

London Contemporary Dance School

STUDENT GUIDE TO ASSESSMENT

'Research and experience tell us very forcefully about the importance of assessment in higher education. It shapes the experience of students and influences their behaviour more than the teaching they receive.'

Bloxham, S. and Boyd, P. (2017). *Developing effective assessment in higher education: A practical guide*. Milton Keynes: Open University Press.

SECTION 1

1. Introduction

London Contemporary Dance School (referred to as 'LCDS' or 'the School') is a diverse and versatile artistic community of students and staff, drawn from many different parts of the world. We know that students arrive at the School with high expectations, and this poses exciting challenges for our teaching team, most of whom have enjoyed a successful career in performance and continue to combine excellent teaching with their own continuing artistic practice. This meeting of aspiration with artistry creates a vibrant, dynamic teaching and learning environment.

1.1. This Student guide to Assessment is intended to shed light upon the critical role summative assessment plays, both as tool to promote your learning as well as indicator of your progress towards predetermined learning outcomes, usually in the form of a mark between 0 and 100. The Guide provides information for you about how we approach assessment here at LCDS, and why it is so important to us that you understand the assessment process. The Guide is the basis from which students and staff can engage in meaningful conversation about assessment and forge a learning partnership as they engage in the process of teaching, learning and assessment.

1.2. The words 'education' and 'training' are often used interchangeably. However, we appreciate that each of these words may mean different things to different people, based on their previous experience of teaching, learning and assessment. For clarity and consistency, the word 'education' is used throughout this document in relation to the learning process.

1.3. What follows is an introduction to the structure of a programme of study, and a brief description of how a programme of study is designed. The important thing to note here is that in designing a programmes of study, one of the early questions that must be asked is:

'What do we want the students to learn and how can we assess this new knowledge?'. Assessment has many different purposes and these are discussed in detail in Section 4, in relation to assessment as a means of demonstrating that academic standards are being maintained, and in Section 5, where we explain how assessment can provide an effective learning experience.

2. Programme Structure

A programme of study begins with the high level aims, objectives and learning outcomes that students are required to demonstrate in order to achieve the credits necessary to attain a higher education degree. Where an assessment leads to the attainment of credit, this is known as 'summative assessment'. This is captured in what is called a Programme Specification. You will find the Programme Specifications for programmes of study offered by London Contemporary Dance School on the website of the University of Kent, who are the awarding body for the School:

<https://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/lcds.html>

- 2.1. The Programme Specification details the different taught components you will be required to successfully complete and pass. These are referred to as 'modules' and form the building blocks as you progress through the different levels of the programme.
- 2.2. Each Module is allocated a credit value. The School offers Modules of 10 credits and upwards in multiples of 5, the highest number of credits belonging to one of the postgraduate programmes - 100 credits. To complete the Undergraduate programme you are expected to achieve 360 credits and Level 6 of the UK Framework for Higher Education Qualifications. This is normally spread across 3 years, and you are required to achieve 120 credits in order to progress to the next Level. For Postgraduate Diploma you are expected to achieve 120 credits, and for the Master's degree you are expected to achieve 180 credits.
- 2.3. The Programme Specification and Module Specifications will also include a brief description – a synopsis – of what you are expected to learn. In addition, module specifications will provide you with the reading list (updated annually), the approaches that will be used to teach you, and the methods of assessment.

2.4. You will receive an award for the number of modules you successfully complete and pass for the award of credit, as indicated in the table below:

Level 4	Undergraduate Certificate in Higher Education	120 credits
Level 5	Undergraduate Diploma in Higher Education	240 credits
Level 6	Undergraduate Degree with Honours	360 credits
Level 7	Postgraduate Certificate in Higher Education	60 credits
	Postgraduate Diploma in Higher Education	120 credits
	Masters Degree	180 credits

2.5. All credit-bearing modules are subject to summative assessment. Summative assessment measures the extent to which you have successfully achieved the pre-determined module outcomes in order to demonstrate that you have achieved the Programme Learning Outcomes required to receive a higher education award.

3. Types of Assessment in Higher Education

3.1. Three types of assessment are commonly used in higher education:

- Assessment **of** learning
- Assessment **for** learning
- Assessment **as** learning, increasingly referred to as 'Sustainable Assessment'

These fall into two broad categories:

- Summative assessment
- Formative assessment

3.2. Summative assessment

All summative assessment **is assessment of learning** for the achievement of credit which contributes towards your final award. Summative assessment normally takes place towards the end of each Module. Assessment criteria are designed to 'test' the extent to which you have achieved the predetermined learning outcomes for that module and therefore can be awarded the credits for that module.

3.3. You must achieve a pass mark – 40 for undergraduate students and 50 for postgraduate students - which denotes that you have achieved all the learning outcomes for the module.

3.4. Where learning outcomes are not met, or are only partially met, no credit can be awarded and a reassessment opportunity will be given in accordance with the Credit Framework for Taught Programmes of Study (University of Kent):

<https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#awardofcredits>

3.5. Report and Feedback

Within four weeks of the date of the summative assessment, you will normally receive a written report indicating your overall achievement, in the form of a mark between 0 -100. This mark will be accompanied by constructive comments describing how the decision on the mark to be awarded was reached. The written feedback is intended to explain to you the rationale for the mark awarded, and what learning goals you might wish to consider to improve and / or develop your knowledge, skills and understanding of the topic.

3.6. The written report addresses your outcome in relation to each of the marking criteria in turn. This enables you to use your feedback effectively to look at areas where there may be scope for development. This is normally referred to as **assessment for learning**, or **feedforward**.

3.7. Feedforward allows you to self-assess by critically evaluating and reflecting on the content of the report in the light of the perceptions you hold about your own performance. Through discussions with your Module Leader, your Academic Tutor and relevant members of our Learning Support Team you can begin to formulate and plan your response and create your own individual improvement plan.

3.8. Students who take their feedback and feedforward on board in this way demonstrate a level of skill and engagement indicative of someone who is working towards becoming an autonomous learner. By using the assessment opportunities in this way, as **assessment as learning**, sometimes **as** referred

to as '**sustainable learning**' you are enabling your own development in becoming an autonomous learner, developing skills in lifelong learning – this is what we hope all students will achieve to some extent as they progress through the course of study.

3.9. Formative assessment

The main distinction between Summative Assessment and Formative Assessment is that Formative Assessment does not award marks or credits.

