TRINITY LABAN

ACADEMIC QUALITY HANDBOOK

CHAPTER E – ASSESSMENT

Contents

E.1   General Principles

The information below should be read in conjunction with the [assessment regulations within the **Academic Regulations**](#).

E.2   Information about Assessment

The detail of each assessment task is provided to students in a written assessment task specification, compiled by the Module/Component Leader. The specification also outlines:

- the deadline for submission/assessment
- the submission method or method of assessment
- the marking criteria pertaining to the assessment task
- the weighting of the assessment within the component or module

Further details, including how the assessment relates to the module/component learning outcomes, are included in the relevant programme handbook.

E.3   Assessment Modes

The diversity of skills associated with and expected from the music or dance practitioner is reflected in a variety of modes of assessment. These are designed to reflect different learning styles and the intended learning outcomes, and to test different skills acquired and developed by the student through their studies on the relevant Programme.

Assessment Type	Description and Rationale
Written coursework	Essays, critical reviews, reports, case studies. These encourage students to develop skills in research and collation of information, critical evaluation of information, organisation and written presentation, all of which are assessed. Students may additionally acquire skills of personal time management, although these will not be directly assessed.
Practical assessment	These require students to display their knowledge and skills in a performance situation. Practical assessments may be undertaken individually or within a group (e.g. a cast or ensemble).

Seminar/Oral presentation	These require students to develop all the skills listed for written work, but, in addition, students also have the opportunity to display their oral presentation skills, their ability to communicate interactively, and use audio-visual aids as appropriate. All these skills will be assessed.
Log, project reports, diaries etc.	These encourage students to display organisational ability, efficient record keeping, self-assessment skills, and the capacity to evaluate critically and reflect on their own experiences.
Compositions, Arrangements	In addition to encouraging the application of skills and knowledge to a specific set of requirements, these also develop the student's creativity and the attributes of self-critical awareness and reflective analysis.
Viva voce examinations	The require students to readily adapt their thinking to a given situation, and to communicate and interact effectively through the spoken word.
Written examinations	These require students to demonstrate their knowledge and skills, and their ability to apply these to specific tasks, within time constraints.
Portfolio	A collection of work on a particular theme, produced over a period of time and collated for assessment.

E.4   Assessment design

4.1   Assessment Design Guidance and Checklist

The key principles for assessment design are set out in Appendix E.10 Assessment Design Guidance and Checklist. The Guidance includes indicative guidance for assessment loads per credit.

4.2   Formative and summative assessment

Formative assessment provides students with a safe space in which to test and receive feedback on their developing knowledge, skills and techniques. Formative tasks also help students to develop their assessment literacy, including their understanding of (and confidence in) the assessment process, and of the standards required. Formative assessments may also introduce students to elements of good academic practice, such as referencing and ethical behaviour.

Practical formative tasks will normally take place in class time and be organised by the Component/Module Leader or teaching team. Feedback should be provided in sufficient time for students to apply comments to subsequent summative assessment tasks. Formative assessment can take a number of forms and may or may not be graded, however grades will be indicative and will not be recorded on students' records or considered by assessment boards.

4.3   Assessment validity

The extent to which each assessment measures the learning outcomes for a module or programme, is reviewed annually by Module and Programme Leaders and any issues are addressed within the annual programme evaluation (APE) process. Where changes to the assessment mode or learning outcomes are required, the programme amendment process is followed. External examiners are also asked to comment on the validity of assessment tasks within their annual report.

E.5   Attendance requirements

Where attendance is a requirement or part of the requirement to pass a Module/Component/Part of a Programme:

- this is specified in the Programme Handbook;
- this is a pre-requisite for the award of credits in a module/component;
- this does not contribute to the overall award classification.

In accordance with the agreement outlined in the [Statement of Responsibilities](#) students are required to attend all timetabled activities and be present for all practical assessments at the published time.

