

LAINÉ THEATRE ARTS

ASSESSMENT POLICY 2024-2025

ASSESSMENT POLICY

Purpose

There are three broad purposes to assessment:

- 1 - To allow a student to proceed to the next stage of a course or to graduate.
- 2 - To classify the performance of a student.
- 3 - To improve student learning (assessment for learning rather than of learning).

Aims

Assessment should be:

- Valid (does the assessment deal with what we think we are assessing) and reliable (do assessors agree on grading).
- Explicit, accessible and transparent, and where possible assessment should be inclusive and equitable.
- Integral to course design and relate directly to course aims and learning outcomes.
- Manageable, and assessment should be carried out using both formative and summative methods.
- Feedback on assessment should be developmental; staff involved in assessing students must be trained to an appropriate level and students must be supported to interpret and use the feedback they gather.

Principles - to:

- Recognise that not all useful learning can be objectively measured.
- Ensure that the standard for each award and award element is set and maintained at the appropriate level, and that student performance is properly judged against this.
- Enable the wider public, including employers, to be sure that the student has attained an appropriate level of achievement that reflects the academic standards set.
- Ensure that there is an emphasis on assessment for learning that reflects professional practice and includes self-assessment, peer assessment and work-related assessment.
- Promote and enhance student learning by providing the student with continuous, motivating and constructive developmental feedback, which helps the student improve their performance and achievement.
- Enable students to understand the assessment process and develop skills of self-evaluation and professional judgement, and the ability to articulate and express what they have learnt to potential employers.
- Ensure that assessment is conducted with attention, integrity and with due regard for security.

The principles of the College's Assessment Policy are achieved through:

- Evaluating the extent to which assessment tasks and associated criteria are effective and sustainable in measuring student achievement of the intended learning outcomes of modules and courses.
- Ensuring that the amount and timing of assessment enables effective and appropriate measurement of students' achievement of intended learning outcomes.
- Where possible, co-ordinating assessment deadlines, including resits, to avoid clashes and excessive assessment burdens for students and staff, whilst also ensuring appropriate frequency and regularity.

- Ensuring that students are aware of their responsibilities.
- Promoting diversity and authenticity of assessment practice and requiring and enabling students to appropriately demonstrate their capabilities and achievements within each module or course.
- Providing and using clear assessment criteria and marking schemes and moderation to ensure that marking is carried out fairly and consistently.
- Undertaking a rigorous process of grading calibration and moderation to ensure that academic standards are consistently applied to measure student achievement.
- Providing appropriate, clear and timely feedback to students on assessed work in a way that promotes learning and personal development.
- Providing adequate opportunity for students to apply formative feedback (from teaching staff or peers) to improve their performance in further assessments.
- Encouraging the development of feedback mechanisms that are flexible and suited to students' needs.
- Working with students to develop their engagement with feedback as a shared dialogue between student and teacher.

Assessment Criteria:

These are based on the intended learning outcomes for the work being assessed, and include the academic, artistic, skill and performance-based markers that the College would expect a student to display in the assessment task.

Marking Schemes or Rubrics:

These provide clear statements on the quality and defining characteristics of work submitted for assessment against marking bands and are used by markers to guide marking decisions. The College utilises subject-specific marking schemes that work with assessment criteria to guide students and markers.

Formative Assessment:

This has a developmental purpose and is designed to help students learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Examples of formative assessment include:

- Reflective journalling
- Classroom questioning.
- Video recording and analysis
- Comment-only marking
- Peer and self-assessment
- Formative use of summative assessment work

Portfolio Assessment:

A portfolio is a collection of objects. The objects (often referred to as artefacts) may be written, physical, digital or artistic, or any combination thereof. Portfolios are always more than a single item of work. Often students are asked to provide some sort of commentary or reflective narrative to supplement or synthesise the raw items in the collection.

Summative Assessment:

This is used to indicate how far a learner has succeeded in meeting the assessment criteria which is used to gauge the intended learning outcomes of the unit or course.

Guidance on Designing Effective Assessment

- Assessment must be designed to develop high standards of learning. Students' learning is enhanced when assessment builds on previous learning and requires demonstration of higher order learning and integration of knowledge. A high-quality learning process requires a balance between formative and summative assessment ensuring that summative assessment does not dominate. One of the roles of formative assessment is to give students opportunities for preparation and practice before they are summatively assessed.
- Therefore, we should aim to design assessment for learning – so that assessments across units and levels of a course work together in a constructively aligned sense to assist students in achieving the outcomes for the course. Assessment should always be a learning opportunity for students. A 'fair' assessment load is one that ensures that performance of the learning outcomes for the module is assessed as efficiently as possible. Too much, or poorly designed assessment may lead to a student failing to achieve the learning outcomes for the course and, more broadly, develop the skills necessary for employment.
- Assessments, and the feedback received on them, should be used to structure and scaffold students' learning throughout a course. For this reason, course teams should think about assessment not only at unit/departmental level but also (where possible) across a FHEQ level and the course overall.
- In designing assessment, consideration should be given to the type and quantity of feedback that will most benefit students, and the turnaround times for feedback. This should be considered when deciding on appropriate assessment deadlines, types, and lengths.
- The progression of assessment (i.e., from FHEQ level 4 to 6) should also be considered, in terms of assessment length and/or complexity. Assessments should be designed to measure intended learning outcomes; therefore, as learning outcomes change over the stages of a course, so too should the design of assessment questions and formats.

Assessment Fields

For clarification of meaning and for the purposes of training at LTA, the following terms are classified as follows (further nuances in meaning should be outlined to the students by the HoD):

Artistry

Arising from intent. Artistry represents the learned or acquired visual/audible quality in the work. Examples include; the level of execution within aspects such as style, musicality, body language, vocals etc. It is the performer's ability to use the quality for these components in a way that inspires emotions and/or tells the story as intended.

Skills

The acquired techniques that enable the student to achieve; technical competency, safety, clarity, reliability and the demonstrations of potentially advanced levels of physical/vocal ability.

Performance

The external result of the intention to engage with and entertain an audience, in a way that is clear, meaningful, truthful and sincere.

Knowledge

Demonstration of historical, cultural, social and industrial contexts

Academic Skills

Demonstration of Research, critical thinking and analysis, note-taking and reflective practice

Communication

Through physical, digital or verbal presentation: Demonstration of assignment construction, structure, formatting, communication and language skills

Academic Standards and Academic Quality

Academic Standards:

These are a measurement of output. The output is the student's demonstration of their skills and work.

Academic Quality:

A measurement of the quality processes, documentation and grade criteria. To maintain Academic Standards at Laine Theatre Arts, we mark the student's output in two ways:

1. Criterion: marking against written criteria on which the performance will be assessed. This style is mainly used in group or solo based assessments.
2. Normative: assessing individuals in relation to a peer group by working out the average level of the cohort and deciding whether the student falls above, below or in line with the average. This style is used for performances in productions.

Validity and Reliability

When designing assessments, HoD's will consider the following:

Validity:

- The assessment deals with what is in front of the panel at that moment, not the past or the future.
- Does the assessment deal with what we think we are assessing

Reliability:

- How replicable is the student's performance. Is it a one-off?
- Do assessors agree on grading?

