



Assessment and Feedback Policy

1. Opening statement

At ArtsEd, we see regular assessment and feedback as key aspects of high quality teaching and learning, and essential to the student experience. We are committed to offering a range of mechanisms to support our students in developing the skills they need to fulfil their potential during their training, and to succeed in their chosen profession. This reflects our values as a renowned provider of high quality conservatoire education and training in acting and musical theatre.

All students will be assessed by qualified and experienced staff. All new and any visiting staff involved in marking assessments will be provided with induction and training in ArtsEd's marking procedures. All students will receive regular feedback on their progress, with advice and guidance on how to improve their skills and knowledge.

It is a key principle that assessment is a matter of academic judgement. Academic judgements will be made with reference to the marking criteria specified for each class, project or unit of work being assessed.

ArtsEd is committed to planning assessments in such a way that they are inclusive at the point of design and that all students are enabled to demonstrate their abilities.

We will ensure students are provided with information about assessment and feedback that is clear, consistent and accessible, and that assessment and feedback themselves are fair, constructive and timely for all students.

We will support staff to implement this policy through provision of information, staff development, and the sharing of good practice.

This document sets out the ways in which we will deliver on this policy.

2. How does assessment and feedback reflect our values?

Excellence	We aim to be brilliant at what we do. In pursuit of excellence, assessment and feedback get us closer to this goal, by driving us towards continual improvement.
Inclusivity	We aim to create an environment that is inclusive, welcoming and safe, and we encourage everyone to get involved. Assessments are designed to provide each student with appropriate challenges, and feedback is tailored to the individual.

Determination	A huge part of making improvements is learning how to cope with setbacks. Developing the determination to keep trying new approaches, keep practising the skills we find most difficult, keep pushing ourselves beyond what feels comfortable, reaps rewards and leads to success.
Integrity	In order to raise standards in teaching and learning, we have to be honest with ourselves and others about where improvements need to be made.
Thoughtful and responsive	We expect staff to provide feedback which meets each individual student's needs, and we encourage students to reflect carefully about how they can make improvements.

3. What are the processes for marking and moderation?

Classwork marks are awarded by the tutor of each unit of work. Marks are moderated by the relevant Head of Department, or in the case that the Head of Department is the first marker, the marks will be moderated by the Course Leader/Director of the School as appropriate. Performance marks are awarded by a panel of at least three in-house markers, moderated by the Course Leader/Director of the School as appropriate. For moderation of written work, a sample of students' assessments will be second marked. The sample will include assignments across a range of marks. Any borderline fail assignments will always be second marked.

4. What are the different types of assessment and feedback and why are they important?

Assessments are divided into two categories, formative and summative. Formative assessment occurs on a continuous basis, during teaching, and helps staff and students consider what may be needed to improve performance and ensure success (assessment for learning). Summative assessment evaluates students' learning at a particular point in time, by comparing it against a set standard (assessment of learning). Below are set out the different types of formative and summative assessments and feedback at ArtsEd:

4.1. Formative assessment

- 4.1.1. From induction onwards, we work to create a collaborative and creative dialogue between tutors, practitioners and students, for providing continual assessment and immediate feedback on students' classwork and rehearsal process. Formative assessment often takes the form of tasks set for completion during or outside of class or rehearsal, for example technical exercises, improvisations, scene work, songs or choreography. Feedback on formative assessments can take many forms, including (but not limited to) rehearsal notes, technical corrections on classwork, encouragement to try new approaches, and specific targets for improvement, and is likely to be delivered on-the-spot in the studio, rehearsal room or classroom.
- 4.1.2. We encourage students to develop the ability to provide each other with thoughtful, responsive critiques of each other's work (peer assessment).
- 4.1.3. Mid-year classwork marks are awarded for all core components of undergraduate programmes, on the basis of the student's response to, and development through, the

process. Mid-year marks enable staff to gauge each student's attainment and identify areas where they need to improve. These marks are indicative, which means they do not carry any weighting in the calculation of the degree mark.