E.6   Roles and responsibilities

6.1   Designation of Internal Examiners

The Programme Leader is responsible for the designation of internal first and second markers/moderators, operating in accordance with the following principles:

- Normally the Module/Component Leader is the first marker; where there is more than one first marker these will be drawn from the team of tutors responsible for delivery in the subject area and the Module/Component Leader will be the Lead Assessor
- Second markers and moderators are normally drawn from module teaching staff
- Marking and moderation responsibilities will be allocated with due regard for staff assessment workloads
- More than one tutor must be involved in the marking and moderation processes for all modules/components that count towards a final award. This is in addition to the external examining arrangements. No module mark can be finalised on the basis of one Internal Examiner's decision alone.
- If a second assessor or moderator is not available at the time of a practical assessment, a recording shall be made using the most appropriate medium, to be viewed later.
- All 'dissertations' – Independent/Creative Research Projects (Undergraduate Programmes) and Projects (Taught Postgraduate Programmes) - are subject to double marking/moderation (i.e. rather than by structured sample).

6.2   Staff Responsibilities

Assessment responsibilities within each subject area are outlined in Appendix E.1 (Dance) and Appendix E.2 (Music).

The Academic Administration team will be responsible for communicating assessment arrangements to External Examiners, including making sample work available and arranging visits to view practical assessments.

E.7   Assessment and Marking Criteria

Assessment criteria are a reference point for students, internal and external examiners and form the basis of their shared understanding of the standards required to pass a module. They are explanations of how marks are allocated to reflect students' achievement as evidenced in the assessment task.

Marking criteria are descriptors which define the standard of the work in relation to the assessment criteria. The Institutional Generic Marking Criteria are outlined in appendices E.20.7 and E.20.8. Each programme or module should have more detailed grading criteria constructed on the basis of these generic criteria, as outlined in the relevant programme handbook. All programmes use a marking scale from 0-100.

7.1   Constructive Alignment of Assessment to Learning Outcomes

Define LOs and threshold assessment criteria	Select learning and teaching activities that enable students to meet assessment criteria	Design assessment methods that measure how actual learning compares with intended LOs	Assign a mark based on the extent to which the student has met the assesment criteria (and therefore LOs)
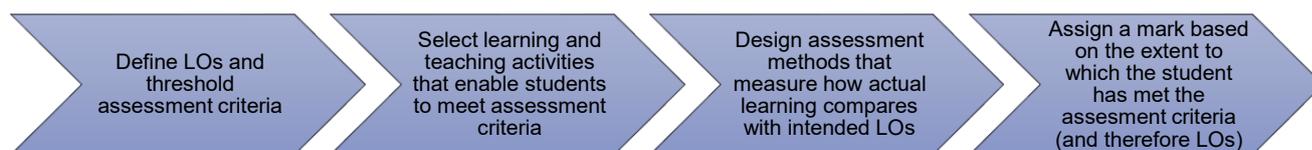
Learning outcomes define the skills and/or knowledge that a student is expected to have achieved on successful completion of a programme or module. All assessed modules have an attached set of 'learning outcomes' articulated in the Module Specification (see relevant Programme Handbook), from which the threshold assessment criteria are derived. Learning and teaching methods are designed to develop students' capacity to meet the assessment criteria and thereby demonstrate the learning outcomes. The structure and content of the assessment tasks within a module will be targeted on testing students' actual learning against the intended learning outcomes.

Assessment criteria are outlined within each module specification and are used in combination with marking criteria to assign a mark to an assessment which indicates how well a student has demonstrated the learning outcomes. In the case of assessment of Components within a Module, all the Module learning outcomes would not necessarily be met within each Component, but rather across the total of the assessment tasks within the Module. Learning outcomes (and therefore assessment criteria) are aligned with relevant subject benchmark statements and qualification descriptors, in order to ensure that threshold academic standards are comparable with those of other similar programmes in the UK. This alignment is monitored through the external examining system and the programme revalidation process.

7.2   Using assessment criteria

The assessment criteria and/or any student/tutor negotiated criteria (where designated in the *Programme Handbook*) form the standard basis for assessing the work of students against the Marking Criteria and may not be varied by Examiners. These should be applied consistently to ensure comparability.

It is recommended that subject teams undertake a calibration activity in advance of assessment, in order to develop a shared understanding of the standards required by an assessment task and reduce the potential for large discrepancies between markers. Such activities may include marking sample work, discussing the reasons for the marks awarded in a group and negotiating a consensus.

Assessment criteria should be discussed with students in advance of an assessment. This will enable students to share the marker's understanding of the criteria and to ask

any questions to aid their application of the criteria to their own work. Where appropriate, activities such as peer assessment may be used to enhance students' understanding of the assessment process.