Formative assessment is undertaken more frequently than summative assessment. Formative assessment is intended to support your development as you work towards the summative assessment. As such, it is more structured than the words of encouragement and correction you will receive from the class tutor in the course of a teaching session. It is likely to involve peer to peer assessment.

- 3.10. Reflection on what is taking place, or on what has just taken place, plays a central part in formative feedback. You may be asked to provide feedback to the tutor, to another student, to the group. In turn you will be given feedback. Learning how to give and receive feedback requires practice, but it is well worth the effort, as a learning experience in its own right.
- 3.11. For peer to peer feedback to be effective, students must have a clear understanding of the standards of work expected in order to progress through the programme. This can only be obtained in discussion and exchange with the tutor and through reading the module specification.
- 3.12. Good feedback involves taking time to reflect on what you are about to give. The feedback you give should be constructive, based on what you have observed, and framed in positive, respectful and constructive terms.
- 3.13. Constructive feedback gives the person receiving the feedback another perspective to help them assimilate what they have learned into a new, and possibly deeper, understanding of their practice, opening up opportunities for new learning to take place. Both parties learn from the experience of giving and receiving feedback in this way. Another example of how feedback and feedforward contributes **assessment for learning** and your development as an effective life-long learner.

3.14. Research indicates that students often respond more effectively to feedback from their peers, and so student to student, peer to peer feedback is strongly encouraged. The giving and receiving of effective feedback generates a range of skills: critical observation, analysis, evaluation and communication – all of which develop a deeper connection with the learning process and are also the kind of skills sought by future employers. Formative feedback is therefore both **assessment for learning** and **assessment as learning**.

3.15. Seeking clarity on feedback on assessments

Where feedback is not clear to you, you must seek further clarity and understanding to ensure that you understand why you did or did not meet expectations. Therefore, should you receive written or verbal feedback that you do not understand and / or are not able to act upon, it is crucial that you seek further guidance from the person who is teaching the module, the Module Tutor, or from your Academic Tutor. The Module Tutor is best placed to clarify any written or verbal feedback which you don't understand, your Academic Tutor can help you to understand what was expected of you and, if need be, can facilitate a meeting between you and your Module Tutor by providing an opportunity for you to 'rehearse' and prepare for that meeting.

3.16. Communicating effective feedback within the specific context of learning styles, is a skill which you can acquire with practice. Developing effective communication skills can be supported through having an understanding of different learning styles – whether someone needs to 'see what you mean' or 'hear what you're saying' will determine how best to provide the feedback. There is much available on line regarding learning styles but the secret is not to label yourself or anyone else in just one learning style, but to become proficient in multiple learning styles.

4. Purpose of Assessment: Part 1 Maintaining Academic Standards

'Assessment is a central feature of teaching and the curriculum. It powerfully frames how students learn and what students achieve. It is one of the most significant influences on students' experience of higher education and all that they gain from it. The reason for an explicit focus on improving assessment practice is the huge impact it has on the quality of learning.'

(Boud and Associates, 2010.1 cited in Sambell K. 'Rethinking feedback in higher education: an assessment for learning perspective' published online by the Higher Education Academy in the Discussions in Education Series)

At London Contemporary Dance School, we appreciate the importance of assessment practice to the learning experience of our students and strive to continually develop and improve our assessment practice in our desire to offer a fully inclusive curriculum which enables each individual student to be the best they can be. To this we recognise that assessment has a number of purposes and to maximise our assessment practice, it is necessary to be clear about what our purpose is in relation to your experience as one of our students. The main purposes of assessment for the maintenance of academic standards is the demonstration of externality in the assessment process. It's not enough to say we are maintaining academic standards. We must look to external sources to make that claim for us.

4.1. Certification of Learning

Those higher education institutions in the UK who have taught degree awarding powers, enjoy a degree of autonomy to determine what to teach and how, provided they conform to certain academic standards, demonstrate good governance and financial sustainability necessary to protect the interests of students. One way of ensuring that academic standards are being maintained is the ability of institutions to adhere to the following external frameworks for higher education:

- The Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (2014) (FHEQ)
- The Frameworks of the European Higher Education Area (EHEA) and the Bologna Process

The School has a validation agreement with the University of Kent. The University has published a statement on their website indicating their compatibility with the above frameworks to which we are *de facto* also duty-bound within our validation agreement:

<https://www.kent.ac.uk/teaching/qa/guidance/statementcompatibility.html>

This certification is assurance that the quality, standard and level of the degree awarded to you is comparable with similar awards made by different institutions throughout England Wales and Ireland, and is also compatible with the Bologna Process, a series of agreements between European countries to ensure comparability in the standards and quality of higher education qualifications.

4.2. The External Examiner

The role of the External Examiner is to provide the necessary externality to review academic practice and academic standards impartially and without bias, and to report to the validating university the degree to which confidence can be placed on the School's ability to deliver to those standards. As you will receive

your award from the University of Kent, the External Examiners for the School are employed by the university.

The External Examiners visit the school on a regular basis to review delivery of the programme, paying particular attention to how assessments are conducted, and how marks are distributed to differentiate fairly between students. The External Examiners report to both the Undergraduate and Postgraduate Board of Examiners to verify that academic standards are being maintained in line with the FHEQ. The External Examiner also highlights areas of best practice and those areas where improvements could be considered. The School is required to make a formal response to the report of the External Examiners, and to produce an undergraduate and a postgraduate action plan to address areas of strength which can be built upon and areas that might be considered for improvement. To ensure accountability to our students, all students have access to the External Examiner's report, the School's response to the report and the action plan all of which are uploaded to the Virtual Learning Environment (VLE).

4.3. Subject Benchmark Statements

Subject Benchmark Statements indicate the level of achievement expected of all UK students entitled to receive an undergraduate award within a given subject discipline. The School applies the Subject Benchmark Statements for Dance, Drama and Performance (QAA 2015) in the design and review of its programmes of study. Subject Benchmark Statements, together with relevant FHEQ statements inform grade descriptors used to differentiate fairly between students' achievement. Currently there are no Subject Benchmark Statements at taught postgraduate level, however, the undergraduate statements have been adjusted upwards to align with the FHEQ.

