

## ASSESSMENT

### ***Modes of Assessment:***

Assessment is used to test your skills and knowledge in the different areas of the course, and offers a formal opportunity to provide feedback on your progress. Most courses are assessed, and details of assessment are given in this Handbook.

There are two modes of assessment used in undergraduate study: Continuous Assessment and Designated Assessment. In Continuous Assessment, all your work in class is taken into consideration when forming a judgement; Designated Assessments take a variety of forms, but are concerned with testing you at a given time, that allows you to prepare in advance. Modes of designated assessment include: showings of work (such as a dance class); performances; and mock auditions. In addition, at the end of each year your Professional Development Portfolio (PDP) will be submitted for final assessment.

Assessments differ for each course and are conceived as the best way to test abilities in each subject area. Overall, each assessment is designed to complement the learning aims and outcomes of each course. This in turn provides information on the ability and progress of each student in fulfilling the aims of the programme.

All assessment marks remain provisional until confirmed by the Board of Examiners at the end of the year.

### ***Continuous Assessment***

This is undertaken by teachers at key points in the course in accordance with published criteria. Teachers measure your progress and achievement in each class, which is consolidated in a mark and comments at the end of term. It is important to note that while continuous assessment gives credit for progress, effort, preparation, and participation, achievement constitutes 50% of the mark.

Remember that forms of language used in class may not be reflected on the assessment sheet. For example, if a tutor says to you “Very Good” or “Excellent” following an exercise, this may refer to your effort or your achievement relative to your norm, being used as a way to encourage you to do better. The assessment sheet will indicate your standard of achievement across a number of areas and it is important that you do not confuse this with only your standard of effort, or comments designed to give you encouragement.

Continuous assessment sheets should be shared with your parents/guardian.

## ***Designated Assessment***

During the course of the year you will have assessment classes or performances in all of your practical subjects. These are an opportunity to show the progress you have made and for staff to identify any areas of weakness in your work for which you may need additional help. Following each assessment you are given feedback which should be stored in your Professional Development Portfolio. The School aims to give you feedback as soon as possible after the assessment; this will be verbal and will relate to your achievement of assessment criteria for the subject. You will also have an interview with your tutor and, at certain points in the course, a senior staff member. You will be expected to talk about your work and your progress in these interviews. You will supply minutes from the interviews, approved by your tutor which you should file in your Professional Development Portfolio. Feedback should be used by you to set relevant learning targets for the next stage of the course. Assessment marks are subject to an internal moderation meeting which usually takes place at the end of each term.

Dates of all designated assessments are displayed on the assessment notice boards.

## ***Terms Used in Assessments***

- Formal Class Assessment  
This refers to the presentation of work in a studio setting and will include both prepared and unseen work, class work and repertoire performance.
- Performance Assessment  
This refers to the presentation to an audience of prepared repertoire and will usually take place in a theatrical setting.
- Viva Voce  
This is used to test your depth of understanding and analysis in a given area and will take the form of an initial verbal presentation by you, followed by questions from, and discussion with, the panel.
- Progress Review  
This is not part of the formal assessment procedure however it is valuable to you in providing feedback which can then be used to set targets. Progress Review is carried out half-termly by your Tutor, across the course and in conjunction with your class teachers. Feedback is given verbally and you should make and file your own notes.

## ***Assessment processes***

Assessment processes adhere to the University of Kent Credit Framework, Annex 6:

<http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html>

The following describes how the assessment process works at Central School of Ballet:

Assessments are either marked by a team of three tutors or marked independently by one tutor with a sample second-marked by another tutor. All assessment marking is moderated.

Each marking tutor fills in an assessment sheet that details a mark and comments (this can then form the basis for discussion in an interview or tutorial). Following the assessment, the marking team meet with the year tutor and the class teacher. They discuss each student and provide feedback which is recorded by the year tutor. The process of discussion leads to a decision about the awarding and allocating of marks.

