



# Assignment Design Policy

|                       |  |  |          |                             |             |   |
|-----------------------|--|--|----------|-----------------------------|-------------|---|
| <b>Policy Title</b>   | <b>Assignment Design Policy</b>              |  |          |                             |             |   |
| <b>Staff type</b>     | Non Academic                                 |  | Academic | X                           | All staff   |   |
| <b>Approved by</b>    | Head of Education / Academic Board           |  |          |                             |             |   |
| <b>Owner</b>          | Head of Quality                              |  |          |                             |             |   |
| <b>Date Approved</b>  | May 2022                                     |  |          |                             |             |   |
| <b>Date of Review</b> | June 2024                                    |  |          | <b>Date of next review:</b> | August 2025 |   |
| <b>Version</b>        | 1.1  |  |          |                             |             |   |
| <b>Publication</b>    | <b>Staff Access</b>                          |  |          |                             |             | X |
|                       | <b>Student Access</b>                        |  |          |                             |             | X |
|                       | <b>Public Access via Point Blank website</b> |  |          |                             |             | X |

## Document Revision History

### Version Log

| <b>Committee / Approval Date</b>           | <b>Author</b>                  | <b>Version</b>                  | <b>Publication Date</b> | <b>Page Reference &amp; Summary</b>  |
|--|--------------------------------|---------------------------------|-------------------------|--|
| Quality and Standards Committee – 13.08.24 | Head of Education & Curriculum | 1.1<br>(updated 26th June 2024) | October 2024            | Page 4 – minor spelling amendments<br>Page 7 – amendments to policy titles |

### Related Documentation

| <b>Document Reference No.<br/>(Policy version / Supporting doc. #)</b> | <b>Document Type</b> | <b>Link or Dept. Owner</b>        | <b>Document Title</b>                 |
|--|----------------------|-----------------------------------|---------------------------------------|
| 62   | <i>Policy</i>        | <i>Education &amp; Curriculum</i> | Marking, Moderation & Feedback Policy |
| 1  | <i>Policy</i>        | <i>Registry</i>                   | Academic Appeals Policy               |
| 39   | <i>Policy</i>        | <i>Registry</i>                   | Resubmission and Retake Policy        |
| 3  | <i>Policy</i>        | <i>Registry</i>                   | Academic Misconduct Policy            |

## Contents

|   |   |
|---|---|
| 1. Purpose and definitions.....         | 3 |
| 2. Scope.....                           | 3 |
| 3. Policy General Statement.....        | 3 |
| 4. Assessment Limits.....               | 4 |
| 5. Further information and support..... | 7 |

## 1. Purpose and definitions

- 1.1. Assessment enables the School to measure student ability, knowledge and practice following teaching during the term and their overall academic and professional performance. This policy aims to ensure the School provides students with fair and appropriate opportunities for assessment and feedback, via a range of assessment methods relevant to the module aims and required level of difficulty.
- 1.2. Assessment in definition for the purpose of this policy includes both formative and summative assessment tasks.
- 1.3. A key purpose of the policy is to require that summative assessments should enable all students to demonstrate that they have met and fulfilled the learning outcomes of the programme of study. Marking rubrics should enable markers with the appropriate guidance to recognise levels of aptitude and the ways that students can show that they have met the learning outcomes and national standard expectations required for the award(s).
- 1.4. In conjunction with this policy, the School also requires all students to be given substantial opportunities for feedback/feedforward and constructive criticism via formative assessment, 1-2-1s, in class-activities and reviews throughout the term. All modules must include formative assessment. The School recognises and supports the process of encouraging students to self-evaluate their learning and progress throughout the term leading to summative assessment.

## 2. Scope

- 2.1. This policy applies to all higher education students studying at Point Blank Music School.

## 3. Policy General Statement

- 3.1. Assessment requirements should clearly relate to the learning outcomes, and enable all students to reflect their achievements, skills or knowledge in fulfilling programme/module learning outcomes via inclusive assessment.
- 3.2. Assessment must be student-centered with consideration of diversity, equality and inclusively accommodating any additional learning needs as required. Where further inclusion or accommodation is required, alternative assessments must be made available for students requiring additional learning support must be made available to ensure they are assessed without disadvantages. These must take into account the learning needs of the student whilst being as closely equivalent to the original assessment in difficulty and workload, within reason. Alternative forms of assessments must also enable students a fair opportunity to demonstrate their abilities to meet the learning outcomes whilst maintaining the original pedagogical aims and purpose of the module.

- 3.3. Alternative assessments must take into consideration reasonable adjustments as required for individual students with learning needs or disabilities and be in line with the Equality Act 2010. Reasonable adjustments may be required where students with disabilities and those with temporary or long-term learning needs and conditions would otherwise experience disadvantage in comparison to other students, if they were to be assessed without reasonable adjustments.
- 3.4. All assessments must have clearly articulated assessment criteria or a marking rubric clearly linked and accessible from the assignment brief. All assignment briefs must have clearly articulated requirements, with further guidance as necessary on related technical requirements or limits.
- 3.5. Assessment design must be informed by and include the following:
  - Peer reviewed and evidence based pedagogic practice
  - Integrated contributions and feedback from reputable industry representatives to ensure relevancy to current industry practice
  - Feedback from students or alumni, academic staff relevant to the module and external examiners
  - National standard of award requirements; regulatory/professional requirements

