

Covid-19: alternative assessment arrangements policy and practice

Policy background

The School's *Academic regulatory framework* sets out the following principles of assessment –

Assessment will be:

- related to the learning outcomes specified in the associated programme/module specification;
- rigorous and designed to support high standards;
- transparent in process;
- equitable in both design and operation;
- varied, both supporting individual development (formative) and evaluating individual achievement (summative);
- reliable.

The regulations also make provision for alternative assessment (in normal circumstances this would be for reassessment) and state that where the assessment is in a different format to the original due to practical difficulties relating to performance and/or collaborative work, the alternative assessment should equally meet the assessment principles, learning outcomes and standards.

Practical implications in respect of remote teaching and assessment during the Covid-19 national crisis:

Assessment will be related to the learning outcomes specified in the associated programme/module specification; assessment will be varied, both supporting individual development (formative) and evaluating individual achievement (summative)

In practice: you will not be assessed in anything that is not relevant to the module being assessed. Teaching staff will carefully consider what learning outcomes have already been assessed prior to the move to remote teaching, what still needs to be assessed, and how that can be assessed in a remote environment.

Assessment will be transparent in process

In practice: you will be told in advance what is being assessed and how, and also whether the mark will be pass/fail (for credit) or will be marked numerically (0 to 100%) and so contribute to the calculation of the module mark. Wherever possible the School will be sticking to the published assessment timetable. The aim is to ensure that final year students meet the requirements of the award by the end of the academic year and that all other students are able to progress.

Assessment will be rigorous and designed to support high standards; assessment will be reliable

In practice: assessment will be based on a student's input and performance. If you don't make the effort and put in the relevant practice, rehearsal and study/research time (as appropriate to the assessment task) this will show in your assessment result, regardless of how you may have performed in any previous assessment prior to the move to remote teaching. Some assessments, originally designed to use numeric marking, may be changed to pass/fail, in order to ensure rigour and reliability, where there is a potential risk of the format of the alternative teaching and assessment methodology distorting the assessment results for a particular assessment component (e.g. some students being more familiar with on-line technology due to personal interest rather than taught programme content). Additionally, particularly in cases of students seeking an exit award, formative marks already recorded may be used as summative marks if otherwise there would be insufficient summative marks; you will be informed if this is the case.

Assessment will be equitable in both design and operation

In practice: assessment will be based on your input and performance and not on any deficiencies in equipment used to complete the assessment. Therefore, there will be no detriment (see 'no detriment' below) to your assessment result due to Covid-related working conditions.

'No detriment' at Guildhall School

At Guildhall School we use 'no detriment' to refer to the principle that if students have to undertake assessments under Covid-related working conditions and the quality of work submitted is compromised due to deficiencies in equipment, location or transmission, this will **not** influence the marks awarded: the student will suffer 'no detriment' (i.e., no 'loss') to their marks.

Examples of relevant Covid-related working conditions might include –

- Quality of sound or image in recorded performances,
- Low-quality or inconsistent broadband connection,
- time delays in live presentations,
- poor piano tuning on a home piano,
- playing historical pieces on a modern instrument,
- unavoidable domestic interruptions, or
- inability because of lock down to complete a component such as a work placement, research project, or similar circumstances beyond your control

Marks awarded will continue to reflect the intrinsic quality of the work submitted, regardless of any Covid-compromised submission issues, in accordance with the School's assessment policy and in line with guidance from the QAA and OfS.

Some microphones and video cameras may be available for students to borrow for assessment purposes. Please contact your relevant administrative department well in advance of your assessment deadline if you need to borrow this equipment. In addition, there are still some laptops available for disadvantaged students via MyGuildhall ([laptop loan scheme](#)). If you have had additional costs due to Covid that have put you into hardship contact student affairs ([Hardship fund details](#)).

Any students concerned about Covid-related working conditions that might compromise their assessments should discuss this with their relevant administrative department. If any deficiencies in equipment or access to the internet/resources make it absolutely impossible for you, as an individual, to be assessed reliably, the programme team will work out a special scheme of study for you.

Please note, normal marking practices to ensure fairness, such as blind marking in recitals, or moderation of written work, will continue to be observed.

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Approved: Programme Leaders' Group 14 April 2020
Updated: Sept 2020; Jan 2021