Modes of Assessment

1. Practical: a practice-based assessment that is educational or professional.
2. Oral: an individual or group presentation, discussion, marketing or sales pitch, performance or teaching exercises.
3. Portfolio: A suite of creative tasks or artefacts. These are collated as one assessment.
4. Artefact: A single piece of work. Examples include: visual, audio, software, composition, design or artistic output.
5. Text-based: Reports, essays, analysis, case studies, creative or professional written brief, research proposal or project report.
6. Online assessment: Multiple choice quizzes, questionnaires or tasks.

How we Assess

Judgement based marking includes the following:

1. The assessor will interpret the extent to which the performance relates to the criteria
2. LTA accepts that there will be differing judgements/interpretations between disciplines/subjects, but standards within disciplines/subjects will be the same. Particularly in association with criterion-based assessment.

Unconscious Bias

LTA recognises that everyone has unconscious bias and that the personal preferences in social contexts must not be applied in formal assessment.

In order to mitigate this, LTA encourages interrogation of potential areas where unconscious bias may influence or have a bearing on the student's output. Assessors will actively aim to minimise the impact of unconscious bias in order to ensure that groups of people are not disadvantaged.

Standardisation

LTA acknowledges that the 'live' element of performance assessment can result in comparative rather than analytic judgements and that the meaning applied to the written standards can vary. In order to mitigate this and to apply best practice, our protocols include:

1. Calibration: A peer review process that ensures the panel understands the standards of the college and its disciplines, so as to apply them consistently. Opportunities will be provided for Assessors to independently mark, followed by collaboratively discussing and reviewing examples of previous student work to reach an agreed evaluation of the Academic Standard.
2. Internal Moderation: Standard Holders and Panel Discussion (See below)
3. External Moderation: Trinity College London

Students with Special Educational Needs and Disabilities (SEND)

The Year 1 induction process aims to identify students who require additional support. The Learning Support Team co-ordinates with the Course Leader and the Heads of Department to implement necessary changes in line with the SEND and Reasonable Adjustments policies. The Reasonable Adjustments will be made in conjunction with the student and will still allow them to meet the Learning Outcomes for the assessment.

The SEND and Reasonable Adjustments policies will provide more detailed information.

SUMMATIVE ASSESSMENT PROCEDURES

ASSESSMENT BOARD

The Assessment Board will convene to make decisions in the following situations:

- Academic Misconduct (See Academic Misconduct policy)
- Complex issues relating to Extenuating Circumstances and Reasonable Adjustment requests
- Academic appeals

The Assessment Board comprises the following members of staff. The composition of this board may be varied to need.

- Director of Studies
- Director of Dance/Director of Musical Theatre (as required)
- Deputy Director of Studies
- Course Leader
- Head of Department (as required)

PRE-ASSESSMENT

General Student Information and Expectations

- Students will be informed of any assessments via 'Blackboard' the online Virtual Learning Environment (VLE). It is the responsibility of the student to ensure they check the VLE regularly.
- Students must make themselves available for the entire academic year taking note of the advertised preliminary rounds and re-sit dates. They must not make any holiday arrangements during this time or until Assessment Outcomes have been published
- All Trinity Diploma marks are subject to External Validation by Trinity College London

Pre-Assessment Paperwork

Assessment Marking Criteria:

1. Lays out the standardising vocabulary used for each grade on the spectrum of marks.
2. Details the general departmental requirements for the Assessment Fields.

Assessment Brief:

1. Describe the name of the assessment.
2. The subject being assessed
3. The year of training
4. The Module Unit start date when applicable to modular subjects
5. The Assessment Date and Time if known at the time of writing of To Be Confirmed by the Course Leader
6. Will express that it is a Summative Assessment
7. The dates of the Deferrals and Re-sits
8. Intended Assessors (if known)
9. Feedback type
10. The objectives of the assessment- what it intends to measure in reference to Learning Outcomes in the Scheme of Work
11. The overview of the material- the content that allows for the objectives to measure the objectives
12. Titles and descriptions of material
13. Expectations of any Assessment Fields that are relevant to the Assessment Material
14. The Link and/or QR code for the Extenuating Circumstances Form
15. Details of the Points of Contact and signposting for common question types
16. The HoD will ensure that assessed material aligns with the Learning Outcomes on the Scheme of Work.

Assessment Information Schedule and Timetable

Roles and Responsibilities

Course Leaders are responsible for the following:

- Informing the students of the upcoming assessments for the term
- Beginning the Assessment scheduling process via discussion with HoD's
- Ensuring that the Assessment Timetable is distributed to the students at least two weeks before the first assessment
- Ensuring that students are aware of their responsibility to be available for assessment throughout the academic year
- Ensuring adequate provision of resources for the assessments to take place and be archived as necessary
- Ensuring that students are aware of important assessment related policies, such as Extenuating Circumstances, Reasonable Adjustments and Academic Misconduct
- Making the students aware of penalties for Unauthorised Absences and Late Submissions.
- Reminding the students of their responsibility to note their assessment dates and times, including any clashes of assessment. This must include information about the potential consequences of having an Unauthorised Absence in an Assessment that had an unreported clash.
- Informing the students when they will be receiving their feedback. Will ensure students are aware of their responsibility to take part in a pre-assessment warm-up where applicable and be ready for the assessment at least 15 minutes before the scheduled start time.
- Will inform students that late arrivals will not be accommodated. At the discretion of the Standard Holder, HoD and where applicable, the CL, this may result in the assessment being

recorded as an Unauthorised Absence or the assessment being re-scheduled. If there is an Extenuating Circumstance for the lateness, an Extenuating Circumstances Form should be submitted before approving for the assessment to be re-scheduled.

Head of Operations is responsible for the following:

- Construction of the timetabling in accordance with scheduling requests from the Course Leader, detailing dates, times and venues

Panel Structure for Preliminary Summative Assessments

Assessors

- Assessor 1: Head of Department or Designated Member of the Department
- Department Assessors (Minimum of 1 Department Assessor): Available and appropriate department teachers
- In the event of staff absence or unavailability and the minimum 2 assessors within the department is not achievable: Director of Dance/MT or the Course Leader substitutes as the assessor position

Standard Holder/s (*any one or two of the following*)

- Director of Dance/MT
- Director of Studies
- Deputy Director of Studies
- Course Leader
- Other
- Where the presence of two Standard Holders is unachievable, the remaining Standard Holder acts alone

The following scenarios indicate how the panel will be structured in varying situations:

Scenario 1- Ideal

- Preliminary assessment panel
- Preliminary assessment Standard Holders

Scenario 2- Acceptable

- Assessor 1: Head of Department or Designated Member of the Department
- Assessor 2: Minimum of one other member of the department.
- Standard Holders: Director of Dance/MT plus Course Leader

Scenario 3- Minimum

- Assessor 1: Head of Department or Designated Member of the Department
- Assessor 2: Director of Dance/MT or the Course Leader (as appropriate)
- Standard Holder: Director of Dance/MT or the Course Leader (as appropriate)

MARKING

The Assessment Panel will arrive at your outcome mark via one of three alternative means:

1. Each assessor will take a holistic view of the student's work and give a mark that balances the overall composition of the Assessment Fields. The final mark will be a mean average of all assessor's marks
2. Each assessor is assigned an Assessment Field for marking. The final mark is a mean average of all assessor's marks
3. Each assessor marks all Assessment Fields. A mean average is taken from each assessor's Assessment Fields marks to create a mean average total. The final mark will be an average of all assessor's final totals.