4.4. National Student Survey(NSS)

The NSS is a very important external point of reference. Its principle purpose is to ensure that students are given their legal right to provide anonymous feedback about their experience as a student in UK higher education. This national survey takes place between January and April annually and results are published in the following July, to allow prospective students to see the views of students who completed their undergraduate studies at LCDS and to compare the programmes offered at LCDS with those of other institutions.

4.5. Quality Assurance and Student Engagement

All UK Higher Education providers are required to demonstrate to the regulatory body, the Office for Students, that robust systems are in place to allow them gauge the quality of the broader student experience, not limited to

teaching, learning' assessment and outcomes. The student experience also includes the various support services which contribute to the overall experience of what it is to be a student in higher education.

At London Contemporary Dance School, we do this by engaging students in the decision-making processes within the School. Elected Student Representatives are full members of all our committees. We are also required to consult with students regarding any changes we wish to introduce to the curriculum or to any part of student life in the School. We have an active Student Staff Liaison Committee, facilitated by the School and run by the students where your representative can raise issues. A record is kept of these meetings and actions followed through. Most importantly, we have a

Legal obligation to provide an opportunity for all students to provide anonymous feedback on every module studied.

In tandem with student engagement activities, some of which are mentioned above, we have processes in place to ensure that assessment, progression and achievement processes are governed by the principles of fairness and transparency and that policies and procedures are followed. We monitor student outcomes at module level and report on this annually to the University of Kent and to the Conservatoire for Dance and Drama.

From our engagement activities and the data generated by student feedback and student outcome we make decisions about where we might improve the programme, decisions which we then put to you for your views, before anything is changed. This review sometimes means that where we have made a change in response to your input to the quality assurance cycle, it might benefit the year below you but where we can we will make in-year changes or explain to you why it is not possible to do as you have requested.

5. Purpose of Assessment: Part 2. Assessment for effective learning

5.1. To recap, commonly agreed purposes of assessment are as follows:

- Certification: to certify against external benchmarks and measure student learning against pre-determined learning outcomes – assessment of learning;
- Student learning: to help students improve and deepen their knowledge, skills and understanding – assessment for and as learning;

- Lifelong learning capacity: to equip students to be able to undertake learning and assessment independently of their tutors – assessment as learning or ‘sustainable learning’;
- Quality Assurance: to engage students as partners in their learning and to be responsive to their student experience; and to demonstrate that learning, teaching and assessment processes are undertaken with due regard to maintaining academic standards through regular systematic review.

5.2. The assessment process is governed by a set of principles. The primary principles being:

- Reliability
- Fairness /Equity
- Transparency
- Authenticity
- Effectiveness
- Manageability

5.3. The table below indicates how these principles relate to the four key purposes of assessment outlined above:

	Reliable	Fair	Transparent	Authentic	Effective	Manageable
Certification	✓	✓	✓	✓	✓	✓
Student learning	✓	✓	✓	✓	✓	✓
Sustainable learning	✓	✓	✓		✓	✓
Quality Assurance	✓	✓	✓	✓	✓	✓

The horizontal lines indicate how these principles might interact with each other in relation to the purpose. A brief description of each principle is given below. The word performance is used throughout as this has meaning within the practical aspects of the programme, however it should be read to refer to all modes of assessment, including your performance in written and oral assessments also.

5.4. Reliability: You will find that some learning outcomes are similar across different modules but the mode of assessment might differ from module to module, in line with the marking criteria. The assessment is reliable where different modes of assessment are used to determine the same learning

outcomes and produce similar outcomes. This principle also applies where alternative assessments are offered to mitigate disadvantage

- 5.5. Fairness/ Equity: Linked to reliability, the assessment process is fair and equitable when it ensures that all students experience the same equality of opportunity in the assessment task(s) and the marking process differentiates fairly between individual student achievements free from bias.
- 5.6. Transparency: To meet this principle, you the student, must have a clear understanding of what is required of you in the assessment. You should be able to differentiate between excellent and good, and, just as important, you should be clear about what is not being assessed, only the aspects of your performance related to the learning outcomes for the module. In this respect, Transparency is linked also to the principle of Effectiveness.
- 5.7. Effectiveness: An assessment which is effective – or purposeful – should enable you to establish the current level of your performance in comparison with your peer group, and to see where you might be able to build on and improve your performance. It also indicates that the assessment is designed to capture the achievement of deeper learning as opposed to surface learning – the simple recall of facts.
- 5.8. Authenticity: this principle has two key applications. It refers to ‘good academic practice’, ensuring that work created by other people is not presented as your own original work – plagiarism. It also relates to the mode of assessment – it would not be authentic to assess a dance performance other than by an assessment designed to create an experience of a performance which has some degree of authenticity. The principle of authenticity is closely linked to the principle of validity. An assessment is valid when the assessment is designed to align with learning outcomes, often referred to as ‘constructive alignment’.
- 5.9. Manageability: This principle relates to scheduling of assessment necessary to ensure that assessments are not ‘bunched’ together to allow students to manage their time and the ‘assessment load’ effectively; and to ensure that staff have sufficient time to undertake the marking process effectively and within the agreed time limits for providing students with a mark and a written report. The timescale between date of submission and receipt of your mark and written report is 3 weeks.

To conclude this section, it is important to state that assessments are undertaken by staff who are both qualified and competent to do so, and all summative assessment outcomes are monitored to ensure the quality of the assessment process.

STUDENT GUIDE TO ASSESSMENT

Section Two

6. Module Specifications as an aid to learning

Having explored the purposes of assessment and the quality assurance processes governing the design of assessment tasks, Section Two of this Assessment Strategy focuses specifically on summative assessment, that is, an assessment leading to the achievement of credit, the accumulation of which accrues over time and may lead to a higher education award. Section Two describes the various means by which teaching staff form judgements about the extent to which individual students have achieved the learning outcomes for each Module and indicates how students can optimise this information to ensure they achieve their individual 'best'.

6.1. Each module has a written Module Specification. The Module Specification is designed to enable students to meet an aspect of the Programme Learning Outcomes, as detailed in the Programme Specification. Each Module Specification describes the credits that must be achieved and indicates the approximate teaching time where 1 credit = 1 hour of learning. For example, the time allocated to a 15-credit module is 150 hours.