It is expected that students' English language skills are considered in the marking of written assessments on the final year of an undergraduate programme or throughout a postgraduate programme. Written assessments in earlier years of undergraduate programmes should be used to identify needs for further support in developing English language skills ahead of the final year.

Group assessment tasks

In group tasks it is particularly important to ensure that the assessment methods and criteria are understood by students before they start the activity. The assessment criteria should make clear how marks are awarded for both the performance of the team and (where appropriate) for individual performance. The assessment design should reflect the learning outcomes of the module in terms of whether a group mark, individual marks or a combination of the two are awarded.

E.8   Marking and Grading of Work

8.1   Definitions

- **Marking** is the process used to assess a student's achievement of learning outcomes and the academic standards in a given assessment component.
- **(Blind) Double marking** is a process where an assessment is independently assessed by more than one marker. In the case of blind double marking, the marks from the first marker are not made known to the second marker.
- **Second marking** is a process where marking is checked by a second tutor. This may take the form of **sample second marking,** where only a selection of marks are checked.
- **Panel marking** is a process where two or more markers conduct the marking process together, agreeing a mark between them. This approach is most commonly found in arts performance. Some music assessment panels include a Specialist Adviser with relevant professional experience of the instrument or discipline being assessed. Procedures for the engagement of Specialist Advisers and the conduct of assessment panels are outlined in appendix E.2.
- **Moderation** is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently and appropriately, reflecting the shared understanding of

the markers. Moderation focuses on a set or marks for an assessment task, component or module. Moderators are not expected to change individual students' marks, or to resolve disputes between two or more markers. Forms of moderation include:

- sampling; samples are likely to include examples of borderline, high and failing marks.

- review of all marks; this method may be used where the cohort is small, where a substantial number of credits are awarded on the basis of a single assessment (e.g. a research project or dissertation) or where unusual patterns of marks are identified across a module. Moderation is subsequent to the process of marking. In the case of practice-based assessment tasks, the moderator may be in the examination room at the same time as the other internal examiners but the moderation will take place subsequent to the internal examiner(s) having determined the marks for each student.

8.2   Designation of Internal Examiners

The Programme Leader is responsible for the designation of internal first and second markers/moderators, operating in accordance with the following principles:

- Normally the Module/Component Leader is the first marker; where there is more than one first marker these will be drawn from the team of tutors responsible for delivery in the subject area and the Module/Component Leader will be the Lead Assessor

- Second markers and moderators are normally drawn from module teaching staff

- Marking and moderation responsibilities will be allocated with due regard for staff assessment workloads

- More than one tutor must be involved in the marking and moderation processes for all modules/components that count towards a final award. This is in addition to the external examining arrangements. No module mark can be finalised on the basis of one Internal Examiner's decision alone.

- If a second marker or moderator is not available at the time of a practical assessment, a recording shall be made using the most appropriate medium, to be viewed later.

- All 'dissertations' – Independent/Creative Research Projects (Undergraduate Programmes) and Projects (Taught Postgraduate Programmes) - are subject to double marking/moderation (i.e. rather than by structured sample).

8.3 Marking procedures

When awarding a mark to a student's assessment, internal examiners must consider the marking criteria in the Programme Handbook given for each grade category within the scale. Within each band, levels of achievement are defined by the mark awarded according to the level of achievement within the category.

Feedback on assessed work must refer to the assessment criteria and use language consistent with the relevant marking criteria.

Marking procedures vary according to discipline and assessment method. Marking procedures are outlined in the appendix E.1 (Dance) and E.2 (Music).

Borderline marks

Examiners are encouraged to use the full range of marks, however due care should be taken where a mark is awarded on the borderline of a classification boundary (e.g. 39, 49, 59, 69) to ensure that it accurately reflects the standard of the work produced. Where a first marker awards a mark on the borderline, the work should normally be second marked, or checked by a moderator.

Exceeding the word count

A maximum word count may be specified as part of the assessment description for a component or module. If a student exceeds the specified maximum word count by more than 10%, the examiners will stop reading and marking the assessment at that point and mark the assessment only up to the maximum word count plus 10%.

