

# Medina Foundation for Music

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## ASSESSMENT POLICY AND PROCEDURE



Medina Foundation for Music

# Assessment Policy and Procedure

Assessment in Coursework Modules

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## Definition of terms

**Academic Year:** is the calendar year.

**Alternative Arrangements for Assessment:** are any variations in the duration, structure, format or venue of an academic assessment to accommodate the needs of students with disabilities, chronic medical conditions and short term injuries.

**Assessment hurdles:** are compulsory tasks within individual modules that must be completed successfully in order to fulfil the assessment requirements of the module.

**Assessment regime:** of a module is the set of essays, assignments, tests, examinations or other assessment tasks that comprise the assessment for a module and the percentage contribution of these to the final result for the module.

**Course-managing board:** is the board responsible for managing the course.

**Chief Examiner:** is responsible for the implementation of the module assessment regime and must recommend the final result for each student.

**Deferred examination:** is a final examination that has been delayed to a later date, normally resulting from a successful application for special consideration.

**Disability:** is defined in the EQUAL OPPORTUNITIES (PERSONS WITH DISABILITY) ACT CHAPTER 413 and "in relation to a person", means: please refer to Note 1 immediately below for additional information.

**Final result:** is the final mark and/or grade awarded to a student on completion of assessment for a module.

**Final Examination:** is an invigilated or supervised examination held after the end of the teaching period and the results of which are wholly or partly used to determine the final result for the module concerned.

**Interim result:** is a grade awarded to a student in a module when assessment for that module has not been finalised by the results publishing date.

**Moderator:** is a person appointed to moderate part of or the overall assessment of a module to ensure accuracy and/or alignment with the intended learning outcomes.

**Module:** is the basic component of a course in which a student will enrol to undertake study in a particular discipline.

**Module assessment:** is the assessment of student performance in a module.

**Module offering:** is the delivery of a module in a particular teaching period, in single or multiple modes and/or centres.

**Session:** means the set date at which examinations will be taking place.

**Teaching period:** means a period of the academic year within which a module is offered. The two standard teaching periods are Semester One and Semester Two (referred to as standard semesters), but some modules are offered in a summer or winter teaching period, over the whole year, in an intensive format at any time, or during other predefined periods.

**Working day:** means a day other than a Saturday or a Sunday or a day appointed as a public holiday in Malta under the NATIONAL HOLIDAYS AND OTHER PUBLIC HOLIDAYS ACT CHAPTER 252 (Amended by: VIII. 1989.1.)

#### **Note 1. Definition of Disability**

- a. total or partial loss of the person's bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation or disfigurement of a part of the person's body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and
- h. includes a disability that:
  - i. presently exists; or
  - ii. previously existed but no longer exists; or
  - iii. may exist in the future; or
  - iv. is imputed to a person.

# 1

## Assessment Regime

### 1.1. Design and approval

The assessment regime for a level is designed by the Senior Teachers having regard to the principles of good assessment practice outlined in this policy and the broader course assessment regime. The assessment regime of a module is approved by the Principal. Any amendments to the assessment regime must also be approved by the Principal (or delegate).

The Foundation caters towards an education which recognises diversity and regards formative assessment as indispensable way for the carrying out of a democratic agenda. This mode of assessment focuses on the beneficial aspect where the individual student increases his/her ability to show potential. Students are also encouraged to perform research through their project work which is a compulsory part of their assessment. (Ref. Appendix D - Criteria for Project and On-going Assessment Marking).

#### 1.1.1 Formative and Summative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work. These are low stakes assessments for students and teachers. Because formative assessment occurs throughout the learning process, it is more effective at showing teachers how students are performing, rather than offering a snapshot of student achievement at the end of a learning period. The way feedback is implemented after the evaluation also differs: formative assessment implies that educator and student will return to the material for further growth, while summative assessment offers a kind of “final judgement” on the student’s learning.

Formative assessment has a number of other advantages, including:

- Improving students’ ability to assess themselves and their peers
- Developing students’ understanding and awareness of their own learning
- Shifting focus from achievement to the learning process
- Providing opportunities for educators to help students who are falling behind

Formative assessment may be attained by asking such questions as:

- Which performance did you prefer? Why?
- Which musical elements (intonation, articulation, tone quality, etc.) were especially good?
- Which musical elements needed work? Which of our in-class warm-up exercises should we work on to practice those skills?



The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Examples include:

- Assigning a grade to a final exam
- Critique of a recital

The outcome of a summative assessment can be used formatively, however, when students and teachers take the results and use them to guide their efforts and activities in subsequent courses.

### 1.2. Feedback

The design of the assessment regime must take into account the requirement for feedback to be given to students on their assessments, and in particular the expectation of students receiving feedback on submitted work before the next assessment is due.

Feedback from students, and from parents of students in the case of minors, is also taken into consideration in the design of the assessment regime. This feedback is acquired either through informal verbal communication with students or through surveys offered periodically by the Quality Assurance Management.

### 1.3. Weighting of assessment tasks

Unless impractical, there must be at least two assessment tasks for any given module, with no single task being worth more than 80% of the total module assessment.