6.2. The Module Specification gives a breakdown between the time when students are expected to be in taught tutor-led classes, and the time each student is expected to engage in their own self-directed learning to achieve the learning outcomes. For example for a 15 credit module, where the taught, tutor-led 'contact' time for a module is 2 hours per week over 10 weeks, for example, the contact time amounts to 20 hours. You will be expected to undertake self-directed study of up to 130 hours to achieve the learning outcomes for that module. This is an estimate, for indicative purposes only as some students will require more time than this while others will require less time. You must decide how much time and when in order to manage your time effectively. Self-directed study time also allows for you to arrange tutorials with the Module Tutor and with your assigned Academic Tutor to support you in planning your self-directed learning time.

- 6.3. The Module Specification also provides a synopsis – or summary- of the module content, together with a reading list. The reading list is not exhaustive and students are expected to supplement the reading list provided with other texts pertinent to their area of study.
- 6.4. Details of the modes of assessment / assessment tasks that will be used to judge performance against learning outcomes, together with any weighting ascribed to each task, are indicated in Section 14 of the Module Specifications. This information is summarised at the conclusion of each Module Specification in the form of a mapping grid which maps assessment tasks to module learning outcomes. Where more than one mode of assessment is used to determine achievement of learning outcomes this will be indicated in the mapping area in Section 14 of the Module Specification. Section 14 maps the Learning and Teaching methods to each of the Module Learning Outcomes; this section also maps each mode of assessment to the relevant Module Learning Outcomes using the assessment criteria for each module.
- 6.5. It must be noted however that the credit value of each module is assigned to the module in its entirety and is not distributed between different assessment modes and weightings within the assessment process for each module.
- 6.6. The Module Specification is designed to provide you with a clear indication of what is expected in terms of the learning that is assessed for the achievement of credit. The School acknowledges that every learning opportunity will have an intrinsic value of its own to each individual student, who will experience learning which is unique to them but does not fall within the intended, pre-determined learning outcomes and therefore cannot be assessed. It is important to acknowledge that not all learning that takes place can be assessed, only the learning which the programme was designed to deliver and is expressed in learning outcomes can be assessed. Nevertheless, the School acknowledges that all learning is of equal value and importance to your development and progression through the programme.
- 6.7. All students are strongly advised to refer to each Module Specification and where you require further clarification to ensure that you understand what is expected of you, you should discuss this with the module tutor.

7. Marking Criteria as a tool for learning

7.1. The marking criteria sets out the aspects of work within the module that will be assessed for the award of marks and the achievement of credit, that is, those areas which directly relate to the pre-determined learning outcomes for that module. The marking criteria is used to judge the level of your achievement in the module, indicated by a mark of between 0 – 100, adjusted where appropriate to sit within the 22- point categorical marking scale used by the University of Kent. The mark will enable you to see the level of attainment you have achieved in each module as it relates to the final classification of degree you can expect.

7.2. The Mark Sheet is both an important and unique personal record which you can use to set your own priorities and an important basis for tutorials with your Module Tutor, your Academic Tutor and / or Student Learning Support Services. For those of you who have an agreed Individual **Learning Agreement (ILA)** related to a disability, your written reports can also provide the basis for a review of your ILA to ensure that the learning support strategies remain effective.

7.3. The tables below indicate the numeric values in each of the degree award classification bandings, the words normally used to describe achievement within each classification and an indication of the level of award:

Undergraduate Honours Degree

80 - 100	Exceptional	First Class Honours
70 - 80	Excellent	First Class Honours
60 - 69	Very Good	Upper Second Class / 2:1
50 - 59	Good	Lower Second Class/ 2:2
40 - 49	Pass	Third Class/ 3rd
Under 40	Fail	Fail

Taught Postgraduate (including Masters) Degree

70 - 100	Exceptional/ Excellent	Distinction
60 - 69	Very Good	Merit
50 - 59	Good	Pass
Under 50	Fail	Fail

8. Marking conventions

8.1. Both the University of Kent and the Conservatoire for Dance and Drama have adopted a 22- point Categorical Marking Scale. The School uses the same 22-point scale. The Marking Scale ranges from 0-100 as in the tables above, however markers are required to use limited marks within each classification band. Research indicates that categorical marking scales improve consistency in differentiating between individual student achievement and transparency in the classification of awards. (In this context transparency relates to the principle of 'fairness'.) By avoiding borderline marks, greater consistency is achieved in resolving any variation between the first marker and the second marker to reach an agreed mark. The tables on the next page indicate where the threshold marks sit and the marks available on the 22-point categorical marking scale (paragraphs 8.5 and 8.6 respectively).

8.2. The link below takes you to the Marking Flowchart of the University of Kent, which forms the basis of the Marking Process in the School:

<https://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditframework-annex6-flowchart.pdf>

The 22 – point categorical marking scale is used when marking single pieces of work, such as essays, dissertations, reports. In modules where one summative assessment is comprised of more than one assessment mode, each component of the assessment is marked using the categorical marking scale, weighted accordingly as described in the Module Specification – for example: 60% of the marks are awarded for the continuous assessment element of the assessment and 40% of the marks for the performance element - to arrive at the aggregated raw mark from which the overall mark achieved can be arrived at within the categorical mark scale.

8.3. Summative assessment of practical / studio-based work is normally undertaken by more than one marker and can be comprised of more than one summative assessment aggregated to achieve a final mark. Marks are then moderated. Moderation is the process whereby another person reviews the proposed marks by taking a sample of marks, including all marks of below 40 in undergraduate, 50 in postgraduate, and verifying in a written statement that the marks have been distributed appropriately. The External Examiner will also arrange to visit at points in the academic year which allow them to view practical work to then be able to confirm that the distribution of marks is an accurate measure of student achievement and differentiates appropriately.

8.4. Where the summative assessment is of an essay, dissertation, report, the Module Leader will mark all submissions. A second marker will then independently mark 80% of those submissions. Where there is a difference between the Module Leader and the second marker they will discuss and come to an agreement about the mark to be awarded. The External Examiner will also review the marking of written submissions to ascertain that mark differentiation is an accurate reflection of the levels of ability within the student cohort. At undergraduate level, the marking process does not penalise poor spelling and punctuation where the meaning is clear. This avoids disadvantaging students with a learning difficulty or those for whom English is not their first language. The process for resolving differences between markers is described in more detail in Section 9.