## 4. Assessment Limits

- 4.1. Credits and notional learning hours:
  - 1 credit = 10 hours
    - 20 credits = 200 hours (contact hours inc. 1-2-1s, teaching, independent study hours, assessment preparation, assessment)
    - As guidance, assessment should comprise approximately 20% of the learning hours students will spend on creating the submission, with the remaining time comprised of e.g. preparation, teaching hours, as above.
  - Assessment must always contribute and take account of the notional learning hours required for the module as above, inclusive of class teaching and contact hours.
- 4.2. To ensure students are not over assessed, all assessments must not exceed the following limits in design. It should be noted that the School understands and accommodates for levels of difficulty in the assessment design which may require a flexible range of limits.
  - E.g. a 2000 word count limit may account for a 50% weighting of a module normally, which requires other assignments to comprise the remaining outstanding weighting.
  - Exceptionally, lower limits are acceptable if the assignment design is evidenced to be equally challenging. There must be justifications in requiring a lower the word count limit, as long as the assessment still enables a student to fully demonstrate that they met the learning outcomes. The School fully supports innovative assignment design which does not limit pedagogical creativity. A student should still realistically spend an appropriate proportion of the notional learning hours on the assignment task and marking criteria should recognise where a student has not met module requirements.

**Assessment limits:**

| Type  | Limit requirement Level 3    | Limit requirement Level 4    | Limit requirement Level 5 | Limit requirement Level 6 | Weighting        | # of recommended LOs | Comments / notes    |
|---|------------------------------|------------------------------|---------------------------|---------------------------|------------------|----------------------|---------------------|
| Practical – Composition / Production        | 4 mins                       | 6 mins                       | 7mins                     | Up to 15 mins or equiv.   | 50% / 70%        | 2 / 3                | e.g. track length   |
| Written - Essay                             |                              |                              | 1500 words                |                           | 50%              | 2                    |                     |
| Written – Short technical / ref. commentary | 1200 words                   | 1200 words                   | 1500 words                | 2000 words                | 25%              | 2                    |                     |
| Case Study                                  | 1500 words                   | 1500 words                   |                           |                           | 25% / 5 credits  | 2                    |                     |
| Presentation                                | 15mins                       | 15mins                       | 15 mins                   | 20 mins                   | 50% / 10 credits | 2                    |                     |
| Presentation commentary over project        |                              | 10 mins                      | 15 mins                   | 15 mins                   |                  |                      |                     |
| Exam  | 1 hour                       | 1 hour                       | 1 hour, 30mins            | 2 hours                   | 50%              | 2                    |                     |
| In-class test                               |                              |                              |                           | 90 mins                   | 50%              | 2                    | Levels 3, 4, 5      |
| Project with notes                          | 16 bars or 5mins + 350 words | 32 bars or 6mins + 350 words |                           | Up to 1.5hrs              | 50%              |                      | Final year projects |
| Practical – Mixes                           |                              |                              |                           | Up to 15 mins / 30 mins   | 50% / 70%        | 2/3                  |                     |
| Live performance                            | 20mins                       |                              |                           | Up to 15 mins             | 50%              | 2                    |                     |
| Viva  |                              |                              |                           | 30 mins                   | 50%              | 2                    |                     |

|                      |     |     |     |     |  |  |  |
|----------------------|-----|-----|-----|-----|--|--|--|
| Projects / Portfolio | --- | --- | --- | --- |  |  |  |
|----------------------|-----|-----|-----|-----|--|--|--|

**Normal assessment equivalencies** (exceptions to the table below must be justified and approved by the Programme Leader and Head of Education).

| Assessment type                      | Min equiv. Level 3             | Min equiv. Level 4            | Min equiv. Level 5 | Min equiv. Level 6 | Credit weighting | Notional learning hours directly on creating submission |
|--------------------------------------|--------------------------------|-------------------------------|--------------------|--------------------|------------------|---|
| Practical – Composition / Production | 2.5 mins / 8 bars              | 1 minute                      | 1 minute           | 1 minute           | 10               | 20  |
| Written - Essay                      | 1000 words                     | 1250 words                    |                    |                    | 10               | 20  |
| Case Study                           | 1200 words                     | 1250 words                    | 1250 words         | 1350 words         | 5                | 10  |
| Written pitch                        | 500 words                      | 500 words                     | 600 words          | 800 words          |                  |   |
| Written – Technical / commentary     | 600 words                      | 800 words                     | 1000 words         | 1250 words         | 5                | 10  |
| Presentation commentary over project |                                | 8 minutes                     | 10 minutes         | 10mins             | 5                | 10  |
| Presentation (traditional)           | 8 mins                         | 10 mins                       | 10mins             | 12 mins            | 10               | 20  |
| Exam                                 | 1 hour                         | 1 hour                        | 1 hour, 30mins     | 2 hours            | 10               | 20  |
| Portfolio (project with notes)       | 8 bars or 2.5 mins + 200 words | 16 bars or 3 mins + 250 words |                    |                    | 10               | 20  |
| Viva                                 |                                | 30 minutes                    |                    |                    | 10               | 20  |
| Group essay/presentation             |                                | 800 words p/p;                |                    |                    | 10               | 10 per person   |

|                      |        |                     |     |     |    |    |
|----------------------|--------|---------------------|-----|-----|----|----|
|                      |        | 8-10 minutes<br>p/p |     |     |    |    |
| Projects / Portfolio | ---    | ---                 | --- | --- | 20 | 40 |
| Practical – Mixes    |        | 10 minutes          |     |     | 10 | 20 |
| Live performance     | 5 mins | 10 minutes          |     |     | 10 | 20 |

## 5. Further information and support

5.1. Staff members may contact their relevant Programme Leader, Head of Education and Curriculum or the Head of Quality for further information. It is also recommended that staff members refer to the latest Marking, Moderation & Feedback Policy, Academic Appeals Policy, Academic Misconduct Policy or Resubmission and Retake Policy.