- 4.1.4. Formative assessment enhances learning and progression, providing regular opportunities to test students' knowledge and skills and improve their understanding of what they need to do to progress further.
- 4.1.5. Formative assessment allows staff to check in with students' learning, providing small, incremental challenges for students and opportunities to provide feedback to drive improvement.
- 4.1.6. Formative assessments allows judgement on student engagement with learning.

4.2. Summative assessment

There are four key types of summative assessments in HE programmes at ArtsEd, which are outlined below:

4.2.1. Classwork

At the end of a block of classwork (usually at the end of the year, or in the case of the MA Acting, at the end of a term) a summative assessment takes place of the classwork completed. Summative assessment points are also included for each unit, and these are set out in the assessment brief for each unit and in the student handbook.

4.2.2. Performance

Assessment of performance takes place at project showings, film screenings, and in public productions of plays and musicals. There is often a formative dimension of these summative assessments, in the weighting given to the rehearsal process of these performances. Early in their programme of study, assessment is weighted more heavily on the rehearsal process, and as students progress and develop their ability to apply the skills they have learned, the weighting shifts towards performance.

4.2.3. Written assignments

As part of their courses, students will write reflective journals, essays or critical analyses, reflecting their performance projects. All our courses are vocational, and students are offered places solely on the potential demonstrated at audition, and not on academic ability. For this reason written assignments on undergraduate programmes are marked pass/fail, and are not included in the weighting of the final mark for the degree.

4.2.4. End-of-Year assessments

During a two-week period towards the end of the summer term, students in Years 1 and 2 of the BA (Hons) Musical Theatre programme take part in end of year assessments in core components of all three disciplines, Dance, Singing and Acting. The arrangements for these are set out in the student handbooks and students are provided with an assessment brief for each discipline, together with a schedule.

4.2.5. Participation grades

Twice a year, in February and June, Year 1 and 2 undergraduate students will be given participation grades for their classwork in each discipline. Participation grades are indicative, they are separate from the percentage marking system of assessments, and therefore have no weighting on the calculation of students' final degree marks. Participation grades are an important adjunct to the formal assessment processes. They are designed to provide students with feedback on their engagement, work ethic and effort. Participation grades can be used to reward those who work hard, wake up those who are coasting and identify those who may be being selective about different areas of the course.

5. Who undertakes assessment and feedback?

The different types described above will be assessed as follows:

5.1. Classwork

The tutor of each class marks students' work at the end of the year (or in the case of the MA Acting, the end of term 2). As well as continual verbal feedback in class, tutors will provide feedback in the following ways:

Verbal feedback: Students receive verbal feedback, either from individual tutors, Heads of Department, or a panel of tutors, after the completion of a block or work or the performance of a project. They may record their feedback, for example on their phone or other device, or they may bring a companion to write notes for them.

Written feedback: Staff complete written feedback on students' progress, including agreed objectives and areas for further development.

5.2. Rehearsal Process

The lead creative for each project, and all the creatives for each public production, will give continual verbal feedback throughout the rehearsal process. They will also provide written feedback on students' process after the project or production has been completed.

5.3. Performance

BA (Hons) Musical Theatre

Project showings: Performance is marked by the relevant Head of Department, for example Performance in Dance Projects is marked by the Head of Dance. Students will receive verbal and written feedback on their performance from the visiting professionals leading the project.

Public Performances Performance is marked by a panel of four in-house tutors, usually the Heads of each discipline (Dance, Acting, Singing) and the Course Director. Where in-house tutors are involved as creatives on a project or production, another member of the faculty will mark the performance. Students

will receive written feedback from the Marking Panel and from each of the visiting professionals involved in the project.