8.5. The table below indicates the mark thresholds in relation to the classification of your final award, within the mark range 0 - 100:

Scale	Undergraduate	Postgraduate
70- 100	First Class	Distinction
60 - 69	Upper Second Class	Merit
50 – 59	Lower Second Class	Pass
40 – 49	Third Class	Fail
0 - 39	Fail	

8.6. The 22-point Categorical Marking Scale below indicates the marks available within each degree classification:

Scale	Undergraduate	Postgraduate
100 95 85 78 75 72	First Class	Distinction
68 65 62	Upper Second Class	Merit
58 55 52	Lower Second Class	Pass
48 45 42	Third	Fail
38 35 32 25 20 10 0	Fail	

9. Resolution of Marks for written submissions

9.1. **Blind Marking:** The School does not operate a 'blind marking' system to protect the anonymity of each individual student as this would not be compatible with the nature of the programmes at both undergraduate and postgraduate levels, where an element of performance/ presentation forms a large part of some, but not all, summative assessments. Instead, the School operates a robust system of marking which ensures that more than one person is involved in determining the final mark achieved for the module. The marking process for written and part-written submissions is described below.

9.2. **First Marker:** The First Marker, normally the Module Leader, marks all submission sand assigns a mark using the Categorical Marking Scale shown in

section 8.6. Where the assessment is worth 100% of the marks, the mark recorded sits within the 22-point scale.

9.3. **Second Marker:** The written subscriptions are then marked independently by a Second Marker, who will mark 80% of the total number of submissions, marks are be assigned within the Categorical Marking Scale as appropriate. Only at this point are the marks awarded by each marker then compared. Where there is a discrepancy between the two markers, they will meet to discuss and agree the final mark achieved for the module.

9.4. **Third Marker:** Where a resolution between marks a cannot be reached, the Director of Undergraduate / Postgraduate Programmes, as appropriate, may request that a third marker re-mark all scripts to establish the final mark achieved for the module. If this does not resolve the difference in marking, the External Examiner may be consulted. The External Examiner does not mark the submissions but will advise on the marking, to reach an agreed mark.

9.5. **Moderation:** Moderation is an alternative to second marking. The Moderator has sight of the marks recorded by the First Marker, and will review a sample of the submissions, normally 10%, paying particular attention to marks at the threshold – marks ending 8 or 2, and those which fall within the range of marks indicating a fail mark. The Moderator does not mark the scripts but looks for consistency in the marking in terms of differentiating fairly between students who demonstrate a range of different abilities within the assessment. The Moderator is required to sign a written declaration stating that the marks recorded are consistent and transparent.

9.6. **Resolution of Marks for studio/ performance-based summative assessment:** Modules for practice-based work are intense and often run across two or three terms in the academic year. Continuous assessment takes place throughout delivery of the module. Much of this is formative assessment in intended to provide individuals and/ or the group regular feedback to aid their learning and development. This assessment for learning is however, supplemented by summative assessment points, normally referred to as the Assessment Class.

9.7. All summative Assessment Classes are marked independently by at least two examiners who have taught aspects of the Module. The marking team will then compare marks recorded for each student to arrive at an agreed mark. There is

normally more than one Assessment Class and in some cases the content being assessed will differ, for example you might have two Assessed Classes for the technique element of the assessment and one mark recorded for the performance element. In such cases, the final mark recorded for the Module will be the average mark of all marks recorded in summative assessments for that Module. This is referred to as the aggregate mark, and it is not necessary to pass all elements of the assessment to achieve an over pass mark.

9.8. However, you should consider the weighting allocated to each element of assessment. A high mark in the Technique classes, where the weighting is 60%, and a low mark on the performance element, where the weighting is just 40% of the marks, may still secure a pass based on the aggregated marks across all three components of the assessment.

9.9. It is important to remember that all marks achieved for UG programme at Level 5 (for the achievement of 120 credits) contribute 40% to your overall mark for the programme, while all marks achieved at Level 6 (for the achievement of 120 credits) contribute 60% to your overall mark. The final mark derived from these two weighted marks determines the classification of your final award.

The University of Kent use the 'Preponderance' method of classification. Where your final average mark over all contributing modules falls within 3% of the upper grade boundary (i.e 67-70, 57-60 and 47-50), AND you have 50% of credits in class or above, you will be recommended to be awarded the upper classification (i.e. First Class Honours).

10. Progression

10.1. **Progression through the programme:** In addition to providing a valuable opportunity to enhance your learning and to receive feedback on your progress towards learning outcomes, assessment – in the form of a judgement against pre-determined learning outcomes – plays an important part in ensuring that academic standards are being maintained, and that these standards are comparable with those of other higher education providers offering similar programmes within the UK. The maintenance of academic standards underpins the 'worth' of your qualification over time. Therefore, to be effective, assessment must effectively and fairly differentiate between individual students, particularly where mark fall around the Pass/ Fail thresholds of 40 for undergraduate and 50 for postgraduate

programmes, where the pass mark indicates that the credits for the stage have been achieved and the student can proceed to the stage.

10.2.Marks contributing to progression: Students entering their first year of undergraduate study, Level 4, will receive indicative marks and written feedback for each module. All students are required to complete and pass every module for the award of credit totalling 120 credits at Level 4. Where an overall Pass is achieved you will be able to progress into Level 5. The marks obtained at Level 4 do not count towards the final classification.

10.3. Where a Pass is not achieved at Level 4, you will have one further attempt in reassessment to retrieve any failed modules to achieve 120 credits. Where you can provide evidence of mitigating circumstances that prevented you from participating in an assessment(s) or detracted from your performance in the assessment(s) you will have up to two attempts in total to achieve the credits necessary to proceed into the next Level. It is important to note that while the extent to which you did well in Level 4 is not taken into consideration when determining your final award, you are still required to achieve an overall Pass to gain the 120 credits, necessary to proceed and to fulfil the credit requirement of your programme.

10.4.Marks contributing to completion: For undergraduate students, all modules must be passed for the award of 120 credits at Level 5 and total marks achieved contribute 40% towards the overall mark. At Level 6, all modules must be passed for the award of 120 credits and total marks achieved contribute 60% towards the final overall mark. The combined marks determine the classification of your final award.

10.5.Postgraduate Students: For postgraduate students, all marks of 50% and above indicate the achievement of credit for the modules to a total of 120 credits for the award of Postgraduate Diploma in Higher Education and 180 credits for the award of Master of Arts.