Rounding

Rounding marks up will only take place in the final outcome mark. Marks will not be rounded-up during the process.

INTERNAL VERIFICATION POLICY

Standard Holders

Standard Holders at LTA are: the Director of Dance/Director Musical Theatre, Director of Studies, Deputy Director of Studies and the relevant Course Leader. One or ideally two will be in attendance at all assessments and for all panel discussions

- Will check that marking is consistently aligned with the assessment fields
- Will check that College moderation and standardisation processes are being applied, allowing for margins of personal opinion within an agreed parameter of 10%. This can be applied to individual components or the final outcome
- Will address any problems with the pitching of marks (consistent over and/or under marking and raise the need for re-calibration where necessary)
- Will resolve any issues arising or problems that could detrimentally affect any student's performance that is beyond their reasonable control. E.g injuries, panic attack. This allows the assessment panel to continue with the assessment.
- Will address apparent inconsistencies of marking which appear unreasonable or uncharacteristic relevant to both the student's predicted standard and their summative performance
- Initiate immediate discussion where there is significant discrepancy between marks if appropriate

- Will note and assist in the resolution of any marginal mark outcomes. E.g 59/60
- At their discretion, will ensure that the assessment and panel discussion runs to time
- Will oversee quality of feedback and assist with improving feedback where necessary

Panel Discussion

- Systematically centres on the final outcome mark and feedback for the student
- Conflict of opinion on the final outcome should be discussed in turn
- Standard Holder(s) takes into account all opinions
- Standard Holder(s) makes final decision, based on these opinions
- Standard Holder(s) initiates discussion on marginal marks. E.g 59/60- mark will need adjusting to 58 or 61 where appropriate- any such changes and supporting decisions will be documented by the Standard Holder for future references
- HoD's collate feedback from the discussion into a central source, ready for written/verbal feedback to the student. Audio recording of conversations will not be used
- HoD ensures the consistency of language between the feedback and the associated Grade Descriptor related to the mark
- HoD or members of department may feed back to the student from this central source in the appropriate format

Feedback

- A balanced report will be produced detailing the student's output for each of the Assessment Fields. The vocabulary will be in line with the vocabulary on the Marking Criteria, acknowledging that while the final mark balances the most dominant and and common level, it is likely that the student's output was varied. For the student's best interest, feedback will be given on the less dominant areas that were a different level than the final mark. This will not be to the extent that it undermines the final mark.
- LTA formal record- Written account of the feedback in the reporting system or the Virtual Learning Environment (VLE)
- LTA formal record- Data entry of final outcome mark into the reporting system or VLE

Fit to Sit Policy

Scope

Laine Theatre Arts operates a 'Fit to Sit' policy, which means it is the responsibility of each student to ensure that they only sit or submit their assessments if they are fit to do so.

Being 'fit to sit' means that the student knows of no reason why their performance would be adversely affected during assessments and are not aware of any 'foreseen' or 'unforeseen' mitigating circumstances that could impinge on their performance. These are referred to as Extenuating Circumstances and result in the need to participate in a 'Deferred' assessment.

- A full list of the Extenuating Circumstances are found in the Extenuating Circumstances policy, but a few examples are below:
 - Illness
 - Injury that may prevent the student performing to the best of their ability
 - A condition which may impair their ability to take the assessment
 - A medical appointment which may impact their ability to take the assessment.

Student Responsibilities

- By sitting and or undertaking an assessment, a student is declaring that they are fit to sit their assessment.
- Should a student become aware of a circumstance, event or incident during the assessment which impinges on their ability to complete the assessment and or undermines their performance during the assessment, the student should inform the Head of Department or Standard Holder as soon as practically possible, allowing the student to be supported and made aware of their options.
- If after an assessment has taken place, a student becomes aware of a circumstance, event or instance which adversely impinged on their ability to sit or undertake their assessment, the student should inform the Head of Department or Standard Holder.
- Please note this policy should not be used by students with disability to request Reasonable Adjustments in preparation for their assessments. Students should ensure that all necessary arrangements for their Reasonable Adjustments are in place prior to their assessments.
- Where a student has made a request for a Reasonable Adjustment and undertakes their assessment, the student is declaring that they are fit to sit their assessment, and that the Reasonable Adjustments that have been made are accepted by the student.
- Reasonable Adjustments must not compromise the Learning Outcomes for the level.
- Students should notify their Course Leader or the Student Services where necessary reasonable adjustments are not in place prior to the student's assessment. This is in order that support and appropriate adjustments can be made.
- Students will take part in pre-assessment warm-ups where applicable and be ready for the assessment at least 15 minutes before the scheduled start time.
- Late students will not be allowed to participate in the assessment. The Standard Holder, Head of Department and where applicable, the Course Leader will take the Extenuating Circumstances policy into account and make a recommendation on the following:
 1. Allowing the student to participate in the assessment at an alternative time and date. The student will complete an Extenuating Circumstances Form for final approval of the decision. If there are no Extenuating Circumstances to support the lateness, the assessment will be declared as an Unauthorised Absence.

Repeated Absence from Assessment

Students must acknowledge their responsibility to sit assessments in accordance with the qualifications of the course. Long-term illness, requiring repeated absence from assessment will result in the Assessment Board considering the need to implement the Fitness to Study policy.

ABSENCE FROM SUMMATIVE ASSESSMENTS

Deferred Assessments

- Deferred assessments are assessments that the student will take for the first time due to Authorised Absence from the Preliminary round.
- In order to obtain Authorised Absence, the student must complete an Extenuating Circumstances Form (ECF) and wait for a response. The students will be sent information on how to access this in their

Assessment Briefs and via e-mail. The ECF automatically creates an electronic record of the student's request and acknowledgement of the associated requirements and responsibilities.

- Where a student requires Authorised Absence from a Deferred Assessment, they may be required to complete another Extenuating Circumstances form, unless it is known in advance that the reason is likely to affect their participation in this round. If this is likely to be the case, the Extenuating Circumstances Form allows the student to express this, resulting in an electronic record that demonstrates their acknowledgement of the associated requirements and responsibilities.
- The student must provide the appropriate evidence for their request in line with the Extenuating Circumstances policy.
- Where a student receives Authorised Absence from the Deferred Assessment, it will be necessary for the student to complete the assessment at an appropriate date that allows for the student's health or situation to improve.
- Deferred assessments must be timely and where possible held in the same term as the Preliminary round.
- Where necessary, subsequent Deferred Assessments may be scheduled in later terms. Any absence from an end of year assessment will result in the Deferred Assessment taking place at the beginning of the next academic year, prior to commencement of training.
- The student will receive 'AA' on their report for summative assessments.
- Students will need to complete all assessments from their current year of training prior to commencing the next. However, where injury has prevented participation from the assessments, and the student is in rehabilitation, it may be possible for the student to complete a 'Return to Training' assessment. This will still contain the Learning Outcomes of the assessment but take a class format to allow the student to pace themselves in a less formal context. A practitioner's report will be required in order to support the nature of the rehabilitation process, that states the reason why it would be unsuitable, for the student take part in the formal deferral assessment.