BA (Hons) Acting

Project showings, film screenings and

Public performances Performance is marked by a panel of at least three (more usually four) in-house tutors, from a pool including the Director of the School of Acting, Head of Film and TV, Head of Voice, Head of Movement and Senior Acting Tutor. If a tutor has been involved creatively in the project, they are not part of the marking panel. Students will receive written feedback from the creative/s and each member of the Marking Panel.

MA Acting

Public production

Performance is marked by a panel of at least three in-house tutors. If a tutor has been involved creatively in the production, they are not part of the marking panel. Students will receive written feedback from the director.

5.4. End of year assessments (currently BA (Hons) Musical Theatre only)

End of year assessments are marked by a panel of at least three (more usually four) markers, which may include an external assessor. The teacher of the discipline being assessed is not included on the marking panel. Each member of the marking panel provides written feedback to every individual student being assessed.

5.5. Written assignments

Written assignments are marked by an assigned tutor. This may be a member of the faculty, or an external assessor. As stated above at the beginning of this policy, any new or visiting tutors will receive induction and training in ArtsEd's assessment procedures in order to ensure consistency of approach. The first marker provides written feedback to each student on their work. For moderation, a sample of students' written work will be second marked. The sample will include assignments across a range of marks. Any borderline fail assignments will always be second marked.

6. When can students expect feedback on their assessments?

Turnaround time for written feedback

Students will receive written feedback no more than 20 working days after the final performance or class being assessed, or after the hand in of written assignments. Wherever possible, feedback will be provided before the 20 working day deadline. As feedback from these assessments is designed to be formative, a timely turnaround of feedback ensures that students have a realistic opportunity to reflect on their learning from that feedback in subsequent assessments.

7. What information do we provide, and where is it made available?

In order to make our policy work, and in order that students and staff have clear expectations, we are committed to making a wide range of clear information available to students, so that they can understand the importance of assessment for their learning, for us as an organisation, and for the integrity of the degree programmes we offer.

We will also ensure that students are made aware of our information, advice and guidance on assessment and feedback, through the scheduling of assessment workshops for students each academic year.

We will ensure that information about assessment and feedback is consistent across all our higher education programmes. The key mechanism for this will be a process of checking and sign-off by the Registrar (or nominee).

- 7.1. It is central to our Assessment and Feedback Policy that all students will receive a Student Handbook for their programme, in both hard and electronic copy, which provides the following information about assessment and feedback:

Course Level

The handbooks will contain the following key information on assessment at course level:

- Assessment regulations
- Assessment criteria and grade descriptors

Module level

- How will I be assessed?
- What do I have to do to pass?
- How do I get feedback on my work from tutors?

- 7.2. Students are provided an assessment brief for each unit of work, containing the following information:

- Assessment dates and times (end of year assessments)
- Submission dates and times (written assignments)
- What is required to pass each assessment
- Marker/s for the unit of work being assessed
- Assessment and marking criteria

- 7.3. Students are provided with an assessment graphic the weighting of each element of the programme in the final mark for their degree (see pages 9-12 below).

- 7.4. As stated above, the Student handbook includes Assessment Regulations including resit provision

- 7.5. The student handbook also includes the Grade Descriptors for each type of assessment.

7.6. The procedure for dealing with academic misconduct is set out in the Academic Misconduct Procedure which can be found in the Policies section of the website:

<https://artsed003.blob.core.windows.net/policy/academic-misconduct-procedure.pdf>

7.7. We will also ensure that students are made aware of our information, advice and guidance on assessment and feedback, through the scheduling of assessment workshops for students at least once each academic year.

7.8. The handbooks include tables summarising the number of hours allocated for direct contact and for self-directed study.

7.9. All of the above information will also be made available on the ArtsEd intranet.

8. How and when are students are briefed about this information?

Students will be briefed about the information which we make available on assessment and feedback in the following ways:

- Information provided before enrolment, and once students are on their programmes.
- Induction – Years 1, 2 and 3, and MA
- Signposting to information in Handbooks and artsed.online.
- Briefings about individual assessments.

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