8.4 Efficacy of marking procedures

The Head of Programmes is responsible for ensuring the efficacy of marking procedures and for instigating review of marking practices where appropriate e.g. where there are frequent disagreements between first and second markers and/or moderators.

8.5 Marks resolution

Where the marking processes identify a difference of opinion between internal examiners and/or between internal examiners and Specialist Advisors, a process of criterion-referenced discussion must commence with a view to agreeing the mark for each student. Where agreement cannot be reached, discrepancies must be addressed as follows:

Small discrepancy: where there is a difference between the Internal Examiners of less than 5 percent within the same grade band the higher of the grades proposed must be taken as the agreed mark.

Wider discrepancy: if the second examining is by structured sample, the second examiner must view a larger sample of student work (where the assessment is practical/oral presentation, this will be on video) and the internal examiners must reconsider the mark(s) awarded in the light of this.

Or

If the second examining is of all students' work, or, if there is still no agreement having followed the procedure outlined at b) i) above, a third internal examiner will review with the two internal examiners the basis of their marking against the criteria with a view to agreeing the mark for each student.

Where agreement between the internal examiners cannot be reached, the matter is advised to the External Examiner(s) and referred to the Chair of the Assessment Board, or his/her nominee, for consideration and resolution. The Chair may request a further examiner to consider the work (this must not be the External Examiner). Ultimately, the decision of the Assessment Board is final in agreeing the marks.

For performance assessments (Music)

- The Chair of the panel should make every effort to reach an agreement through a criterion-referenced discussion of the performance.
- In the event that the Panel cannot agree on an assessment result, each member should separately forward their written comments and proposed mark to the Academic Administration team.
- The Academic Administration team will copy all the relevant materials to the External Examiner for the programme, and the other members of the Assessment Board as necessary
- The Assessment Board will consider the issue, in the presence of the External Examiner, or with his/her written comments to hand, and decide on a course of action.
- The Specialist Adviser may be consulted further, if the External Examiner, the Artistic Director, Deputy Director (Learning & Teaching), or the Registrar, deems it necessary.

E9. Feedback on Assessed Work

9.1   Written report/feedback form

a) The report is primarily a summative document (i.e. for a practical assessment, it records what took place and the judgements that were made; for both practical and written, it offers critique of the student's response to the assessment task).

b) The internal examiner(s) feedback comments/reports should reflect their judgement about the degree to which the student has satisfied the assessment criteria.

c) A panel report should reflect a consensus of the views of the examining panel. The report may be drafted during the panel's discussion, but it can only be completed after agreement has been reached. In certain circumstances, it may be impossible to complete the writing of all reports before the end of a session when all members of the panel are still present: in these cases, the Component/Module Leader must ensure that the completed reports are signed by each of the panel members.

d) A provisional mark should be recorded on the report form or feedback sheet and in the Moodle grade book. The provisional status of the mark should be stressed, since marks can only be confirmed by the Assessment Board.

e) Comments and grades must be word-processed. Comments should:

- be phrased objectively and be as full as possible in respect of all sections of the assessment
- refer only to the requirements demanded of the particular assessment task i.e. the skills, knowledge, values and attitudes
- be related to the assessment criteria, with comment against each criterion
- match and justify the grade, balancing positive and negative comments in proportion to the grade awarded
- be directly actionable, such that there is no uncertainty about what a student has to do to address any shortcomings
- be candid, but not cruel, about weaknesses
- not attempt to be humorous about failings
- not make comments of a personal nature

f) Programme and Module Leaders should ensure that where an assessment is marked by more than one individual, the feedback is consistent in terms of format and volume.

g) The Registry will retain copies of all reports and assessment feedback in accordance with the Institution's Records Retention Policy. These will provide a reference point to ensure the maintenance of marking standards over the course of time, and may (anonymised where appropriate) be used in staff development programmes.

9.2   Verbal feedback/assessment tutorial

The tutor should encourage the student to write notes of the tutorial in situ. Comments should:

- be phrased objectively and be as full as possible in respect of all sections of the assessment
- refer only to the requirements demanded of the particular assessment task i.e. the skills, knowledge, values and attitudes
- be related to the assessment criteria, with comment against each criterion
- match and justify the grade, balancing positive and negative comments in proportion to the grade awarded
- be directly actionable, such that there is no uncertainty about what a student has to do to address any shortcomings
- be candid, but not cruel, about weaknesses
- not play down faults and inadequacies to the extent that the comments no longer match the grade
- not attempt to be humorous about failings
- not make comments of a personal nature

The tutor should check for understanding and give the student the opportunity to ask questions, summarise and reflect on the feedback provided.