The assessment will be split into 3 different types and weighted as follows for each module:

**Ongoing (10%)** - Feedback is given to students during the lessons.

**Project (10%)** - This type of assessment can take various forms e.g. presentation of a topic as a group or individual; design a chart related to a topic.

**Written exam (80%)** - In case of a person with individual educational needs (e.g. dyslexia), the person may opt to ask for support or special arrangements during the written exam. The written exam paper will be verified by a board of examiners before the students sit for the exam. The exam paper with the model answers will also be submitted to this board. The board of examiners will also verify a sample of exam papers after the students sit for the exam.

The marks of the three types of assessment are added up and a student will pass if the overall mark attained is equal to 60% or over. The attainment of such mark will allow the student to progress to the next level.

#### **1.4. Hurdle requirements**

- 1.5.1. Where a module has compulsory hurdle requirements that must be met in order to achieve a satisfactory result in the level, these requirements must fulfil one or more of the stated module learning outcomes.
- 1.5.2. Hurdle requirements may include activities that are class-based or that need to be undertaken outside regular scheduled class times.
- 1.5.3. Failure to meet a hurdle requirement must have a clearly defined outcome for a student's final result. The student who fails the overall mark will be assessed again on ongoing and the written exam. The student will be exempted from the project for the next exam session.
- 1.5.4. A student is given the opportunity to re-sit a hurdle requirement. Part certification will be awarded in the case of the first two modules but only the certificate of the third module will indicate that the student would have reached the MQF level award or qualification.

## 2

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### Implementation of the Assessment Regime

#### **2.1. The implementation of the assessment regime**

The implementation of the assessment regime of a module is a coordinated process under the direction of the Principal or designate who must ensure that all assessment tasks are aligned with and mapped against module outcomes, content and learning activities and those criteria by which the student work will be judged are defined and applied.

#### **2.2. Integrity of assessment**

Procedures will be in place to ensure the integrity of assessment is maintained across different teaching periods for each module. The procedures will depend on the nature of the discipline, but should adhere to the following principles:

- i. In assessment tasks worth 30% or more, no substantial part of the task can be copied verbatim from a previous assessment, including examination papers, to which students may have access. This includes papers that have been copied to students upon request.
- ii. Previous questions can be adapted for re-use, provided that the formulation of the factual situation and/or the questions themselves have been significantly altered.

### 2.3. Validation

The Principal must ensure that all major assessment tasks are scrutinised by the Chief Examiner who will validate compliance with the principles of good assessment practice outlined in this policy.

### 2.4. Level offerings involving multiple modules

2.4.1. The Principal must establish a level-management group comprising the Senior Teachers from all centres involved in offering the level to ensure that the assessment tasks and standards are equivalent across all levels and/or centres through the use of assessment criteria (refer to Appendix C & D).

2.4.2. The level-management group must work collaboratively, under the guidance of the Chief Examiner, to agree on the design, content and standards of all assessment for the level offering and the respective marking criteria mentioned in 2.4.1. The members of the group is selected according to the content to be designed. The level-management group compiles the information mentioned earlier on specific templates. The use of these templates ensures that the same sort of information is compiled for each level. .

2.4.3. The final examination must be identical for all students enrolled in the offering of the level, unless an exception to this rule is granted by the Board of Administration.

### 2.5. The scheduling of assessment tasks

The following principles need to be considered in relation to the scheduling of assessment tasks:

- Tasks should be scheduled at an appropriate time, according to the teacher's professional judgement to assess student achievement against learning outcomes and to provide feedback that is constructive and supportive of further learning.
- The scheduling of assessment tasks should be conducted with an awareness of the overall coursework load of students.
- Communication to students about the nature and timing of assessment tasks should occur as early as practicable in the teaching period.

# 3

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## Dissemination of Information to Students

- 3.1. Every student will be provided with a Students' Handbook whereby the students are informed with the necessary information regarding the MCM courses, services and examination procedures including:
- The title of the qualification,
  - The level of the qualification and the number of ECTS,
  - the assessment regime,
  - syllabus release dates (where relevant),
  - word limits (where applicable),
  - contribution of each assessment task to the final result (where applicable),
  - submission and presentation requirements,
  - duration of tests and examinations,
  - criteria by which performance will be judged,
  - submission dates,
  - estimated dates for the return of assessment tasks,
  - details of any hurdle requirements including the number of attempts allowed, and the consequences for the final result if these are not achieved,
  - where there are group-based tasks, details of how the individual and group performance will be judged,
  - when a level is listed as consisting of more than one module, the distinction between the assessment at each level,
  - a description of the types of feedback the students can expect in relation to their performance in the module and further learning opportunities.
- 3.2. All relevant information of general interest will be available on the Foundation's website which will be updated regularly.
- 3.3. All details relevant to the individual student will be communicated individually by the respective teacher.