UNAUTHORISED ABSENCE FROM SUMMATIVE ASSESSMENTS

- The student is absent from assessment without completing an Extenuating Circumstances Form.
- The student is absent from assessment having completed an Extenuating Circumstances Form, but the request has not been approved.
- Where the student has an Unauthorised Absence, they will be graded as '0' and the Assessment Board will convene.
- Unauthorised Absence may constitute Academic Misconduct. See Academic Misconduct policy below.

Scenarios and Procedures

Codes

Preliminary Round (PR) | Authorised Absences (AA) | Unauthorised Absence (UnA) | Deferred Assessment 1 (DA1) | Deferred Assessment 2 (DA2) | Re-sit (ReS) | Pass (Pa) | Fail (Fa) | Deferred Re-Sit (DReS) | Authorised Absence from Disclosed Historic Personal Issues (AA, HPI) | Head of Department Predicted Mark (PM) | Assessment Board Convenes (ABC)

Preliminary Round: Authorised Absences

1. PR: AA | DA1: Pa
2. PR: AA | DA1: Fa | ReS: Pa

3. PR: AA | DA1: Fa | ReS: Fa | ABC
4. PR: AA | DA1: AA | DA2: Pa
5. PR: AA | DA1: AA | DA2: Fa | ABC

Preliminary Round: Unauthorised Absences

1. PR: UnA: Fa | ReS: Pa
2. PR: UnA: Fa | ReS: Fa | ABC
3. PR: UnA: Fa | ReS: AA | DReS: Pa
4. PR: UnA: Fa | ReS: AA | DReS: Fa | ABC

Preliminary Round: Fail plus Authorised Absence

1. PR: Fa | ReS: AA | DReS: Pa
2. PR: Fa | ReS: AA | DReS: Fa | ABC
3. PR: Fa | ReS: AA | DReS: AA | DA2: Pa
4. PR: Fa | ReS: AA | DReS: AA | ABC

Preliminary Round: Fail plus Unauthorised Absence

1. PR: Fa | ReS: UnA: Fa | ABC

Preliminary Round: Authorised Absence followed by request for Authorised Absence with Disclosure of Historic Personal Issues by HoSS

1. PR: AA | DA1: AA, HPI | PM: Pa
2. PR: AA | DA1: AA, HPI | PM: Fa | ABC

Preliminary Round: Authorised Absence followed by Request for Authorised Absence from Deferred Assessment 2, but with NO Disclosure of Personal Issues by HoSS

1. PR: AA | DA1: Pa
2. PR: AA | DA1: UnA: Fa | ABS

SUMMATIVE ASSESSMENT OUTCOMES

Students receiving an assessment outcome of Yet to Meet, and Not Meeting Requirements

Procedures:

- 'Yet to Meet' and 'Not Meeting' requirements are regarded as a 'Fail'.
- Any assessor who feels that a student does not meet requirements in the assessment should make notes to support the decision
- HoD collates all notes for feedback to the student
- HoD and Course Leader discuss suitable re-sit dates avoiding scheduling conflicts
- HoD and/or Course Leader meet with the student
- All students who do not meet the requirements of the assessment are required to take one re-sit, except in the case of production performances. They should be reminded that assessments are crucial

to the achievement of their Diploma and formal recording of their progress allows for marks to be drawn on in the future. Students must never be advised that there is a likelihood of them not meeting requirements again in the re-sit. The feedback that is provided should guide them into the changes they need to make.

- Re-sits should be timely- allowing the student to make any necessary improvements, but not to the extent that this extra time could be considered an unfair advantage by students who initially 'Met' (Passed) or 'Exceeded' (Passed) the requirements.
- Re-sit marks are informally available to the student as per the first attempt, but marks in the re-sit will be capped at 4/10 or 40%
- Y3 students not taking the subject for Diploma are still required to re-sit the assessment.

PROGRESSION REQUIREMENTS

Regulations

- Students may repeat the same period of study no more than once
- Students may re-sit the same assessment no more than twice
- First Year students may fail no more than two assessments to progress to the next year of study.
- Second year students must pass all assessments corresponding to the units of study they will be assessed in during Year 3 (both compulsory and optional units).

This information applies to all summative assessments in the academic year and an assessment includes any single assessment event.

Procedures

1. *In the case of failing a preliminary round assessment:*

The student must participate in a resit.

2. *In the case of failing a first resit assessment, an Assessment Board will be convened, from which the following outcomes can occur:*

- The student is allowed to progress to the next year of study with a progression plan in place to improve the failed area/s (This is likely to be for Y1 students)
- The student is allowed to progress to the next year of study with restrictions (This is likely to be Year 2; i.e. the College decides that a student may progress from year 2 to year 3 under the agreement that they change their chosen option/s to a subject/s they have demonstrated the ability to pass)
- The student is allowed to participate in a second (final) resit (i.e. in situations where a Y2 student must pass a particular assessment to be able to take a compulsory or preferred option at Y3 and has narrowly missed the mark at the first resit)
- It is recommended that the student repeats a period of study (where a second resit is inappropriate or unhelpful - probably in cases where a student has suffered personal issues which have significantly impacted their progress, and/or where little to no evidence of improvement is seen throughout three attempts at passing the assessment).

3. *In the case of failing a second resit, the College will again convene an Assessment Board who will make a holistic judgement as to whether it is believed that, with support, the student can make the progress necessary to pass the failed area at the level required in the next year of study. In the case that a student is not allowed to progress as they do not meet this criterion, the following outcomes can occur:*

- It is recommended that the student repeats a period of study
- The student's training is terminated (where the student is repeating a period of study for the second time)

4. *In the case of the student requesting Extenuating Circumstances from a second resit, the College will again convene an Assessment Board who will make a holistic judgement as to whether it is believed that, with support, the student can make the progress necessary to pass the failed area from the preliminary round and re-sit at the level required in the next year of study. In the case that a student is not allowed to progress as they do not meet this criterion, the following outcomes can occur:*

- It is recommended that the student repeats a period of study
- The student's training is terminated (where the student is repeating a period of study for the second time)

YEAR 3: MUSICAL THEATRE DIPLOMAS (MTA AND MTB) UNITS 1-6 - ASSESSMENT SOURCES

Assessment of Unit 1

Title: Technical Skills in Professional Musical Theatre- Singing

Assessment marks will be drawn from the following sources:

Formative: Term 1 Report

Summative: Prep and Tech- Term 3

Assessment of Unit 2

MTA- Technical Skills in Professional Musical Theatre- 2 options from: Jazz, Contemporary, Ballet or Tap

MTB- Technical Skills in Professional Musical Theatre- Acting

Assessment marks will be drawn from the following sources:

Formative: Term 1 Report

Summative: Prep and Tech- Term 3

Assessment of Unit 3

MTA- Technical Skills in Professional Musical Theatre- Acting

MTB- Technical Skills in Professional Musical Theatre- 1 option from: Jazz, Tap or Ballet

Assessment marks will be drawn from the following sources:

Formative: Term 1 Report

Summative: Prep and Tech- Term 3

Assessment of Unit 4

Performance

NB: Productions cannot be offered a re-sit. In the case of Injury, Illness or Extenuating Circumstances, the rehearsal mark will be taken alone

Assessment marks will be drawn from the following sources:

MTA

Dance Production-Dance Option 1

Dance Production- Dance Option 2

Musical Theatre Production

Prelim- Singing

Prelim- Dance Option 1

Prelim- Dance Option 2

MTB

Dance Production- Dance Option

Acting Production

Musical Theatre Production

Prelim- Singing

Prelim- Acting

Prelim- Dance Option (Optional)

Assessment of Units 5 and 6.