Marks for all modules and module components are given as a grade. Assessors reach a decision about a grade by consulting the criteria and band descriptors in the Programme Handbooks, and by using one of the 22 grades according to the University of Kent marking scale, see page 4. Students should always refer to the criteria and band descriptors for a greater understanding of the standard of work following assessment.

The school aims to give feedback on assessments as soon as possible. Students meet with their year tutor and another member of staff to be given the feedback from the different assessed disciplines. It is important that this is done verbally as there are opportunities for the students to ask questions and participate in discussion. The student records this feedback and they are given an indication of the bands into which their marks fall.

In the feedback process, students are expected to talk about their progress, achievement, self-assessment and the targets they have set for the coming period. There is opportunity for the students to gain further clarity if required through questions and discussion.

For designated, formal assessment feedback, students should be aware that tutors place most emphasis on the actual feedback comments. Tutors will use comments such as, 'you are working within the very good/ good band and you are in the top, middle or just within this band'. This highlights the level of work without referring directly to the numerical mark.

It is important that students know how and what they need to improve. Feedback should empower the student to move forward in a positive way. The aim of the feedback is to help students to set targets and take ownerships of their work. Rather than focussing on giving a mark, the feedback is used to help to explain the level the students is achieving within the assessment band descriptors. Tutors and students needs to have a copy of the band descriptors at the meeting and these are always referred to. Please note we are not imposing a 'no mark rule', but instead we are aiming to place most of the emphasis of the feedback session on the verbal feedback and areas for improvement.

For continuous assessment marks, the numerical mark is written on the continuous assessment feedback sheet. A week before the end of term or the first week back from vacation, the student receives their continuous assessment mark sheets which give a mark and further feedback. The students are asked to raise any concerns or issues with their tutors so that they can be discussed.

The External Examiner has access to all the work that contributes to the degree award. At times over the year External Examiner visits the school to look at samples of practical and performance work and assessment marks. They have the right to recommend that marks be adjusted if they believe they are too high or low (this recommendation is noted at the Board of Examiners meeting at the end of the academic year).

Students have the right to appeal against assessment procedures but may not appeal against academic judgement. If you have a query about your assessment comments or your feedback, it is important that you speak to your tutors. You can arrange a tutorial where the issue can be explained and discussed fully.

### ***Protocol for Submission of Written Work***

To facilitate tracking of coursework and concessions students need to submit their written assignments in the following way.

- 1 Assignment guidelines will be distributed and explained by Tutors at the start of term.
- 2 All assignments will be submitted centrally to the Study Room. The students need to sign the submission sheet personally to prove that they have handed in their work. All assignments need to have a completed Submission of Coursework for Assessment form at the front. These forms are available from the Study Room. For the 17/18 academic year, an electronic copy of the assignment must also be uploaded to Turnitin. Students will receive Turnitin training ahead of their first hand in date.
- 3 The Learning Development Manager will collate assignments for marking, noting any missing work.
- 4 Work which is not submitted on time, where no concessions have been granted or are eligible, will receive a mark of zero. The assignment needs to be completed (a new deadline will be given) but the mark will be capped at the pass mark of 40%.
- 5 Essays are then marked and returned to the students by their tutors.

### ***Applications for Extensions***

A student may sometimes not be able to perform a project or hand in their work on the designated date for a legitimate reason.

If you have a legitimate reason for not being able to participate in an assessment or to submit work on time, then you may request an assessment extension, which will grant you a fair amount of extra time to complete the work or prepare for assessment.

All requests for extensions for practical work should be made through your tutor, the Senior School Administrator or the Head of Studies. All requests for extensions for written work should be made through the Head of Studies or Learning Development Manager. If agreed, the student will be given an Extension Request form to complete. A new date for submission will be discussed, agreed and noted on the form. The signed form needs to be submitted with the assignment.

Please note:

- Extensions must be applied for before the deadline has passed. Only in very exceptional circumstances will extensions be allowed once the deadline has passed.