# 4

## Examinations

### 4.1. Preparation

When preparing the examination(s) for a module, the Chief Examiner must ensure that:

- a. The examination paper is prepared in the form and at the time required, and thoroughly proof read. The teachers submit the questions for the exam paper, using the appropriate template, to the Chief Examiner. The latter meets the level management group to discuss the content, the distribution of marks and the time allocated for each question.
- b. Where an exam is offered in centres in different time zones, and where this precludes the simultaneous timetabling of examinations, appropriate steps are taken to ensure that while the content, question formats and difficulty of the examination papers remain consistent, there is sufficient variation in the papers to maintain security. The exam papers are compiled during the same period and by the same level management group. The final exam papers are sealed in an envelope signed by all the members of the group. The principal is responsible to keep the envelopes secure until the day of the examination.
- c. Similarly, for deferred or supplementary examination papers, while the content, question formats and level of the examination papers should remain consistent, there must be sufficient variation in the papers to maintain the integrity of the examination. This will be executed through research from reliable sources which will be adequately acknowledged.

Where relevant and as far as possible, paper setting producers will be guided by the Procedures and Good Practices Policy issued by the MATSEC support unit, University of Malta 2016.

### 4.2. Official examination periods

Examination Sessions will be held biannually between November and December and March and April respectively with due consideration being given to other school based or nation based exams which may be taking place at the time.

### 4.3. Examination sessions

- 4.3.1. Written Examinations will be held on Saturday between the hours of 9:00 am-6:00 pm. A maximum of two examination sessions will be scheduled daily.
- 4.3.2. Practical Examinations will be held from Monday to Saturday between the hours of 9:00 am-6:00 pm. The option of scheduling examinations between 9:30am-12:30 pm on Sunday will only be considered as a contingency in extraordinary circumstances, as indicated in section 7 below.

4.3.3. The Chief Examiner or designate will be present at any examination venue to resolve issues relating directly to the conduct of the examination.

#### **4.4. Duration of examinations**

4.4.1. Duration of written examinations will be a minimum of one hour, with finishing times in 30 minute blocks thereafter, and normally not more than three hours.

4.4.2. Duration of performance examinations will be a minimum a 10 minutes.

#### **4.5. Timetable composition for examinations**

The composition of the examination timetable will make provision for the following priorities:

- i. Accommodating special timetabling requests made with the approval of the Principal, based on priorities other than those listed below.
- ii. Scheduling examinations of modules offered in multiple centres at the same time.
- iii. Minimising the number of students with more than one examination in the same session.

#### **4.6. Postponement or cancellation of examinations**

4.6.1. In extraordinary circumstances, the conduct of scheduled final examinations may be postponed or cancelled in the interest of safety, or where an examination venue may no longer be available for a set or undefined period.

4.6.2. The Principal will:

- i. approve the postponement of examinations, in consultation with the Senior Teachers and the Examination Coordinator,
- ii. notify teachers of levels for which scheduled examinations will be affected, and
- iii. authorise notification to all affected students via email and notices will be placed on the Medina Foundation website.

4.6.3. Dependent upon the severity of the event, possible rescheduling options include - but are not confined to rescheduling examinations to:

- i. evening examination sessions on the examination day,
- ii. weekends within the examination period,
- iii. a later date after the examination period, or
- iv. recommending the cancellation of examinations.

4.6.4. When assessing recovery options, the following elements will take into consideration:

- i. impact on students,
- ii. adequate timeframes for student and teacher communication,
- iii. availability of alternate examination venues and resources - and the set up times required, and
- iv. student attendance at rescheduled examinations.

- 4.6.5. Students who are unable to attend a rescheduled examination due to exceptional circumstances beyond their control may be eligible for Special Consideration.
- 4.6.6. The Principal, after due consultation with the Administrative Board and Senior Teachers may make a decision to cancel the scheduled final examination(s). In such cases, alternative assessment options may be considered, e.g. a take home exam. Students will be awarded a grade based on their completed assessment. Existing policies governing the approval of grades will apply.

# 5

## Alternative Arrangements for Assessment

A student with disability, mental health or long-term medical condition may apply for alternative arrangements for assessment.

### 5.1. Alternative assessment arrangements for a final examination

- 5.1.1. Applications for alternative assessment arrangements for an examination must be submitted to the Principal at least one month prior to the commencement of the examination period. Exceptions to this timeline may be made when injuries or illnesses are sustained within one month of the exam.
- 5.1.2. The applicant must submit an Alternative Assessment Arrangements Form with supporting documentation (Appendix B). Supporting documentation must include a written report from a registered health professional qualified to assess the relevant disability. The report must include an assessment of the impact of the disability on the student's ability to complete the assessment.
- 5.1.3. Applications that are based on short term injury/conditions will be processed on an individual basis and will be dependent on resources available at the date of application.
- 5.1.4. The Principal will seek approval from the Chief Examiner when a change to the substance of assessment is required.
- 5.1.5. Alternative arrangements for assessment for an examination may include:
- i. variation in the time of the examination,
  - ii. variation in the structure or format of the examination, including the use of Braille, large print, audio examination papers,
  - iii. variation in the duration of the examination, including extra time or rest breaks,
  - iv. the use of an alternative examination venue, including a separate examination venue and/or ergonomic furniture,
  - v. the assistance of a scribe, reader or Sign Language Interpreter,
  - vi. the use of a computer, or
  - vii. the use of other adaptive technology provided by the Candidate.

