

1 Assessment and Progression (QC Chapter B6)

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Assessment and progression will be in accordance with the Bath Spa University Academic Regulations for Taught Programmes. The following sections should be read in conjunction with the regulations.

1.1 Setting, Moderating and Marking Assessments (QC Chapter B6)

1.1.1 Terminology

- Assessments - means assignments, continuous assessment and any other form of summative assessment. All will be set by the Ballet West staff
- Internal Assessor - or first marker, member of staff involved in the assessment processes.
- Internal Moderator - or second marker, member of staff undertaking quality assurance and quality control of the assessment processes.
- Third Marker - an experienced assessor used to arbitrate between Internal Assessor and Internal moderator, where necessary.
- External Examiners - an examiner external to Ballet West.

1.1.2 **Moderation of Completed Assessments [B6/13]** For each module the Module Leader at Ballet West will normally act as internal assessor for the assignments for his/her module, or will appoint suitable qualified members of the module team. Ballet West will also appoint an Internal Moderator for each module.

1.1.3 Assessments are internally moderated in one of two ways -

- Double blind marking
 - Used for submitted written work
 - The Moderator will second mark a sample of student scripts from the module.
- Mark Meetings
 - Used for continuous assessment or live performance
 - The first and second markers will view live performances or classes and discuss student achievement and reach an agreed mark.

1.1.4 For level 4 & 5 work and level 6 work not in a dissertation/project module, the usual sample size is the larger of six or the square root of the number of students taking the module. However, other larger sample sizes may be used to meet all

the criteria below. The sample should include -

- the full range of marks to give a clear indication of good, moderate and poor performances to allow for moderation of the consistency of marking across the range.
- All marks over 70% (first class)
- All marks less than 40% (fail)
- any student's work which has caused a significant difference of opinion between first and second markers.

1.1.5 For level 6 work for a project or dissertation, all student work will be second marked and submitted to the External Examiner.

1.1.6 In both internal moderation methods, the Markers will discuss the marks obtained and reach a consensus on a final mark, as follows

Marks differing by 0-5 marks out of 100	Mean of 2 marks, rounded up to nearest mark
Marks differing by 6-10 marks out of 100	Further discussion relating to detailed assessment criteria, mark profile of the sample, further sampling of work with similar marks. One marker may concede or a mean mark agreed.
Marks differing by more than 10 marks out of 100 Or if there is disagreement whether the assessment is passed or failed Or if the second marker differs from the first by more than 6 marks for two thirds or more of the students sampled (usually 4 out of 6 in the sample)	Refer to third marker to award mark

1.1.7 Where moderation reveals significant differences in marks as detailed above, the assessment will be referred to a third marker.

Where discrepancies of >10 marks relate to less than two thirds of the mark sample (1 or 2 out of 6 in the sample)	Third marker will mark the disputed work and compare with the marks awarded by first and second markers. A mean will be taken of the third marker and the next closest mark. In the case where the 3 rd mark is equidistant from the 1 st and 2 nd marks, the higher will be used
Where discrepancies of >6 marks relate to two thirds or more of the students sampled (usually 4 out of 6 in the sample)	The third marker will mark all the sample and compare the marks with the 1 st and 2 nd marks. Where no pattern of under or over marking is apparent, a mean will be taken of the third marker and the next closest mark. In the case where the 3 rd mark is equidistant from the 1 st and 2 nd marks, the higher will be used. If the second marker is consistently over or under

	<p>marking compared with the other two, the third marker will be the moderator as described in 1.1.6</p> <p>If the first marker is consistently over or under marking compared with the other two, the third marker will remark all the students, moderated by the second marker.</p>
if there is disagreement whether the assessment is passed or failed	<p>The third marker will mark the disputed work and compare with the marks awarded by first and second markers.</p> <p>If the third marker agrees a pass mark, a mean will be taken of the third marker and the other pass mark.</p> <p>If the third marker agrees a fail mark, a mean will be taken of the third marker and the other fail mark</p>

1.1.8 Students whose marks have been disputed will be highlighted in the sample viewed by the external examiner.

1.1.9 After the first and second marking has taken place the sampled work is sent to the external examiner. Where possible, the external examiner is encouraged to view performance work live rather than on video.