Contextual Studies Folder, comprising the averaged mark of Modules 1-7

AEGROTAT AWARDS

Due to valid extenuating circumstances the college is satisfied that the student would have reached the standard required and certification is granted. Such a decision will be subject to the following process:

- The Assessment Board will review the legitimacy of the case.
- *In cases with no legitimate supporting evidence:* Assessment outcomes will govern the decision for approval
- *In cases with legitimate supporting evidence:* Student's case will be referred to the Principal for approval

Such awards are rare and will only be made in the following cases:

- Significant and long-term illness
- Death

ACADEMIC MISCONDUCT

Offences

- Failure to comply with Assessment Procedures and Timetabling without application for Extenuating Circumstances
- Any attempt to undertake the expectations of the assessment in a way that would be deemed unfair
- Gratuitous and/or offensive material submitted for assessment.
- Cheating: The student attempts to gain advantage by unfair means with examples including but not limited to:
 - Impersonating another student
 - Possession of, access to and/or use of any unauthorised material during the assessment. This may include, but is not restricted to; mobile phones, notes, texts, visual or audio material
 - Deception in research where data has been falsified, fabricated or misrepresented
 - Plagiarism: NB. The nature of most assessments at LTA reduces the likelihood of plagiarism, however the college takes the act of plagiarism seriously and would act upon it in the following situations:
 - Performed or written material that has been copied without any attempt to acknowledge or reference the original creator
 - Performed or written material that has been incorporated as the student's own without acknowledgement or reference to the original creator
 - Collusion: the assessment material has been prepared by someone else and presented as the student's own
 - Submission of another student's work with or without their consent and presented as the perpetrating student's own

Minor and Major Offences

Minor and Major offences are differentiated according to the time of occurrence or the number of repeated offences. For instance; a third year student should have a greater understanding of the types of offences relating to Academic Misconduct and any offences in this year will directly impact their final qualification. This will define it as Major. A Year 1 or Year 2 student who has committed previous offences will have a heightened awareness of the seriousness

Misconduct that takes place in the earlier years of the course would be defined as Minor at Stage 1. (See below)

Action

- Can be initiated by any complainant to the Course Leader (CL) and without time limit
- Investigation will be undertaken by the CL and Head of Department (HoD)
- Outcome can be informally resolved by all parties and referred to the Assessment Board to be deemed a Minor Offence (Outlined Below)
- Where the outcome cannot be informally resolved, the mark relating to the performed or submitted work shall be deemed as a Minor or Major Offence
- On the recommendation of the CL/HoD and in all cases where all evidence has been gathered by the CL and the HoD, the investigation will lead to referral to the Assessment Board who will deem the offence to be considered as Major or Minor

Minor Offence

The level of the offence will be gradually escalated by means of stages:

Stage 1. First Offence: Student receives a warning letter that remains on file for the duration of the student's training. This letter will be used in the event of a second offence.

Stage 2. Second Offence: Case is referred to the Assessment Board to consider an appropriate penalty and then meet with the student.

Stage 3. Third Offence: Case is escalated to Major Offence classification and is subject to the appropriate penalties.

Where a **Stage 2** Minor Offence has been committed, the Assessment Board will decide on the application of either one or a combination of the following penalties:

- Reduction of the original mark
- Student's assessment cancelled and recorded as 0%
- Cancellation of all artefacts for the assessment and each recorded as 0%
- Any other penalty deemed reasonable in the circumstances for example; retraction of facilities, order to apologise, imposed contract of conduct
- Where it is considered that gratuitous and/or offensive material has been submitted, the submitted work shall be referred immediately to the Assessment Board. If the Assessment Board judges the work to be gratuitous and/or offensive, the student must amend the work and re-submitted within the expected time-frame. If the Assessment Board judges the work not to be gratuitous and/or offensive, it will be given to an alternative marker for marking.
- Where certification may be affected, the student's case will be considered by the Assessment Board. The student will then have a formal meeting with the Assessment Board.
- Where certification is not affected, the student will meet with the Assessment Board, who will confirm the penalty. This will be followed up in writing to the student and archived by the Assessment Board. The Principal shall be notified

Major Offence

Where it is believed that a Major Offence has been committed, the allegation should be submitted in writing to the Assessment Board. The allegation should take the following format:

- Heading- 'Allegation of Major Offence'
- Name of student against whom the allegation is made, the date of the offence and the related department
- Nature of the allegation
- Inclusion of all available supporting evidence
- Explanation of the steps taken to collate and confirm the evidence and why the student could be responsible
- Explanation of why the Major Offence should require disciplinary action in accordance with these regulations
- Printed name and signature of allegant and date that the allegation is being made

- The Assessment Board will consider the validity of the allegation and whether or not it is to be treated as a Major Offence
- If the Assessment Board deems the allegation to be valid but as a Minor and not Major Offence, they will issue either one or a combination of the penalties outlined under Minor Offences. The Assessment Board will notify the Principal within ten days of receiving the allegation
- An allegation of a Major Offence may be withdrawn without explanation at any time prior to the final decision
- Should the allegation be withdrawn, all proceedings shall be terminated with immediate effect, with no further action to be taken. The allegation shall not be archived.
- If the Assessment Board deems an allegation of Major Offence to be valid, they shall follow the steps outlined below.

Disciplinary Procedure following an Allegation of Misconduct

The Assessment Board will notify the student of the allegation.

Notification takes the form of an e-mail and will include the following information:

- A copy of the allegation
- The date, time and subject of the investigation
- Details of where they can seek help or advice
- A copy of the evidence that has been documented and considered
- Details of the student's right for representation or support in any formal interview

Should the student not respond within two working days, they shall be called and invited to a meeting with the Assessment Board to determine the outcome. This meeting will not include the Principal

Disciplinary Action

Once the Assessment Board has deemed an allegation of a Major Offence as valid, they will inform the Principal who will determine the allegation of Major Offence. The Assessment Board will supply the Principal with the following information:

- A copy of the allegation
- The date, time and subject of the investigation
- List of staff members involved in the process to date
- The date on which the student was notified

The Assessment Board will consider the evidence, determine the proof of the allegation and decide upon either one or a combination of penalties from the list below. They will ensure parity of disciplinary action in relation to comparisons and precedents. Any mitigations may be taken into account when fixing the penalty. A meeting will be convened between the Assessment Board and the student regarding the decision.