9.3   Informal feedback

Teaching staff, whether or not they are involved in the marking of an assessment, must not give feedback to students that contradicts or places in question the formal feedback provided. Should a member of staff have any concerns about the efficacy of the assessment process, they should report this in the first instance to the Programme Leader or Deputy Director (Learning & Teaching) for resolution. Where this is not possible, concerns may be reported directly to the Registry for further investigation.

E.10   Selection of Work for External Moderation

External examiners should be provided with a structured sample of all assessment tasks contributing to the award for which they are responsible. Depending on the nature of the assessment task, such samples may be written or filmed (accessed

through Moodle), or viewed live. Where the number of assessment components is large, a rolling schedule may be implemented so that all assessments are viewed by the external examiner at least once during their term.

For each assessment, the sample should include (where the size of the cohort permits):

- a selection of assessments from each classification band
- a sample of fails (or all fails for independent projects/dissertations)
- any work marked on the borderline of a classification boundary (e.g. 49, 59, 69)
- any work that has been subject to additional marking (in order to resolve a dispute between markers)

The size of the sample should be agreed with the external examiner but should normally be no less than 10% of the total or 3 pieces of work (where the cohort numbers less than 30 students). External examiners have the right to view any or all assessed work.

E.11   Academic Misconduct

The Procedure of Handling Academic Misconduct (see appendix E.9) sets out the institution's policy and procedures for identifying and dealing with cases of academic misconduct.

E.12   Action on Failure in an Assessment Task

Procedures for the resit of an assessment task during the year, prior to the assessment board

The resit of an assessment task must be agreed by an Interim Assessment Panel, having due regard for the student's continuing workload and any Institutional constraints. Students must have sufficient time to engage in further learning following the initial assessment. All assessment tasks 'redeemed' (satisfied), for which the marked obtained will be capped at the minimum pass mark, will be subject to confirmation by the Assessment Board.

Any resits that are not satisfied by the time of the Assessment Board will subject to approval by the Assessment Board.

The Module/Component Leader will make the arrangements for the resit of the assessment task. For full details of resit provision, please refer to the relevant Programme Handbook.

Resit provision during the year will be notified to the student in writing by the Registry following the meeting of an Interim Assessment Panel.

In cases where the Assessment Board determines the resit provision for a student (normally for all assessments that take place after the mid-point in the Summer Term and any special cases) this will be notified to the student in the letter from Registry which accompanies the student's *Transcript of Results*.

E.13   Notification of Results

13.1   Provisional Grades and Feedback

The Module/Component Leader or the Registry will notify students of their provisional grade and provide written feedback no later than 21[1] working days after presentation/submission of an assessment task. Exceptions to the 21 working day rule may be made in agreement with the Programme Leader. In all such cases the expected return date will be published in the Assessment Schedule at the start of the academic year. Where practical assessments take place over a number of days involving the same assessment panel, the 21 working days start from the last date of assessment.

Policies on provisional grades and feedback on assessed work for staff and students can be found on Moodle http://moodle.trinitylaban.ac.uk/course/view.php?id=432.

13.2   Final Results

Internal Examiners may not give any indication to the student of the outcomes, **even in the most general terms, before the results have been published by the Registry.**

A result letter outlining the decision of the Assessment Board and a transcript of results will be sent to the student by the Registry following the Assessment Board.

E.14   Assessment deadlines and submission procedures

14.1   Setting assessment deadlines

Module Leaders and tutors should exercise due economy in the setting of assessment tasks, and should allow sufficient time for students to absorb and reflect upon learning before embarking on an assessment task. The sequence of assessments should reflect the organisation of the curriculum, so that each assessment represents an identifiable stage in the development of the aims and outcomes of the module.