5.1.6. Guidelines will be issued for the implementation of these arrangements.

5.1.7. Where an application for alternative assessment arrangements is refused, the Examinations Coordinator will notify the student.

5.1.8. Where alternative arrangements are granted:

- i. The Examinations Coordinator will be provided with the details of conditions of alternative assessment arrangements for all approved applications three weeks prior to the examination day.
- ii. The Examinations Coordinator will notify each student in writing of the accommodations and conditions not less than two weeks prior to the examination day.
- iii. In the case of a late application, the Examinations Coordinator will notify the applicant as soon as possible.

## 6

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### Feedback to Students

#### 6.1. Feedback on on-going assessment tasks

- i. Feedback must be conducted according to the principles stated in this policy.
- ii. Teachers will provide students with suggestions and recommendations through positive verbal criticism and written feedback.
- iii. Depending on the nature of the assessment task, feedback may take the form of:
  - written comments on student work and/or
  - reports given to students indicating their performance and/or
  - oral comments from teaching staff to commend and/or correct the student's learning and/or
  - oral comments in group sessions and/or
  - provision of sample answers for the assessment tasks and/or
  - marks provided for student work and/or
  - predictive or generic feedback that outlines typical mistakes or areas in which students do well prior to or following the assessment task.
- iv. Feedback must address the assessment criteria of the task, and include marks and/or comments about the student's performance on each criterion. Teachers will also guide students according to the examiner's feedback through individual attention. (Ref. Appendices F and G - Results Sheets, Practical and Theory Examinations).



- v. Upon successful completion of a course, students will receive an Academic Transcript outlining relevant details pertaining to the respective Level. (Ref. Appendix H – Academic Transcript).

# 7

## Marking, Grading and Results

### 7.1. Grading and marking

The Chief examiner must specify an assessment report for each assessment task. The reports must describe, for each marking criterion, the level of performance required for the different grades, and must be consistent with the following Medina Foundation Descriptors:

- 90-100 - High Distinction (HD): Exceptionally clear understanding of subject matter and appreciation of issues; clearly and logically organised with excellent presentation. Addresses all of the assessment criteria to a very high standard. Evidence of insight and originality where appropriate.
- 80-89 - Distinction (D): Strong grasp of subject matter and appreciation of key issues; addresses all the assessment criteria, with several to a high standard; clearly and logically organised with good presentation. Evidence of solid work.
- 70-79 – Merit (M): Competent understanding of subject matter and appreciation of most of the main issues; addresses most of the assessment criteria reasonably well. Competent organisation and presentation.
- 60-69 – Pass (P): Satisfactory. Demonstrates appreciation of subject matter and issues. Addresses most of the assessment criteria adequately but may lack in depth and breadth. Often work of this grade demonstrates only basic comprehension or competency. Work of this grade may be poorly structured and presented.
- 0-59 – Fail (N): Unsatisfactory. Evidence of lack of understanding of subject, minimal or inadequate comprehension and does not address the assessment criteria. Work is often inadequate in depth and breadth and sometimes incomplete or irrelevant; lack of care and thought in organising, presenting and structuring work.

### 7.2. Ensuring consistency in marking and grading

7.2.1. The Chief Examiner must put in place quality assurance mechanisms that will ensure that all assessment items are marked fairly, reliably and consistently. To this end the Chief Examiner must provide clear instructions to all examiners about the allocation of student marks and grades based on the established assessment criteria (Appendices C and D).

7.2.2. Possible approaches to ensure consistency will depend on the nature of the assessment task and the level, and must include one of the following:

- i. using the same assessor to mark all assignments;

- ii. using one assessor or assessment team for each assessment item across all modes, streams and locations;
- iii. second-marking by a different assessor of a selected sample of assessment, including borderline assignments/examinations (Pass/Fail, Credit/Distinction, etc) to validate assessment standards and interpretation of the marking guide across all modes and/or locations;
- iv. exchanging samples of graded items of assessment between assessors for the purpose of standardisation of marking.

7.2.3. When making a recommendation for student results to the Board of Examiners, the Chief Examiner must provide a report detailing the following:

- i. Description of equivalence of all module assessment tasks, including a justification where identical tasks were not used across modes and/or locations.
- ii. Methods used in marking across all locations and/or modes to ensure consistency.

7.2.4. The Chief Examiner must ensure that the final result for each student is accurately calculated and have appropriate mechanisms in place for verification.

7.2.5. The Chief Examiner is responsible for ensuring that all assessment items are marked within the established timeframe for the return of results to students.

7.2.6. A system check will be in place to verify that the results uploaded on the Medina Foundation Website are consistent with the results recorded and held by the Chief Examiner.

### **7.3. The marking of examinations**

7.3.1. Blind Marking of examination answers. Where the examination for a module is written, examination answers must be marked blind following the procedures below.

7.3.2. Final written examinations

7.3.2.1. Final examination scripts must not hold any personal information about the student other than the candidate's index number. Students will be advised to only record their index number and module code on exam papers.

7.3.2.2. For each final examination there must be an attendance list that will contain the following student details:

- Student index number
- Student full name
- Module Code
- Present / absent indicator

7.3.2.3. At the conclusion of the examination session, the attendance list is placed inside a sealed envelope containing the completed exam papers and returned to the Chief Examiner.