Major Offence Penalties

- Permanent exclusion from the college (on evidence that is proven beyond reasonable doubt)
- The assessment will be classified as a Fail
- Any other penalty deemed appropriate for the level of the offence within the authority of the college.

The Assessment Board will be informed of the information below that is necessary for the archiving of the Decision Notice.

The student shall be called to a meeting in writing to hear the final decision within 5 working days.

Decision Notice

The Assessment Board will record and archive the following information in the form of a Decision Notice:

- Summary of major points made by the Assessment Board
- Concise rationale of the findings
- Concise statement of the findings made by the Assessment Board
- Where the student is responsible for the misconduct, the penalty applied and the arrangements for its enforcement
- An explanation of the student's right of appeal that must be within ten days of this notice

The relevant HoD and CL shall be issued with this Decision Notice

Appeals against Allegations of Misconduct and Penalties

- The student in question is the only person with the right to appeal against the evidence, findings and sanctions imposed
- The appeal suspends the application of any penalty that was originally imposed.
- The appeal should be made in writing to the Assessment Board who will refer it to an Appeal Panel which will be chaired by the Principal. The Appeal Panel will not consist of anyone from the original case. It should take the following format and be within ten working days of receiving notification of the allegation of misconduct. It should be headed 'Statement of Appeal' and include at least one of the following:
 - A material procedural irregularity which would have significantly impacted the validity of the original hearing and its related penalty
 - Any new evidence that under reasonable circumstances, could not have been made to the original hearing
 - The penalty is too severe compared to the penalties received by other students in similar circumstances, or by comparison to the case
- The Statement of Appeal may be withdrawn by the student at any time and the appeal shall be deemed as having failed.
- The Appeal Panel will consider the appeal and the original evidence in a timely manner. The Appeal Panel will always refer the appeal to the Principal who will determine the decision in relation to the appeal, taking advice from the Appeal Panel to ensure parity of disciplinary action in relation to comparisons and precedents. Any new penalty will entirely replace the original penalty.
- If the appeal is unsuccessful, the appeals procedure is considered completed and the student shall receive the decision
- The Principal will notify the Appeal Panel of the necessary information from the following list to be archived as an 'Appeal Decision Notice'

- A concise statement that defines the Principal’s findings
- A concise rationale of the Principal’s findings
- Where the student is responsible, the penalty to be applied and the arrangements for its enforcement
- An explanation that the ‘Appeal Decision Notice’ shall conclude the Appeals Procedures Process

ACADEMIC APPEALS

Students may not question the professional judgment of the Assessment Board and any such requests will be dismissed.

It is expected that all staff will uphold the professional judgement of the Assessment Board and Assessors in respect of the Internal Verification Procedures in order to sustain the integrity of the qualifications governed by the Awarding Bodies

Factors Contingent in Granting Mark Review Approval

The decision to grant approval for reviewing a mark will be made by the Assessment Board and based on the following factors:

- Misinformation about material
- Significant administrative error in the distribution of material
- Significant inconsistency in the delivery of the material across the cohort
- Significant inconsistency in the delivery of the expectations
- Significant administrative error in Assessment timetable information
- The assessment has not been conducted in accordance with the college’s assessment procedures
- A decision taken relating to an Extenuating Circumstance was not aligned to the college’s Extenuating Circumstances policy
- There is evidence of an irregularity in the assessment procedures

Stage 1	Acknowledge the appeal	Within 5 working days from receipt
Stage 2	Investigation	Within 30 working days of acknowledgement
Stage 3	Outcomes and Actions	Within 10 working days of the completion of the investigation
Stage 4	Appeal eligibility acknowledged Decision whether grounds for appeal are met Final appeal outcome	5 working days from receipt of appeal 10 working days from receipt of appeal 20 working days from receipt of appeal

Process for Requesting Mark Review

- Written request to the Course Leader (CL), including supporting evidence (where possible) within 10 days of receiving the assessment result
- CL will refer the request to the Assessment Board
- The Assessment Board will consider whether there is legitimacy in the evidence provided

- Where the Assessment Board finds that legitimacy is not found in the evidence provided, the Mark Review request will be dismissed, with supporting reasons archived and sent to the student
- *Invalidation* of the request: The Assessment Board will write to the student stating the the reason(s) for its dismissal
- *Validation* of the request: The Assessment Board will inform the CL who will arrange, with the HoD, for re-assessment of the student's output/work in the same assessment style. This will produce a final mark that may be higher, lower or the same and no further request for a Mark Review will be approved in relation to the same event
- Should the CL and/or HoD identify a factor that would have affected all students of the same assessment, they will inform the Assessment Board for approval of all students to be re-assessed
- All Mark Review outcomes will be archived by the Assessment Board

Live Productions

All live, productions will be recorded to evidence and support the awarding of outcomes.

TRACKING OF ACHIEVEMENT

Progress Data is recorded in the following ways:

Formal

- Formative Assessments: Reports containing Grades for Attainment and Application. Once a year, each year group will receive written feedback at designated times of the year.
 - Summative Assessments: Live assessments such as Performances and demonstrations.
 - Recording of Extenuating Circumstances
- Grades are summarised by the reporting app and analysed for action to be taken and archived
 - Students of Concern are tracked via a 'live' spreadsheet that is updated on a termly basis. This spreadsheet is updated by the Assessment Board. Historical checking of progression can be cross-checked on this spreadsheet
 - Action taken and students of concern are monitored by the CL's

Informal

- 1-1 Subject Specific Appraisals
 - Journaling
- General appraisals are arranged by and with the CL. Subsequent plans are made for subject specific appraisal where necessary
 - Requirements for assessment of journaling are at the discretion of the HoD

Use of Generative AI

Artificial Intelligence (AI) is the term used to describe the technologies that can support and enhance human thinking by performing various tasks and functions. They are becoming integral to the global society and are fundamental to the changes that can alter and drive the growth necessary for the way that industries work.

There are challenges presented by AI in education and Laine Theatre Arts is committed to introducing safe and ethical use of AI technologies- particularly to do with bias, safety, use of personal data, over-reliance and authenticity. There is the additional risk of exposure to inappropriate content of which younger learners should be mindful.

Laine Theatre Arts supports the innovative use of AI and has a belief in the progressive nature of its use. The college encourages safe exploration of this by staff and learners as part of learning and development, however it is important to ensure the integrity of the Academic Qualifications that are on offer. For this reason, any teacher or assessor will only accept qualifying work that is demonstrably the learner's own. A learner can do this by identifying the elements of AI that have been utilised in order to produce the work and failure to do so will be considered Academic Misconduct. It is the responsibility of teachers and assessors to create a culture of appreciation for the benefits of AI, while instilling an understanding that over-reliance on its use does not allow learners to independently meet assessment criteria, and demonstration of this over-reliance will result in not being rewarded.

Any concerns regarding the authenticity of a student's work will be investigated and appropriate action will be taken in line with the Academic Misconduct policy.

AI will not be used by Laine Theatre Arts for assessing, marking or grading activities.