A schedule of submission dates, (including in-module assessments, seminar presentations, etc.) will be published on Moodle by the Academic Administration

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[1] 28 working days for MFA Extended Projects.

team for each module/component within 2 weeks of the beginning of the teaching period (normally the start of the academic year). This schedule will be based on information provided by the Programme Leader. In the case of large modules with teaching teams, the dates may vary from class to class, in which case the information should be collated by the Module Leader before being passed to the Programme Leader.

The quantity and type of assessments must conform exactly to information published (under 'Assessment methods and weightings') in the module specification. Where portfolios are indicated, the make-up of these (including the weighting of individual pieces of work) should be stated in the assessment task specification.

All work must be submitted by the agreed deadlines as indicated in the Assessment Schedule. All written assignments must be submitted via the relevant assessment task link on Moodle. Certain items, such as physical portfolios and bound dissertations, must be submitted in hard copy to the Registry as indicated in the assessment specification. Where assignments are submitted to the Registry, the date will be recorded and a receipt will be issued.

A pro-forma coversheet or online declaration (for Moodle submissions) must accompany the submission/ presentation of a written assessment task by a student. Both include information on accepted formats and a statement confirming that the student is aware of Trinity Laban's policies and procedures relating to academic misconduct.

14.2   Recording of grades

- Markers will input their grades onto Moodle from where they will be imported automatically to the student records system, and subsequently to Assessment Board reports.

14.3   Shredding of rough notes

Internal Examiners will ensure that their rough notes are shredded or deleted on production of the final report, so that the only notes on file in relation to any student assessment shall be those that constitute the formal report on the piece of work examined.

E.15   Extension to Assessment Task Submission/ Presentation Deadline

The formal mechanism for considering a request from a student for extension to an assessment task submission/presentation deadline is via the Mitigating Circumstances procedure (E.19).

15.1   Late or non-submission

- a Fail grade will automatically be recorded against an assessment task where a student fails to submit/present for assessment
- a late submission (up to 24 hours after the published deadline) or late arrival (up to 15 minutes) for a practical assessment would normally be subject to a mark deduction of 10% of the available marks, provided the reduction does not take the grade below the pass mark;
- where a submission is made more than 24 hours after the published deadline, a fail grade for non-submission will be recorded against the assessment task
- where a late submission is made for an assessment with no associated mark (a pass/fail assessment), a grade of F will be recorded, however the assessment be may marked in place of a resit, where a resit opportunity would normally exist
- all cases of non-submission will be considered by the final Assessment Board, which has the discretion to decide whether or not a resit opportunity will be granted

15.2   Non-submission of resit assessments

- a student may make a claim for Mitigating Circumstances for a resit assessment, which if accepted, will normally result in a further resit attempt for a capped mark
- in cases of non-submission/non-presentation of a resit assessment not covered by mitigating circumstances, a further resit opportunity will not normally be permitted and the student will not normally proceed on the programme.

E.16   Recognition of Prior Learning

Assessment processes for the recognition of prior learning normally take place during the admissions stage. Where credits are awarded through the RPL process, exemptions to Modules or Parts of programmes are made for the purpose of progression and award.

16.1   General principles

- The RPL processes will be conducted in a rigorous and fair manner and in accordance with the [Trinity Laban Equality and Diversity Policy](#)
- The RPL processes will ensure that the student's programme of study builds upon prior learning in a coherent way

- It is the responsibility of the student to make a claim for the recognition of prior learning on the form provided (appendix E.8) and to provide evidence to the Programme Leader's satisfaction
- Acceptance of a claim for the recognition of prior learning is at the discretion of the RPL Panel, co-ordinated by the Registry.
- Guidance for framing a claim in RPL and for compiling appropriate evidence to support a claim will be provided by the Programme Leader.

16.2 Criteria for award of RPL

Prior Learning will be judged on the following criteria.

- Relevance - is there an appropriate match between the evidence presented and the learning claimed?
- Sufficiency - is there sufficient evidence to demonstrate the achievement of the learning claimed?
- Authenticity - is the evidence clearly related to the applicants' own efforts and achievements?
- Currency - does evidence relate to current learning?
- Level – is the depth of learning appropriate for exemption from credit at the academic level claimed?

16.3 Currency

In case the prior certificated or experiential learning relates to a period which ended more than five years before the date of the claim, the student must show to the satisfaction of the Panel how the learning has been developed or updated during the intervening time span.

