked pass/fail for all courses.
End-of-year assessments <i>(BA (Hons) Musical Theatre only)</i>	Towards the end of the summer term, students in Years 1 and 2 of the BA (Hons) Musical Theatre programme take part in solo end of year assessments in the core components of all three disciplines, Dance, Singing and Acting.

D. Marking and Moderation

16. The following processes normally apply to summative assessments only.
17. All assessments which contribute to a credit-bearing module will be marked and internally moderated by at least two qualified and experienced staff to make sure marks are not finalised by an individual. The markers for each assessment are detailed in the Programme Handbook.
18. All staff involved in marking or giving feedback will be provided with training in ArtsEd's procedures and clear guidance to apply the relevant assessment criteria by the Head of Department or Course Leader/Director of School.
19. Public performances, showcases and film screenings (e.g. BA Year 3 and MA Acting) are marked by a minimum of three in-house tutors, normally each Head of Department. Tutors who have been creatively involved in the production will not mark performance and another senior tutor will mark.
20. Written assignments are marked by relevant tutors or external assessor. A sample of assessments across a range of marks will be moderated and all borderline fail or fail marks will be second marked.
21. Internal moderation will normally be completed by the Head of Department, or where they are a first marker or creatively involved, the Course Leader/Director of School will moderate.

Role of Assessment Boards

22. Assessment Boards have the authority to confer awards, approve marks, degree classifications and extenuating circumstances, and oversee the effectiveness of ArtsEd's assessment and marking procedures. They are operated in accordance with City St George's, University of London's Assessment Regulations (Regulation 19).
23. All summative marks are provisional until approved by an Assessment Board, usually held at the end of each academic year (i.e. July for BA and CertHE, November for MA) and are not normally released to students until after the meeting. Subject to paying all outstanding tuition fees, students will receive result letters at the end of each year containing their final mark for the year, module and unit marks, and information about the **Academic Appeals Procedure**.
24. Assessments from each year group and course are moderated by an external examiner on behalf of the Assessment Board. They will have extensive knowledge and experience of performing arts programmes in higher education and produce a yearly report about the quality of our teaching and assessments. Additionally, they provide insight into the curriculum, practices and developments of similar institutions and courses.

E. Feedback on Summative Assessments

Students will receive written feedback for summative assessments no more than **20 term days** after the final performance, film screening or class being assessed, or after the hand in of written assignments.

25. We use a combination of written and verbal feedback to support the learning process. It is important for students to receive feedback in a timely manner, so they have an opportunity to reflect on their learning and apply feedback to subsequent assessments.
26. Students will receive feedback from a marker for all summative assessments that contribute towards their award.

Verbal feedback	Written feedback
Verbal feedback is used where a discussion between the tutor and student is useful and gives students the opportunity to ask questions. Students are expected to take their own notes and can record their feedback, for example on their phone, or bring a companion to write notes for them.	Staff complete written feedback on students' progress, including agreed objectives and areas for further development.

F. Resits

27. Students are normally permitted two attempts at an assessment (first attempt and resit) and resit marks are capped at the pass mark (40 for undergraduate and 50 for MA), unless the student has approved Extenuating Circumstances. We use the term resit to refer to a reassessment that does not have approved Extenuating Circumstances and when the marks for the student's previous attempt remain on their record.
28. The resit task/activity must enable the marker(s) to accurately and fairly judge the extent to which a student fulfils the assessment criteria. We recognise that it won't always be possible to replicate the context, e.g. project showing or classwork, therefore adjustments can be made within the scope of the curriculum. Significant deviation from the content of the first attempt requires approval from the Assessment Board.
29. The nature of some assessments heavily weighted towards performance, such as public performances and showcases, might mean a resit is not possible. This will be considered on a case-by-case basis, and students could be required to repeat part of their studies.

30. Resits will normally take place after the relevant Assessment Board. However, we recognise this is not always appropriate for performance assessments and resits during the academic year can be requested through an Assessment Board.

Appendix 1: Common Marking Scale

Marking Scale	Classification	Description
85-100	First Class (BA) Distinction (CertHE)	Exceptional application and integration of required skills, underpinned by outstanding knowledge and understanding. Exceeds the expectations for the level of study.
70-84		Excellent application and integration of required skills, underpinned by an advanced level of knowledge and understanding. Exceeds the expectations for the level of study.
60-69	2.1 Upper Second (BA) Merit (CertHE)	Very good application and integration of required skills, underpinned by a very high level of knowledge and understanding. Meets the expectations for the level of study with some excellent features.
50-59	2.2 Lower Second (BA) Pass (CertHE)	Good application and integration of required skills, underpinned by sufficient knowledge and understanding. Meets the expectations for the level of study.
40-49	Third Class (BA) Pass (CertHE) MA only: 50 is the minimum pass mark 40-49 is a fail.	Satisfactory application and integration of required skills, underpinned by an adequate level of knowledge and understanding. Acceptable achievement of the expectations for the level of study.
40-49 (MA)	Fail	Unsatisfactory application and integration of required skills, with limited and inconsistent knowledge and understanding. Expectations for the level of study are not met.
1-39 (BA and CertHE)		Non-submission (NS) or did not participate without approved Exceptional Circumstances or academic misconduct (AM) detected.
0 or NS or AM		
EC or DEF	n/a	Approved Extenuating Circumstances (EC) or deferred assessment (DEF). Student's next assessment attempt is counted as their first attempt (i.e. not capped resit).

Version Control	
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