Appendix 1 – Subject Specific Assessment Field Descriptors

	ARTISTRY	SKILLS	PERFORMANCE
GENERAL DANCE	Musicality freedom of movement originality of response to stimulus breath dynamic versatility appropriateness of movement quality to style era nuanced connection to the choreography engagement with themes, ideas and contexts of work	Physical alignment Weight transference stability safe practice clarity of movement patterns co-ordination rhythmic accuracy proprioception strength stamina demonstration of agility sequentially	Communication of the artistic intention through: eyeline, body language, mood and atmosphere, audience engagement and exchange of energy Intelligent projection of performance performance stamina theatrical assurance confident expression of artistic choices charismatic and fearless delivery of the material captivating command of the space authenticity
JAZZ	Characterisation attuned kinaesthetic awareness	Refined Jazz techniques ability to isolate	As above
BALLET	Ability to interpret classical music through movement quality and dynamics attuned kinaesthetic awareness	Refined Classical Ballet techniques realised classical line co-ordination and use of turned-out leg lines fluidity of movement	As above
TAP	Characterisation	Refined Tap techniques articulation and use of nuanced tone clarity of beating and phrasing.	As above

CONTEMPORARY	Autonomous and self-directed approach to movement Connected and fully embodied movement responsive to own feelings attuned kinaesthetic awareness	Refined Contemporary techniques engagement with a range of contemporary practitioner techniques ability to move with ease, expansion and flow	As above
SINGING	Interpretation of the song's text: sense of character journey, intention and emotion; demonstration of musicality.	Vocal control and use of varying voice qualities and techniques: breath management; evenness of tone; intonation; sense of rhythm; clarity of text.	Communication of the song: theatrical assurance; appropriate sense of style; Demonstration of artistic choices.
HARMONY AND MUSICIANSHIP	Simultaneous connection to the text, the thought and scene partner/s, the composer's intention within the music, and the character within the chosen style and genre	Singing harmonies with precision, intonation and appropriate vocal quality, with blending and balance between voices	Communication of the song with scene partner/s, demonstration of musicality, theatrical assurance and appropriate sense of style
ACTING	Simultaneous connection to the text, the thought and scene partner/s.	Ability to create and sustain physical embodiment of character; Sustained practical application of practitioner methodology.	Communication of character, intention and narrative through the use of technical skill and application of practitioner methodology.
VOICE	Dynamic and creative use of the voice; connected to character	Ability to apply a full range of technical, practical voice skills, i.e. articulation, modulation, breath control, pitch and pace.	Communication of character, intention and narrative through the integrated application of technical voice skills and (where applicable) accent.
REFLECTIVE JOURNAL	Confidence in analysing the effects of practitioner methodology, with detailed evaluation of how the methodology works within the actor's individual practice.	Ability to sustain detailed, honest critical reflection on the assessment work.	N/A
	KNOWLEDGE	ACADEMIC SKILLS	COMMUNICATION

CONTEXTUAL STUDIES	Thorough grasp of historical, cultural, social, and personal contexts in relation to Musical Theatre Industry; evidence of the ability to analyse the impact of these elements on contemporary issues and practices; ability to connect knowledge to personal practice.	Research, critique and respond to concepts related to Musical Theatre, demonstrating both theoretical knowledge and practical application	Clear, coherent and relevant presentation of ideas, arguments and research findings. Evidence of personal insight; effective engagement with intended audience
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Appendix 2 – Year 1 and 2 Marking Scheme

CATEGORY		ADVERBS (GRADE SPECIFIC)	Adjectives	ATTAINMENT GRADE: FORMATIVE/SUMMATIVE		CODE
Year 1/2 EXCEEDING (PASS) Assessment Requirements or	ATTAINMENT	EXCEPTIONALLY, ABSOLUTELY; UNEQUIVOCALLY	CONSISTENT CONSIENTIOUS CAPABLE CLEAR CONFIDENT FOCUSED ACCURATE ORIGINAL IMAGINATIVE BELIEVABLE TRUTHFUL SINCERE SPONTANEOUS CONNECTED SUCCESSFUL	10	100	E10
		REMARKABLY, EXTREMELY; ACUTELY		9	90-99	E9
		VERY, HIGHLY; SUBSTANTIALLY		8	80-89	E8

Expectations	<u>APPLICATION</u>	Exceeding the expectations of professional preparation – dependable. Application is evident through a balance of outstanding knowledge, confidence, commitment and dedication with class work		S1		ES1
<u>Year 1/2</u> <u>MEETING</u> <u>(PASS)</u>	<u>ATTAINMENT</u>	PREDOMINANTLY, SIGNIFICANTLY	CONSISTENT CONSCIENTIOUS CAPABLE CLEAR CONFIDENT FOCUSED ACCURATE ORIGINAL IMAGINATIVE BELIEVABLE TRUTHFUL SINCERE SPONTANEOUS CONNECTED SUCCESSFUL	7	70-70	M7
		GENERALLY, FREQUENTLY		6	60-69	M6
		QUIET, ACCEPTABLY; FAIRLY		5	50-59	M5
		SUFFICIENTLY, ADEQUATELY		4	40-49	M4
Assessment Requirements or Expectations	<u>APPLICATION</u>	Meeting the expectations of professional preparation - reliable Application is evident through sufficient levels of knowledge and/or confidence		S1		MS1
		Meeting expectations of professional preparation - reliable Application is evident through sufficient levels of commitment and/or dedication		S2		MS1
<u>Year 1/2</u> <u>YET TO MEET</u> <u>(FAIL)</u> Assessment Requirements or Expectations	<u>Attainment</u>	INFREQUENTLY, INSUBSTANTIALLY	CONSISTENT CONSCIENTIOUS CAPABLE CLEAR CONFIDENT FOCUSED ACCURATE ORIGINAL IMAGINATIVE BELIEVABLE TRUTHFUL SINCERE SPONTANEOUS CONNECTED SUCCESSFUL	3	30-39	YM3
		INSUFFICIENTLY, INADEQUATELY, BARELY		2	20-29	YM2
	<u>APPLICATION</u>	Yet to meet the expectations of professional preparation - inconsistent Application is insufficient enough to be clearly evident in knowledge and/or confidence		S1		YMS1

	<u>APPLICATION</u>	Yet to meet the expectations of professional preparation - inconsistent Application is insufficient enough to be clearly evident in commitment and/or dedication		S2		YMS2
<u>Year 1/2</u> <u>NOT MEETING (FAIL)</u> Assessment Requirements or Expectations	<u>ATTAINMENT</u>	USE OPPOSITE PREFIX - 'IN/UN/DIS'	CONSISTENT CONSCIENTIOUS CAPABLE CLEAR CONFIDENT FOCUSED ACCURATE	1	10-19	NM1
		UNAUTHORISED ABSENCE/MISSING ELEMENTS	ORIGINAL IMAGINATIVE BELIEVABLE TRUTHFUL SINCERE SPONTANEOUS CONNECTED SUCCESSFUL	0	0-9	NM0
	<u>APPLICATION</u>	Unfulfilled assessment preparation expectations - lacks reliability Application is neglectful for its evidence in knowledge and/or confidence		S1		NMS1
		Unfulfilled assessment preparation expectations - lacks reliability Application is neglectful for its evidence in commitment and/or dedication		S2		NMS2
<u>STUDENT ABSENCE</u>	<u>CLASS (UNDER 60%)</u>	For legitimate or no legitimate reason the student has attended and participated in the class material for less than 60% of the available classes. No mark will be given (to be investigated).				U60
	<u>FORMAL ASSESSMENT</u>	There is an authorised reason for absence that has already been explained. To be investigated.				ABS