10.6.Boards of Examiners: The **internal** Board of Examiners will formally record the achievement of students at Stage 4 and Stage 5 where an overall pass indicates the award of credit and progression to Stage 5 and Stage 6. The **external** Board of Examiners, chaired by a representative of the University of Kent, will formally approve marks achieved at Stage 6 for the award of credit and consider all marks achieved across Stage 5 and Stage 6, weighted 40% and

60% respectively to approve the final classification of award. The **external** Board of Examiners also formally approve marks achieved at Stage 7 (Postgraduate level).

10.7.Exit awards: Where a student fails to achieve the necessary credits for progression or completion, the relevant Board of Examiners may approve the award of a lower qualification such as Certificate or Diploma level.

11. Assessment Schedule

11.1. The Assessment Schedule for each stage of study is published towards the beginning of each academic year. Where it is possible to provide the exact date(s) of the summative assessment, this will be shown in the schedule. Where it is not possible to provide the exact date, the Assessment Schedule will indicate the term and the week in that term in which the summative assessment will take place. The School makes every effort to ensure that summative assessments are spread evenly throughout the academic year, to allow time for feedforward – putting into practice the feedback provided – before the next assessment is due to take place.

11.2. However, unlike the pattern of study at more traditional universities, the conservatoire model makes much greater demands on both students and tutors, where direct contact teaching can be as much as 35 hours per week. Skills in workload planning and time management are invaluable in balancing competing demands on limited time and deadlines

11.3. Students are encouraged to make use of the Assessment Schedule, together with the module specifications and marking criteria, to manage their assessment load, and to develop skills in evaluation, prioritising, time-management, dealing with work-load and forward planning skills. Module Tutors, Academic Tutors and Learning Support staff are available to help you to acquire these skills. The Assessment Schedule will enable you to map the weeks in which summative assessments are due to take place, in order to make the most of the self-directed learning time and to create your own individual study plan.

STUDENT GUIDE TO ASSESSMENT

Section 3

12. Retrieval of Failure

A mark below 40 for undergraduate and 50 for postgraduate could be the result a number of circumstances. Students do have the right to one further attempt to retrieve a failed module in the summer reassessment period, and in exceptional circumstances, a second attempt by 'trailing' the module into the next academic year. 'Trailing' a module is not without consequences. It means that you would have to pass all modules at the next Level for 120 credits plus any failed modules from the Level below, normally up to a limit of 30 credits for the Level. Before recommending this to the Board of Examiners, your Module leaders would need to be confident that:

- a) It was possible that you could repeat the module without this adversely impacting on your learning and assessment in the next stage; and,
- b) The reasons leading to the initial failure would be considered alongside your mark profile up to that point, to establish the extent to which it was felt that you would be successful in a third attempt under the particular circumstances.

Where the failure is not retrieved, meaning that you have not achieved the credits for the Level, your progression may be halted and your registration as a student with London Contemporary Dance School terminated. If you have successfully completed and passed previous Levels, it will be recommended that the Board of Examiners award a Certificate in Higher Education for 120 credits or a Diploma in Higher Education for the achievement of 120 credits at undergraduate Level 6 and a Postgraduate Diploma in Higher Education at Level 7.

Where the credit value of the failed modules totals more than 30 credits, you may:

- a) be required to repeat the year with attendance, which will incur a financial obligation to pay tuition fees for the repeat year, or
- b) choose to withdraw from the programme with the appropriate exit award in recognition of credit achieved.

Where you choose to withdraw, please note that you will be required to meet tuition fee costs in line with the Terms & Conditions in place at the time of your first registration with the School and in line with our Fees Policy.

The following paragraphs indicate the most common reasons for failure, which can be avoided.

- 12.1. **Failure to meet a submission deadline/ failure to attend a summative assessment:** In both instances the student will automatically be given a mark of zero. Failure to submit or attend an assessment can be retrieved but unless there is very good reason for being late, which can be evidenced and accepted as mitigating circumstances, a further attempt will be capped at the pass mark (40 for undergraduate and 50 for postgraduate).

To avoid losing marks by missing a deadline, it is important to allow sufficient time ahead of the deadline to complete and submit in time.

- 12.2. **Failure to demonstrate Academic Integrity in all written work including course work:** Academic Integrity requires that cheating in any form be penalised. The most common failure associated with Academic Integrity is failure to properly cite, or attribute, the work of others, and seeming to be appropriating that work as your own original work. This is more commonly known as **plagiarism**. Students entering their first year of study may expect some leniency if it is found that the failure to cite was not intentional but instead, indicated **poor academic practice** in the failure to reference properly. **Poor academic practice** is not recorded on your transcript. In cases of poor academic practice, the work is marked, ignoring the section which has been plagiarised, resulting in a reduced overall mark for the piece of work.

To avoid losing marks due to poor academic practice, please make sure that you acknowledge the work originating with others in all essays, presentations and course work submissions. If you are unsure about how to do this, please consult the Learning Resources Manager who is based in the Library.

- 12.3. **Repeated plagiarism:** Any future attempt to cheat and / or plagiarise the work of others is likely to attract a significant penalty. The work will be marked and you will receive feedback, however, your failure to demonstrate academic integrity will be brought to the attention of the Board of Examiners. The Board of Examiners will take the advice of the relevant Director to determine the penalty to be applied. Where plagiarism is established, the Board of Examiners is likely to award a mark of zero for the module and the incident will be recorded on your transcript. Repeated incidents may result

in termination of registration. Either of these options is likely to have a negative influence on both future employers and opportunities to progress into postgraduate education.

To avoid penalties relating to failure to meet the test of Academic Integrity, please ensure that you understand what is required by the School, and check anything you are not sure about with the Learning Resources Manager. It is expected that by the time you enter the final stage of your study you will have a solid understanding of what is good academic practice in relation to how you acknowledge the influence of the work of others within your own work.

- 12.4. **Turnitin:** All written assignments are submitted electronically through Turnitin. This software scans your submission for sections which match with other printed material in which the same words have been written. Where text is highlighted by Turnitin, the Module Leader will refer the work to the relevant Director who will investigate and, where they reach the view that poor academic practice or plagiarism has taken place, the Director will make their recommendation to the Board of Examiners.

Turnitin also records the time the submission was made and access may be denied if the deadline has passed, resulting in zero for the assignment.