1.2 Duties of Internal Assessors and Moderators

1.2.1 Duties of an Internal Assessor

- To set every necessary assignment or examination. In setting these the assessor should give thought to:
 - testing the required learning outcomes
 - appropriateness of academic standard
 - clarity of task to be undertaken
 - accuracy of the questions
 - marks allocated to each part
 - time allocated for the task being realistic
 - clarity, uniqueness and accuracy of the marking scheme
 - the presentation standard of the assessment and marking scheme and ensure the assignment/examination meets these criteria.
- If there is a team of Internal assessors jointly setting an assignment, then the team will need to define carefully the responsibilities of each member to ensure that there is no overlap of subject matter and that the assignment fully covers the desired learning outcomes.
- To liaise with the Internal Moderator to resolve any differences on the content of the assessment or the marking scheme as indicated on the assessment moderation form completed by the Internal Moderator.
- To note any further changes made as a result of this liaison on the assessment

moderation form and to forward a copy of the completed form and the assessment to the Programme manager at Ballet West as appropriate.

- **Assessment of Student Work** -To mark all the scripts (or equivalent) for each assignment to be examined. The marking should be carried out according to the agreed marking scheme for the assessed work.
- To liaise with the Internal Moderator if needed to resolve any significant discrepancies in the marking of the assessments.
- To ensure that moderated marks and feedback are given to students within 14 days of the assessment.
- To check the transcription and totalling of marks on every script.
- To collate the marks for the module and forward the complete set of marks on the relevant form to the programme manager.
- To make available to an External Examiner(s) the standard sample of work (or all work if required).
- To provide feedback to students.

1.2.2 Duties of an Internal Moderator

- Moderation of Assessments before issue to students
- To consider the content of each assignment or examination. The content should be measured against the following criteria:
 - testing required learning outcomes
 - appropriateness of academic standard
 - clarity of task to be undertaken
 - accuracy of the questions
 - marks allocated to each part
 - time allocated for the task being realistic
 - clarity, uniqueness and accuracy of the marking scheme
 - the presentation standard of the assessment and marking scheme.
- To formally record any comments on the assessment moderation form as appropriate.
- To liaise with the Internal Assessor to resolve any differences on the content of the assessment or the marking scheme.

- **Moderation of Student Work** - To attend the practical assessments and subsequent mark meetings with the internal assessor and agree marks for all students

OR

- To mark a standard sample (six or the square root of the number of students whichever is the larger) of scripts (or equivalent) for each assignment or examination to be moderated.
- The marking should be carried out according to the supplied marking scheme for the assessed work.
- To liaise with the Internal assessor if needed to resolve any significant discrepancies in the marking of the assessments.

- To check the transcription and totalling of marks for the remaining assessments.

1.3 Late Submission

- 1.3.1 When a student knows in advance that they will be absent for an assessment, he /she must request an extension to the assessment deadline using The Late Authorisation Form. This must be submitted to the programme manager before the deadline.
- 1.3.2 The programme manager, in consultation with module staff will approve or decline the request.
- If approved - a new date will be set for the assessment, usually within 7 days of the original assessment date
 - If declined - the student will either attend or submit the assessment, or be penalised
- 1.3.3 A student whose work is submitted late, without prior authorisation or personal extenuating circumstances will be subject to the following penalties (in accordance with OU regulations 13.4)
- Submission within 6 days: a 10% reduction for each day late down to the 40% pass mark and no further.
 - Submission that is late by 7 or more days: submission refused, mark of 0. Submission after the deadline will be assumed to be the next day.
- 1.3.4 A student who fails to attend a practical assessment without prior authorisation or personal extenuating circumstances will be given an alternative assessment date as soon as practical and will receive a maximum of the 40% pass mark. Failure to attend the alternative assessment will result in a mark of 0%.

1.4 Personal Extenuating Circumstances

See separate policy

1.5 Recognition of Prior Learning

Foundation Degree

- 1.5.1 The modules in each year of the Foundation Degree are inter-related. Because of this, RPCL and RPEL to provide exemption for individual modules is not permitted.
- 1.5.2 The RPL policy allows Direct Entry into stage 2 (level 5) of the Foundation Degree on the basis of completion of an appropriate certificated qualification from a recognised UK HE programme of study. No more than 120 credits can be awarded under the RPL policy.
- 1.5.3 Candidates applying for Direct Entry to stage 2 should discuss this with Admissions during the application process and will have their qualification or experience mapped against expected learning. The RPL application will be discussed with the principal at the audition.

- 1.5.4 It may be necessary to request student to undertake additional learning or assessment to ensure the candidate is suitably equipped to undertake the course. This may form part of a conditional offer.

BA(Hons) Degree

- 1.5.5 Entry to the BA(Hons) programme with qualifications other than the Foundation degree at Ballet West is encouraged.
- 1.5.6 Recognition for prior learning (RPCL, RPEL, Direct Entry) for credit for modules or assessments is not permitted at level 6 of a Bachelor's Degree