- 7.3.2.4. Prior to marking, the attendance list must be removed from the exam paper envelope and stored separately to ensure that it is not available to markers.
- 7.3.2.5. Markers must not refer to the attendance list or any other method of identifying a student's name during the marking process.
- 7.3.3. Where the form of a final examination is not written, such as an oral examination, artistic performance or practical demonstration, blind marking is not required. In these circumstances, other measures must be taken to ensure that the risk of unintentional bias is kept to a minimum. Examples include double marking or panel marking, and could involve audio or visual recording of the examination to provide a second marking opportunity.

#### **7.4. Assessment of oral and performance-based tasks**

For modules in which oral communication or performance is assessed, and in which this assessment is worth more than 30% of the total mark, quality assurance, verification or re-marking of work must be provided through:

- i. sound and/or video recording, or
- ii. initial assessment by more than one examiner, or
- iii. other defensible form of verification.

#### **7.5. On-going assessment and project work**

7.5.1. For modules where on-going assessment and project work carry a percentage of the final mark, assessment is carried out by the teacher.

7.5.2. Quality assurance and verification of work must be provided through:

- i. record keeping, and
- ii. other defensible form of verification.

#### **7.6. Marking and grading of theses for research coursework diplomas**

7.6.1. A thesis corresponding to a research project at level 6 should be marked by two examiners, one of which could be the supervisor.

7.6.2. A thesis corresponding to a research project at levels 7 should be assessed by a minimum of two examiners other than the supervisor. The supervisor may be allowed to mark or contribute a mark for non-thesis components worth up to 20% of the overall assessment of the module. In awarding these marks, the supervisor should be limited to assessing the research process and not the research product (ie. the thesis itself).

7.6.3. Wherever possible, the use of external examiners should be utilised for theses corresponding to research project at level 7.

7.6.4. The Board of Administrators appoints the thesis examiners (including external examiners) in consultation with the Chief Examiner, taking into account subject expertise, examining experience and availability.

7.6.5. Thesis examiners (including external examiners) must report potential conflicts of interest to the Chief Examiner.

7.6.6. If there is a difference in the marks awarded by the thesis examiners:

7.6.6.1. Where the difference of marks is less than 10 percentage points, the final mark is calculated as the average of the marks.

7.6.6.2. Where the difference of marks is 10 percentage points or higher, the Chief Examiner must determine the final mark by:

- i. Arranging a conference of the examiners to agree on a mark and grade, or, failing agreement,
- ii. Appointing an adjudicator who will review the student thesis and examiner reports and recommend a final mark and grade.

## **7.7. Quality verification of assessment across locations and teaching periods**

7.7.1. Every two years, the Chief Examiner must conduct benchmarking to verify the comparability of module assessment standards across the different teaching periods of the module offering. This should involve the work of a small number of students and be representative of all grade ranges.

7.7.2. At the conclusion of this exercise, Chief Examiners must report the findings and any recommendations to the Board of Administrators.

## **7.8. Remarking of assessment due to an error**

7.8.1. Requests for remarking

- i. Subject to the fail mark verification procedures, there is no automatic right for students to have a piece of assessment remarked.
- ii. If a student is concerned that her/his work has been incorrectly assessed, then he/she may apply for review of assessment (Ref. Appendix E - Review of Assessment Form).

7.8.2. Procedures for review of marks

Review of marks applies only to the final theory and/or practical exams and will be according to the following procedure:

- i. Applications for a review of assessment have to be made within ten (10) working days of the release of the final result in the session.
- ii. Application for review will be in writing through a Review of Assessment form (Appendix E) in which the assessment details and grounds for review are outlined.
- iii. Applications for review of assessment carry a stipulated fee.

- iv. An acknowledgement of receipt will be sent.
- v. The result after a review of assessment cannot be lower than the result before the review. If the review assessor produces a lower result, the mark and grade will not be changed. If the result is higher, the grade will be substituted to reflect the higher result and the fee will be refunded where applicable.
- vi. A review and notification of the final mark will take place within 1 month of receipt of application.
- vii. The decisions to alter marks will be recorded for audit purposes.
- viii. In all circumstances, where a student's work is remarked because of an error, the last mark must stand.

## 7.9. Use of Withdrawn Incomplete grade

- 7.9.1. The Withdrawn Incomplete (WI) grade is a compassionate response for students who are prevented from completing module assessment due to extreme circumstances beyond their control. It is not a passing grade as it is awarded where the student has not completed the requirements of the module.
- 7.9.2. A student can be awarded a Withdrawn Incomplete (WI) grade where the Board of Examiners judges that a student was prevented from completing module assessment due to extreme circumstances beyond the student's control.
- 7.9.3. If a student completes an assessment task or sits an exam, they are not eligible for special consideration.
- 7.9.4. Applications to have a final module grade altered to WI must be lodged within 3 working days of the date of the assessment. In exceptional circumstances, the Principal may grant a longer period of time for submission, such as where the student or their nominee was not physically capable of submitting an application for a WI.
- 7.9.5. A student wishing to lodge a request for special consideration must submit an Application for Special Consideration Form (Appendix A). The form must be completed in full and have attached the relevant documents in support of the application.
- 7.9.6. The acceptable grounds for a WI are:
  - a serious medical condition,
  - death of a person with whom the student had a significant relationship,
  - obligations to emergency or military service, and
  - extreme circumstances of comparable gravity and severity.
- 7.9.7. Applications must provide evidence that the circumstances resulting in the failure to complete module assessment were beyond the student's control, and either:
  - a. arose after the student having applied for the exam, or
  - b. did not have their full impact until after the student had applied for the exam, and this impact was not foreseeable earlier.