To avoid a mark of Zero for a late submission you do need to build in time to log in and upload your work. Also, it does not have a queuing system to cope with simultaneous submissions and so it is important to upload your submission well ahead of the deadline to ensure it is recorded as being received on time. (It is at the discretion of the Module Leader to accept a submission which is just a few minutes late). Similarly with regard to plagiarism it is at the discretion of the relevant Director to determine whether plagiarism has taken place or whether poor academic practice is evidenced. If in doubt check with the Learning Resources Manager well ahead of the submission deadline.

- 12.5. **Aggregated marks:** Where the assessment comprises two elements, and each element is weighted differently, it is not necessary to achieve a pass mark in both elements to pass overall. However, the adjustment of marks to reflect any weighting for the different elements of the assessment, may result in the aggregated mark falling below the pass mark.

To avoid failing on aggregate, it is important to achieve your personal best across all elements of the assessment. You can do this by using the verbal feedback you receive from you peers and Module Leaders to set your own goals to develop your practice. You will have the opportunity to discuss this in the mid-term tutorials with your Module

Leader and by making an appointment to see your Academic Tutor. Your Module Leader will be able to give clear guidance about how to direct your efforts to improve on your personal best, much in the way that coach would do, while your Academic Tutor will take a less directive role allowing the space and time to explore your own ideas, and set your own goals accordingly, much as a Mentor would do.

12.6. Retrieval through Reassessment: As noted above, all students are entitled to one further attempt to retrieve a failure in the summer reassessment period. The reassessment period is published in the Student Handbook. It usually takes place shortly before the beginning of the new academic year in early September ahead of the Reassessment Board of Examiners which sits in late September. You are not permitted to be reassessed to try to improve your original pass mark. In the case of written work, you must submit a new piece of work, and not a rework of your original work. Should you achieve a pass mark in the reassessment, your mark is capped at 40% for undergraduate and 50% for postgraduate. While your mark is capped, you will still receive a written report indicating the mark the submission would have been worth and you will be provided with feedback in relation to that mark.

To avoid a reassessment with mark capped at the pass mark threshold, in addition to taking full advantage of tutorials and feedback opportunities, you can ensure that you attend and engage with all classes. Research shows attendance to be the best indicator in differentiating among those who pass and those who fail.

However, we recognise that sometimes there is good reason for absence, and where this can be evidenced, those circumstances can be taken into account in determining whether or not to cap marks in reassessment. The kind of circumstances which can be considered and detailed in the following link:

<https://www.kent.ac.uk/teaching/qa/guidance/guidance-concessions-ug-students.html>

12.7. Mitigating circumstances: Mitigating circumstances are generally accepted to be events which could not have been foreseen and which interfere with the student's ability to undertake the assessment. Illness is the most common reason cited but other circumstances can be considered.

12.8. Mitigating Circumstances and Concessions: The School follows the University of Kent Code of Practice for Taught Programmes of Study of the University of Kent when recommending concessions for the consideration of the Board of Examiners. The link below provides a check list of what constitutes a concession and the level of severity attributed to the disadvantage:

<https://www.kent.ac.uk/teaching/qa/guidance/guidance-concessions-ug-students.html>

12.9. LCDS Process for Managing Concessions

The Attendance and Concessions Committee meets once per term, chaired by the Director of Undergraduate Programmes. The Chair of the Attendance and Concessions Committee convenes a small panel ahead of the meeting of the Board of Examiners which takes place in July. The purpose is to

- review the evidence,
- decide whether or not the concession is upheld by evidence,
- review to establish if programme learning outcomes have been achieved
- determine the level of severity
- reach agreement about the recommendation to be made to the Board of Examiners

You should note that only after the recommendation has been approved by the Board will you be advised of any action to be taken to remove or reduce the disadvantage. A condition of condonement is that you must have achieved all the Programme Learning Outcomes.

To apply for a concession you must complete the relevant form available on Google Classrooms, along with submitting all supporting evidence to the School Office. Where circumstances permit, you are urged to do this as close to the time of the incident or event giving rise to the concession. However, you should not assume that your request for a concession will be upheld. The decision of the Board of Examiners will be recorded,

‘as failure by the Board to consider properly any evidence relating to illness or other misfortune submitted under concessions procedures can become a matter of appeal.’ (Paragraph 4.1.1. Guidance on the Management of Concessions, University of Kent). For more information about Appeals and Complaints, see Section 13 of this Guide.

- 12.10. **Extension:** The response to mitigating circumstances is normally to allow a short extension which can be negotiated with the Module Leader in advance of the submission deadline provided there is sufficient evidence to support the granting of an extension, of normally no more than four weeks beyond the deadline.
- 12.11. **To apply for an Extension to the deadline for submission of an assessment, please use the form available on Google Classrooms. You must request an extension no later than three days before the deadline. Where the request is made in writing and on time, the Module Leader can authorise an extension of up to four weeks.**
- 12.12. In both cases the granting of an extension or condoning a module, the decision rests on the strength of the evidence provided by the student. The Attendance and Concessions Panel meets termly to ensure consistency in the treatment and handling of each individual case. Where the evidence supports the action, the intention is always to work to the advantage of the student. As soon as the student becomes aware of something which may adversely affect their ability to engage in an assessment, they should speak to the Module Leader, their Academic Tutor, Student Support or School Office, all of whom will be able to offer advice and guidance.
- 12.13. **Compensation** Should you fail up to 25% (30 credits) in any one academic year, but have achieved marks within 10 percentage points of the pass mark, and have demonstrated that you have achieved the Programme Learning Outcomes, compensation allows you to progress into the next academic year. The marks achieved are the recorded marks and used to determine the final award at Stages 5 and 6, and so while still 'pass and proceed' it is likely to lower your final mark for the classification of your degree.
- 12.14. **Student Attendance:** Student attendance and punctuality is not only a requirement, but viewed as an indication of good professional practice. The Programme and Module specifications detail the learning outcomes that you are expected to achieve, and these often include the need to demonstrate good professional practice in relation to working as part of a company or with a partner, in your journey to becoming a professional dance artist.

In addition, the Student Attendance Policy clearly states that persistent absence and or lateness will result in a reduction of the marks available to you as you will not be able to demonstrate that you have met all the learning outcomes for that module. In the absence of mitigating circumstances that would allow an extension to a submission or the module to be condoned, and where attendance falls below 80%, this is likely to impact on your level of achievement in that module. This applies even where an absence was approved in advance by the relevant Director.