Appendix 3 – Year 3 Marking Scheme

CATEGORY		ADVERBS (GRADE SPECIFIC)	ADJECTIVES	ATTAINMENT GRADE: FORMATIVE/SUMMATIVE		CODE
<u>Year 3</u>	<u>ATTAINMENT</u>	EXCEPTIONALLY, ABSOLUTELY; UNEQUIVOCALLY	CONSISTENT CONSCIENTIOUS CAPABLE CLEAR CONFIDENT FOCUSED ACCURATE ORIGINAL IMAGINATIVE	10	100	E10
		REMARKABLY, EXTREMELY; ACUTELY		9	90-99	E9

EXCEEDING (PASS) Assessment Requirements or Expectations		VERY, HIGHLY; SUBSTANTIALLY	BELIEVABLE TRUTHFUL SINCERE SPONTANEOUS CONNECTED SUCCESSFUL	8	80-89	E8
	APPLICATION	Exceeding the expectations of professional preparation – dependable. Application is evident through a balance of outstanding knowledge, confidence, commitment and dedication with class work		S1		ES1
Year 3 MEETING (PASS)	ATTAINMENT	PREDOMINANTLY, SIGNIFICANTLY	CONSISTENT CONSCIENTIOUS CAPABLE CLEAR CONFIDENT FOCUSED ACCURATE ORIGINAL IMAGINATIVE BELIEVABLE TRUTHFUL SINCERE SPONTANEOUS CONNECTED SUCCESSFUL	7	70-70	M7
		GENERALLY, FREQUENTLY		6	60-69	M6
		QUIET, ACCEPTABLY; FAIRLY		5	50-59	M5
		SUFFICIENTLY, ADEQUATELY		4	40-49	M4
Assessment Requirements or Expectations	APPLICATION	Meeting the expectations of professional preparation - reliable Application is evident through sufficient levels of knowledge and/or confidence		S1		MS1
		Meeting expectations of professional preparation - reliable Application is evident through sufficient levels of commitment and/or dedication		S2		MS1
Year 3	ATTAINMENT	INFREQUENTLY, INSUBSTANTIALLY	CONSISTENT CONSCIENTIOUS CAPABLE CLEAR CONFIDENT FOCUSED ACCURATE ORIGINAL IMAGINATIVE BELIEVABLE	3	30-39	YM3
		INSUFFICIENTLY, INADEQUATELY, BARELY		2	20-29	YM2

<u>NOT MEETING (FAIL)</u> Assessment Requirements or Expectations		USE OPPOSITE PREFIX - 'IN/UN/DIS'	BELIEVABLE TRUTHFUL SINCERE SPONTANEOUS CONNECTED SUCCESSFUL	1	10-19	NM1
		UNAUTHORISED ABSENCE/MISSING ELEMENTS		0	0-9	NM0
	<u>APPLICATION</u>	Unfulfilled assessment preparation expectations - lacks reliability Application is neglectful for its evidence in knowledge and/or confidence		S1		NMS1
		Unfulfilled assessment preparation expectations - lacks reliability Application is neglectful for its evidence in commitment and/or dedication		S2		NMS2
<u>STUDENT ABSENCE</u>	<u>CLASS (UNDER 60%)</u>	For legitimate or no legitimate reason the student has attended and participated in the class material for less than 60% of the available classes. No mark will be given (to be investigated).		U60		
	<u>FORMAL ASSESSMENT</u>	There is an authorised reason for absence that has already been explained. To be investigated.		ABS		

Appendix 4 – Marking Criteria for Productions (Rehearsal and Performance)

REHEARSAL	
Attainment	

<p>Artistry Development of Artistic Quality</p>	<ul style="list-style-type: none"> • The development of artistic quality is evidenced in a student’s ability to connect their personal performance quality and the stylistic choices they make to the overarching artistic aims and objectives of the piece. • Evidence of developing artistic quality may include journaling, and evidence of personal discovery in the rehearsal room.
<p>Skills Development of Skill</p>	<ul style="list-style-type: none"> • Development of skill is evidenced in a student’s improving technical competency, safety, clarity, and reliability throughout rehearsals. • Development of skill is evidenced in the student’s ability to interpret and action directorial/choreographic notes • Development of skill may also be evidenced through the demonstration of potentially advanced levels of physical/vocal ability. • Development of skill is evidenced in a student’s increasing ability to integrate acting, singing and dancing where required.
<p>Performance Development of Performance Ability</p>	<ul style="list-style-type: none"> • The development of performance ability is evidenced through a student’s improving ability to find clarity, meaning, truth and sincerity in performance.
<p>Application</p>	
<p>Commitment Demonstration of Commitment</p>	<ul style="list-style-type: none"> • Commitment is evidenced in a student’s confident and dedicated participation in the rehearsal process including the application of personal research. • Commitment is evidenced in a student’s willingness to share tasks and assume additional responsibilities throughout the production process. • Commitment is evidenced in a student’s ability to demonstrate professional attitudes and behaviours throughout the rehearsal and production processes (eg timekeeping and support of other cast members), and a sense of personal responsibility as a company member.
<p>Knowledge Knowledge of the Theatrical Environment</p>	<ul style="list-style-type: none"> • Knowledge is evidenced through the student’s ability to identify and respond to the physical and personal risks associated with the theatrical environment. • Knowledge is evidenced through the student’s ability to identify the roles and relationships between performers and other technical departments, exhibiting appropriate professional behaviour.

PERFORMANCE	
Attainment	
Artistry Demonstration of Artistic Quality	<ul style="list-style-type: none"> Demonstration of artistic quality is evidenced in a student's ability to connect their personal performance quality to the overarching artistic intention in a way that inspires emotions and/or tells a story as intended.
Skills Demonstration of Skill	<ul style="list-style-type: none"> Demonstration of skill is evidenced through the student's technical competency, clarity, and reliability in performance. Demonstration of skill is present in a student's ability to convey understanding of context in performance. Demonstration of skill may also be evidenced through the demonstration of potentially advanced levels of physical/vocal ability.
Performance Demonstration of Performance Ability	<ul style="list-style-type: none"> The demonstration of performance ability is evidenced in a student's ability to create a fully realised performance, which incorporates the clear communication of meaning and intention in a truthful and sincere way. The demonstration of performance ability is evidenced in a student's ability to entertain and/or engage an audience, and attune to their response. The demonstration of performance ability is evidenced in the smooth integration of acting, singing and dancing where appropriate.
Application	
Commitment Demonstration of Commitment	<ul style="list-style-type: none"> Commitment is evidenced in a student's dedication to creating a confident and fully invested performance. Commitment is evidenced in a student's ability to demonstrate professional attitudes and behaviours, onstage and backstage.
Knowledge Knowledge of the Theatrical Environment	<ul style="list-style-type: none"> Knowledge is evidenced in a student's ability to observe health and safety rules and regulations in performance conditions Knowledge is evidenced in a student's ability to interact with the technical aspects of production, during performance.