- 7.9.8. Applications must provide evidence that the circumstances affecting the student's ability to undertake or complete module assessment were so extreme as to render undertaking or completing that assessment impracticable.
- 7.9.9. A student having been given a WI may apply for a deferred examination at the next sitting in which case a fee rate reduced to half the normal application fee will apply.
- 7.9.10. A student who sits but cannot complete a deferred examination due to extreme circumstances beyond his or her control should acknowledge that the exam is final and that no further deferral of the examination is possible.
- 7.9.11. The Board of Examiners will assess applications to ensure that they are properly supported by evidence, that they meet the relevant criteria, and that they have been submitted within the eligible time period, and will advise applicants accordingly. Acceptable forms of evidence include
- a death certificate,
  - records of hospital admission,
  - police reports,
  - notifications of obligations to emergency or military services, and
  - an impact statement from a health professional as appropriate.
- 7.9.12. Where the application is made with regards to the death of a person with whom the student had a significant relationship, the student must provide evidence of the significance of that relationship.
- 7.9.13. The Board of Examiners will consider the application and determine an outcome.
- 7.9.14. In deciding the outcome of the application, the Principal or designate may consider any additional evidence drawn from the student's record that is deemed by the Board to be relevant. Such relevant material may include details of special consideration applications made by the student and any academic progress processes underway.
- 7.9.15. If the application is approved, the result will be amended accordingly.
- 7.9.16. The Board will inform the student or student's parent/guardian of the outcome of the application.

# 8

## Assessment and Results Record Keeping and Security

### 8.1. Preparation of examination papers and other assessment tasks

The Chief Examiner, moderators and markers of a module must ensure the security of examination questions and marking guides until the Principal authorises their release. In particular, they must:

- i. Keep the documents, whether in hard copy or in electronic form, secure at all times against access by unauthorized persons. Envelopes are secured in a safe place under lock and key. Only the Principal will have access to this key.
- ii. Take care to prevent casual observation of computer screens, print jobs or passwords by unauthorized persons.
- iii. Dispose of all unwanted printed drafts and copies securely.
- iv. Take precautions when circulating drafts via email, by protecting documents with passwords which are communicated to the recipient in a separate transmission.

### 8.2. Custody of examination scripts and work submitted for assessment

8.2.1. All teachers and administrative staff must take care to ensure that examination scripts and other student work submitted for assessment are held securely at all times to ensure that these are not accessed by unauthorized persons.

8.2.2. Examination scripts and uncollected student work for assessment must be retained for six months after the final result is published.

8.2.3. Subject to 8.2.2, examination scripts and uncollected student assessment tasks must be destroyed in a secure manner or the relevant electronic file deleted.

### 8.3. Publication of examination papers as Past Papers

Examination papers will only be released as Past Papers upon approval of the Principal.

### 8.4. Record keeping

Records of students' assessments and submission of student work must be kept for the duration of the student's following of the course at subsequent levels.

### 8.5. Security and storage of results

- i. Records of all individual assessment marks for all students enrolled in a level are kept for at least six months after the final result is determined, or as long as required for another purpose such as the student's following of the course at subsequent levels
- ii. Information on the individual student's progression is collated and kept in personal files centralised at the main office.

- iii. A backup of records is kept by the teacher and saved using data online (cloud) storage.
- iv. Teachers and administrative staff must ensure the security of marks to ensure that these are not accessed by unauthorized persons.
- v. Suspected breaches of security must be reported to the Principal.
- vi. The MFM undertakes that assessment records will only be used for official purposes, in accordance with the Data Protection Act 2006 Article 440.

## 9

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### Code of Conduct for Assessors

The Code of Conduct detailed below is included in this Policy to support professionally responsible and ethical assessment practice and to guide MFM assessors in the responsibilities of their work.

- i. The differing needs and requirements of the candidates are identified and handled with sensitivity.
- ii. Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- iii. All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- iv. The rights of candidates are protected during and after the assessment process.
- v. Candidates are made aware of their rights and processes of appeal.
- vi. Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- vii. Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- viii. Evidence is verified against the rules of evidence.
- ix. Assessments are conducted within the boundaries of the assessment system policies and procedures.
- x. Assessment systems and tools are consistent with equal opportunity rights.
- xi. Candidates are informed of all assessment reporting processes prior to the assessment.
- xii. Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment through various means of communication, namely: verbally; the distributions of a student's handbook and by accessing information on the website.
- xiii. Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the candidate/s.
- xiv. Assessment outcomes are used consistently with the purposes explained to candidates.
- xv. Professional development opportunities are identified and sought.