Student Attendance is carefully monitored and recorded by both the Module Leader and the School Office, both at module level and overall. Should your attendance drop below 80%, a letter will be sent to you and to your Academic Tutor, who will arrange to meet with you to discuss and agree with you a plan to improve your attendance. Where there are mitigating circumstances giving rise to poor attendance or persistent lateness, your Academic Tutor will advise on in-house support services that might be better suited to helping you to improve your attendance.

12.15. **Inclusive Practice and Alternative Assessments:** Where an agreed Individual Learning Plan is in place to support you, should you be disadvantaged by a disability or a protected characteristic, the School will make the reasonable adjustments it considers necessary to ameliorate the impact of the circumstances, to remove any unfair disadvantage which may negatively impact on your performance in the assessment or prevent you from attending the assessment.

Where the circumstance relates to an unforeseen event, and it is in your best interests to do so, an Alternative Assessment will be offered to take account of the difficulties you need to overcome to participate in the assessment process. Alternative Assessments must meet the learning outcomes for the module and should be sent to the External Examiner for the Programme to obtain confirmation that the assessment sits within the appropriate Level of the FHEQ and is suitably designed to meet the module learning outcomes.

12.16. **Individual Learning Plans**

London Contemporary Dance School is continually seeking to develop a more inclusive practice that applies to learning, teaching and assessment. The School recognises that students with longer term limiting conditions are most likely to have developed effective learning strategies which could be adapted to meet the assessment requirements for your programme. We also recognise

that this can be a sensitive issue for some students who might worry about disclosing information about their condition.

However, if you have a longer term limiting condition that might from time to time impact upon your performance in assessment, or in a particular mode of assessment, we would urge you to take advantage of the opportunity to create a bespoke Individual Learning Plan which you can then share with your tutors as necessary, so that in each module, you can work together to devise how you could be best assessed against the module / programme learning outcomes in a different way, one that suits your individual needs.

The Individual Learning Plan does not need to disclose the nature of the condition, only how it might impact / impede your progress through the programme so that contingency plans can be made.

13. Appeals and Complaints

13.1. We as a School accept that from time to time we might not get in right, and you in turn will seek to exercise your right to make a complaint or seek to appeal a decision. The School recognises these as valuable opportunities for us to review and put things right where we can. As this document relates only to assessment, it will give only a brief overview of Academic and Non-Academic Appeals and Student Complaints.

13.2. In all cases of dispute, appeals or complaints, the School recognises the importance of seeking an early resolution using informal channels in the first instance. This does not prevent you from taking your concern through the most appropriate formal channel. However, as formal procedures invariably take longer and are governed by strict timeframes, it is recommended that the informal route be taken in the first instance. In determining your expected outcome, we can also advise at an early stage if we can meet your expectations.

13.3. There could be a valid reason why we can't meet your expectations, which is related to resource for example. It may also be the case that we establish in the informal process, that your complaint would be best processed under another policy.

13.4. Regardless of the process, our efforts will be to seek an acceptable resolution as quickly as possible to avoid unnecessary disruption to your studies. You will also have the support of your Academic Tutor and/ or Student Counselling until the matter reaches a satisfactory conclusion.

13.5. **Academic Appeals** are addressed through the procedures set out by the University of Kent:

<https://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfoannex13.pdf>

13.6. **Grounds for Complaint**

Section 4 in the link above provides detailed information about what does and what does not constitute grounds for appeal.

For example, the first principle is that you may not appeal against the academic judgement of the Examiners. This is not open to dispute.

Where the outcome sought by a student is beyond what the school can reasonably provide, the student will be notified in writing as soon as possible;

Where your appeal is based on concessionary circumstances which, without good reason, were not brought to the attention of the Board of Examiners through concessions procedures at the appropriate time, will not be considered.

On the other hand, circumstances in which your appeal may be considered include the following:

Where there are reasonable ground supported by objective evidence to believe that there has been administrative, procedural or clerical error of such a nature as to have affected the recommendation of the Board of Examiners;

and/or where there is evidence of illness or other misfortune such as to cause exceptional interference with academic performance and which the student was, for good reason, unable to submit by the published deadline;

and/or where there is evidence of prejudice or bias or the perception of prejudice or bias against the student

13.7. **Timelines governing appeals**

As the process of appeal involves some form of case hearing by a Panel not involved in the circumstances giving rise to the appeal, time is of the essence.

Appeals against the recommendations of Boards of Examiners will not be considered if they are received more than 21 days from the date of the publication of assessment results.

From the School's perspective, the unconfirmed results are normally made available to students in the day immediately following the date of the Board of Examiners. Written notification in the form of a transcript and letter is not normally available until the results have been approved by the University of Kent. This is normally within one to two weeks of the date of the Board of Examiners. The timing of the 21 days will commence from the date the unconfirmed results are made know to students. This compensates for those international students who return to their country of origin immediately after the end of the summer term, as we have no way of knowing what date they would receive their written confirmation.

Further, many of our students take up employment immediately term ends raising the same question as to when they received the confirmed results.

Appeals may be submitted using post or email, and may be submitted by a third party acting on behalf of the student, provided the Registrar is advised that this is the case and provides written permission.

It must be noted that the Appeals are not legal proceedings and legal representation is not appropriate.

Group appeals are acceptable where all group members sign the appeal form.

Where the Registrar finds that the grounds for appeal are upheld, the Registrar will instigate appropriate action, whether that be to rectify a procedural error, or whether the grounds are failure to properly consider concessionary evidence, to accept the appeal on the grounds of procedural irregularity.

On conclusion of the Appeals process, if you are not happy with the outcome, you can seek a review of the process. The review does not reassess the outcome. Instead, it determines whether or not the due process took place.

On exhausting the avenues of appeal, you will be provided with a Completion of Procedures letter. If you remain unsatisfied with the outcome, you can seek an external review by the Office of the Independent Adjudicator, the OIA. The web link below will take you to the website of the OIA: <http://www.oiahe.org.uk/>

13.8. Non-Academic Complaints

As a member of the Conservatoire for Dance and Drama (CDD), the School adheres to the [CDD Student Complaints Policy](#) and procedures.

For further information and guidance about the policies and procedures referred to in this document, please email the Registrar, Alex Graham, in the first instance, email:

Alex.graham@theplace.org.uk

For more information about assessment generally please speak to your Module Leader, Academic Tutor or to the relevant Director of Undergraduate or Postgraduate programmes.