- Extensions work differently for different types of assessment

- **Group Performance or Group Class Assessment**

If you are unable to present work at a group performance or class assessment, either a new date for the performance or class will be set, or a new project will be set. If either of these is impractical, the matter will be referred to the Examination Board.

- **Solo Performance, Class Showing, Test or Examination**

If you are unable to present work at a solo performance or showing or a test/examination, a new time will be agreed with you, if practical.

- **Oral Presentation**

A new date for the presentation will be agreed with the class tutor.

- **Written or Project work**

A new hand in date will be set equivalent to the amount of time you were indisposed.

Reasons for requesting an extension that are normally considered legitimate:

- Illness or injury
- Family or personal problem
- Diagnosed Specific Learning Difference / English not the first language (written work only)

Reasons for requesting an extension that are NOT normally considered legitimate:

- Computer or printer problems
- Poor personal time management
- Moving house
- Holiday
- Books not available in the library
- Left the work at home/on the bus/stolen etc.
- Someone else was bringing the work in

An extension will only be offered for an equivalent amount of time to that which you were indisposed. For example, if you were ill for three days, you can ask for a three day extension.

Note that:

- Illness must be supported by certification as appropriate (self-certification – five days and under, GP certification – above five days).

### ***Failure to submit work or attend an assessment***

For Central's Higher Education Programmes, attendance has an impact on assessment. Students must attend a minimum of 80% of all classes to be eligible for assessment. This applies to all assessed courses. For further details of the attendance policy please refer to the Student Handbook.

If a student does not to complete an assessment and does not have good reason for missing the assessment, under the Kent Credit Framework, they would normally record a fail or a mark of zero for that assessment. The final module mark will be calculated in the normal manner.

Students will have opportunities to retrieve failed modules. Modules passed through retrieval will be capped at the pass mark (40). Retrievals are confirmed at the exam board at the end of each academic year.

Where there are known concessionary circumstances in advance of an assessment, then the appropriate conventions can be applied.

The following information is taken directly from the University of Kent Code of Practice which relates to this:

<https://www.kent.ac.uk/teaching/qa/codes/taught/annexj.html#conventions>

## **5.10 Consideration of Concessions Applications Regarding Non-attendance of Examination or Non-submission of Coursework**

5.10.1 Where a student's concessionary submission indicates that s/he will be unable to attend an examination, the School's Concessionary Committee (SMT) is authorised, as it sees appropriate, to grant permission in advance for the absence and report this to the meeting of the Board of Examiners.

5.10.2 Where a student's concessionary submission indicates that s/he will be unable to submit an item or items of coursework by the published deadline, the School's Concessionary Committee (SMT) is authorised, as it sees appropriate, to set a new deadline or deadlines for the submission of the coursework concerned. Where the item of coursework in question constitutes the final piece of coursework for the module, such matters should normally be considered prior to the published deadline for that item.

### ***Board of Examiners and External Examiners***

All assessment marks are provisional until finally approved by the Board of Examiners. The Exam Board usually takes place in July at Central with representatives from the University of Kent and the external examiners. Leading up to this meeting all marks are subject to a range of moderation processes.

The Central staff who sit on the Board of Examiners are approved by the University of Kent, currently: Heidi Hall, Director; Louise Ainley, Director of Higher Education Programmes; Elia Luyando, Head of Senior School and Stephen Williams, First Year Tutor.

The External Examiners are appointed by the University of Kent, currently: Debbie Lee-Anthony and Sarah McIlroy.

**Important:  
Under no circumstances should students contact the  
External Examiners directly.**

The External Examiner is expected to make an informed, independent assessment of the programme. S/he ensures that all students are treated fairly and that our standards are in line with other degree programmes in the country. The External Examiner has access to all assessed work. S/he is invited to see performances and is asked for advice concerning learning, teaching and assessment on the programme. S/he attends the annual Exam Board and writes an annual report for the University of Kent. Occasionally the External Examiner meets a group of students to discuss their work. The External Examiners reports are considered at relevant staff meetings and the Student Focus Group, and are made available on the staff and student notice boards.