- xvi. Opportunities for networking amongst assessors are created and maintained.
- xvii. Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

## Appendix A

# Application for Special Consideration Form

### Important Information

This form applies to students who wish to lodge a request for special consideration for a missed exam as a result of compassionate or compelling circumstances beyond their control that prevented them from completing a course assessment. This form should be read in conjunction with the Assessment Procedure Policy.

### Eligibility for Special Consideration

If a student misses an assessment due to compassionate or compelling circumstances, they may be eligible for special consideration on the following grounds which may include, but not be limited to:

- Serious medical condition or injury
- Bereavement of a close family member such as parents, grandparents, siblings, children
- A traumatic experience such as an accident, crime or being a witness to these experiences
- Jury service
- Severe disruption to domestic arrangements

If a student completes an assessment task or sits an exam, they are not eligible for special consideration.

### The Application Process

A student wishing to lodge a request for special consideration must submit this '*Application for Special Consideration Form*'. The form must be completed in full and attach one or more of the following documents in support of the application:

- Medical certificate from a medical professional, who is not family
- Letter of support from a social worker, lawyer or psychologist
- Death certificate or notice and evidence of family relationship
- Police report
- Statutory declaration from relevant people to the circumstances
- Jury Service Notice

Medical certificates and letters of support must meet the following criteria:

- i. Be issued by a registered practitioner or lawyer
- ii. State the student is unfit for sitting an exam and reasons why
- iii. Include contact details and date of consultation (circumstance)
- iv. Be presented as original certificates and/or letters

An appeal application will only be considered complete and eligible for assessment when all sections have been filled-in, the form signed and the required supporting documentation attached.

Please make sure that you have filled in all parts of the form. Incomplete forms will not be eligible for consideration.

**A. Personal Details**

Centre	Malta		Gozo		Date of Exam			
Candidate's Name					Index Number			
Teacher's Name					Contact Number			
Exam	Theory		Practical		Level		Module	

**B. Reason for requesting special consideration**


**C. Documentation attached**

Please note your application will not be deemed complete or assessed until at least one of these documents is attached.

<ul style="list-style-type: none"> <li>Medical certificate or letter of support from a medical professional social worker, lawyer or psychologist, who is not a family member</li> </ul>	
<ul style="list-style-type: none"> <li>Death notice or certificate and evidence of family relationship</li> </ul>	
<ul style="list-style-type: none"> <li>Police report, jury summons notice or notification from the Department of Defence, Department of Justice or Emergency Services</li> </ul>	
<ul style="list-style-type: none"> <li>Statutory declaration from relevant persons to the circumstances</li> </ul>	

**D. Declaration**

I declare that the information provided by me is true and correct. I have read and understood the information contained on this form and at the **Assessment Procedure Policy** as published by the Medina Foundation for Music.

Signature		Date			
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**E. For Office Use**

Approved		Declined		Date			
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## Appendix B

### Alternative Assessment Arrangements Form

Please complete all sections and send with the duly filled exam application form at least four (4) weeks prior to assessment dates.

#### A. To be completed by Candidate/Parent/Guardian

Centre	Malta		Gozo		Date of Exam			
--------	-------	--	------	--	--------------	--	--	--

Candidate's Name		ID Number	
Teacher's Name		Contact Number	

Exam	Theory		Practical		Level		Module	
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#### B. To be completed by a Professional Practitioner

Name of Disability or Medical Condition	
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Please indicate which category the disability/condition best fits into:

Hearing		Mobility/Physical	
Vision		Neurological	
Learning		Medical	
Mental Health		Other*	
*In case of other please specify			

List the Functional Impacts of the disability as they apply to this candidate. How does the disability or condition impact on the candidate's ability to perform? E.g. Inability to sit for long periods, fatigue, loss of concentration, medication effects etc. Further information may be attached.

1	
2	
3	
4	

Please indicate any specific recommendations for reasonable adjustments, in response to the functional impacts listed above that would assist this candidate to enable equal participation in an assessment situation.

Modified and enlarged print		Modified and enlarged print on low contrast pink paper	
Enlarged print		Enlarged print on low contrast pink paper	
Playback test to replace sight reading		Memory test to replace sight reading	
Extra time for sight reading/playback test		Extra time for theory exams	
Extra time for practical exams		Amanuenses	
Wheelchair access		Other*	
<i>*In case of other please specify</i>			

Please tick the appropriate box or boxes below if you are recommending that extra time be allocated:

Working time	<input type="checkbox"/>	Resting time	<input type="checkbox"/>
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Supporting Documentation Attached*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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*\*Please note: Supporting evidence from relevant professional MUST clearly specify the alternative arrangements or equipment recommended and verification of why this is required and must be on letterhead of the professional practitioner.*

Name of Professional		Signature	
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Stamp from practice must be supplied as verification.