16.4 Format of evidence

Certified learning should be evidenced by copies of qualifications, detailed programme outlines indicating subjects studied and assessments undertaken and references from relevant programme leaders, tutors, and assessors. All information should be submitted in English, or supported by certified translations

The format of other evidence submitted in support of a claim will be confirmed by the Secretary to the RPL Panel as appropriate to the programme element(s) to which the claim relates. Possible formats include: written reports or essays, a portfolio of visual work, oral testing, viva voce or presentations, observation of performances, etc.

16.5   Quality Assurance

Decisions are made by the RPL Panel with delegated authority from the Assessment Board. An External Examiner may decide to scrutinise the evidence supporting a claim as part of the Assessment Board process.

Normally no more than two thirds of credits for undergraduate and one half of credits for postgraduate programmes may be obtained by the recognition of prior learning.

Advanced standing (exemption from a Part of a programme resulting in direct entry to the second or third year of a programmes) given in response to an application for RPL represents a judgement that a particular learning experience equates in quality and level with a general higher education experience. The prior learning should broadly meet the learning outcomes of the Part(s) of the programme missed.

Where an RPL application is made for a specific module, the student must demonstrate that they have met the learning outcomes for that module. Credit will be awarded for exempt modules, however no mark will be awarded.

16.6   Timescales

Applications for RPL for a whole Part (advanced standing) will only be accepted prior to enrolment on a programme of study. Applications for the exemption of a module may be made after enrolment, provided they are made before the start of that module.

During normal term time, applicants can expect to receive notification of the outcome of the RPL panel within 10 working days of submission. At all other times, notification of the outcome of RPL applications may take up to 28 days.

16.7   Feedback and Right of Review

Applicants are entitled to written feedback on request. The Secretary to the RPL panel will aim to provide this within 10 working days during normal term time (28 days at all other times).

Requests for a review of the outcome of an RPL application may be made in writing to the RPL Panel Secretary within 28 days of the panel meeting. Complaints about the conduct or administration of the RPL Panel should be raised through the Institutional [Student Complaints Procedure](#).

16.8   Calculation of final awards for direct entry students

On completion of a RPL assessment during the admissions process, students may be permitted to enter directly into the second or third year of a

programme. In such cases the award classification will be based on the parts of the programme completed at Trinity Laban, as outlined in the Assessment Regulations.

16.9   Exemption from specific modules

The grade for any credits gained through RPL will not be transferred for the purpose of the award. Where RPL is granted for specific modules within a programme, the overall aggregate will be calculated from the modules completed at Trinity Laban, weighted according to the number of credits for which a grade has been awarded within each part of that programme. A note of 'RPL' will be recorded against exempted modules on the transcript of results.

The same principles will apply for students taking part in an ERASMUS exchange as part of their programme of study.

E.17   Arrangements for students with disabilities

Trinity Laban advocates the inclusive design of assessment and encourages the anticipation of the needs of the range of individuals within the student body when setting assessment tasks. Special arrangements for students with disabilities and long-term health conditions are made only when the normal assessment arrangements would disadvantage a student because of their specific needs. The purpose of any special arrangement is to enable the student to demonstrate his/her knowledge and competence in the assessment task notwithstanding his/her disability.

Arrangements are in place to identify students with disabilities during the application process with appropriate support put in place following registration. Where a disability is either diagnosed or disclosed part way through a student's programme of study, support will be made available as soon as possible following the disclosure. Each case must be considered on an individual basis and the student may be asked to supply supporting evidence.

Applications for reasonable adjustments to assessment conditions or tasks should be made in accordance with Trinity Laban's Reasonable Adjustments Policy (Appendix E.7). The policy includes provision for the Head of Student Services and Accessibility to propose adjustments on behalf of a student where a student's disability has previously been disclosed to or diagnosed by Trinity Laban and the need for an adjustment to be made to assessment arrangements in order to accommodate a student is apparent. It is the responsibility of the Programme Leader and Head of Department (where applicable) to ensure that any special arrangements are implemented, with support from the Registry. All special arrangements particular to an individual will be documented on the student's record.

Any Personal Study Plan and/or an alternative assessment task will be approved by the Chair of the Assessment Board and the Registrar as outlined in the Personal Study Plan procedure (Appendix E.4).