**Rubber Stamp**

**C. Consent of Parent/Guardian (In case of candidate under sixteen (16) years of age)**

Full Name		Signature	
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**D. For Office Use**

Approved	<input type="checkbox"/>	Declined	<input type="checkbox"/>	Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Appendix C

### Assessment Criteria for Practical Examinations

*The main parameters for assessment for each level are outlined in the syllabus; once introduced, these parameters apply for all subsequent grades (albeit with a logical progression of difficulty).*

Scales and Arpeggios/Broken Chords or Study (if applicable):	15 Marks
Recital Pieces:	60 Marks
Viva Voce:	5 Marks
Sight-Reading:	10 Marks
Aural Test:	10 Marks
 Total Marks:	 100 Marks

#### A. Criteria for Scales and Arpeggios (15 Marks)

<b>Mark range 13–15: A convincing delivery which demonstrates excellent technique</b>	
Melodic accuracy/intonation	Excellent level
Tempo and flow	Excellent level
Tone	Appropriate and musically convincing
Delivery	Confident, convincing and well-developed instrumental/vocal sound
<b>Mark range 10–12: A secure delivery musically and technically</b>	
Melodic accuracy/intonation	Secure
Tempo and flow	Secure
Tone	Appropriate and consistent
Delivery	Secure and effective control of instrumental/vocal sound
<b>Mark range 7–9: A mainly accurate delivery displaying effective technical and musical control</b>	
Melodic accuracy/intonation	Mainly accurate
Tempo and flow	Mainly consistent
Tone	Mainly consistent
Delivery	Careful
<b>Mark range 4–6: An inconsistent delivery lacking sufficient technical and/or musical skill</b>	
Melodic accuracy/intonation	Frequent errors /poor intonation
Tempo and flow	Inconsistent
Tone	Inconsistent
Delivery	Uncertain and halting
<b>Mark range 0–3: A poor performance with little or no evidence of required technical ability</b>	
Melodic accuracy/intonation	Inaccurate / consistently poor intonation
Tempo and flow	Frequent inaccuracies
Tone	Totally inconsistent and/or frequent stumbling
Delivery	Poor

**B. Criteria for Recital Pieces (60 Marks (20 Marks for each piece))**

Overall Description	Technique	Mark	Interpretation	Mark	Presentation	Mark
A very high level of achievement throughout	Very secure	8	Very compelling	8	Very effective	4
Substantial achievement maintained almost throughout	Almost entirely secure	7	Almost entirely persuasive	7	Almost entirely effective	3
Sustained achievement	Reasonably secure	5 - 6	Reasonably persuasive	5 - 6	Reasonably effective	2
Signs of achievement	Secure and insecure in roughly equal measure	3 - 4	The elements that persuade and those that do not in roughly equal measure	3 - 4	Effective and ineffective in roughly equal measure	1
Few signs of achievement	Generally insecure	0 - 2	Generally unpersuasive	0 - 2	Generally ineffective	0

**C. Criteria for Viva Voce (5 Marks)**

Marks	Assessment Criteria
5	Very clear, accurate and convincing response
4	Clear and accurate response
3	Mostly clear and accurate response
2	Response shows some understanding
1	A significant degree of inaccuracy
0	Inadequate response

**D. Criteria for Sight Reading (10 Marks)**

<b>Mark range 9–10: A convincing and stylish performance which demonstrates excellent technique</b>	
Melodic accuracy/intonation	Excellent level
Rhythmic accuracy	Excellent level
Tempo and flow	Appropriate and musically convincing
Mood and character	Conveyed with sensitivity
Tone	Confident, convincing and well-developed instrumental/vocal sound
Dynamics	Convincing
<b>Mark range 7–8: A secure performance musically and technically</b>	
Melodic accuracy/intonation	Secure
Rhythmic accuracy	Secure
Tempo and flow	Appropriate and consistent
Mood and character	Conveyed securely
Tone	Secure and effective control of instrumental/vocal sound
Dynamics	Effective
<b>Mark range 5–6: A mainly accurate performance displaying effective technical and musical control</b>	
Melodic accuracy/intonation	Mainly accurate
Rhythmic accuracy	Mainly accurate
Tempo and flow	Appropriate and mainly consistent
Mood and character	Conveyed with some success
Tone	Some evidence of development and control
Dynamics	Some contrast
<b>Mark range 3–4: An inconsistent performance lacking sufficient technical and/or musical skill to communicate the sense of the music</b>	
Melodic accuracy/intonation	Inconsistencies in melodic accuracy and/or passages of poor intonation
Rhythmic accuracy	Inconsistencies in rhythm
Tempo and flow	Inappropriate speed and/or some breaks in continuity
Mood and character	Not conveyed satisfactorily
Tone	Little evidence of development and control
Dynamics	Not observed satisfactorily
<b>Mark range 0–2: A poor performance with little or no evidence of required technical and/or musical ability</b>	
Melodic accuracy/intonation	Inaccurate melody and/or consistently poor intonation
Rhythmic accuracy	Frequent inaccuracies
Tempo and flow	Totally inappropriate speed and/or frequent stumbling
Mood and character	Not conveyed
Tone	Poor
Dynamics	Ignored



**E. Criteria for Aural Test (10 Marks)**

<b>Mark range 9–10: A convincing delivery which demonstrates excellent technique</b>	
Melodic accuracy	Excellent level
Tempo and flow	Excellent level
Tone	Appropriate and musically convincing
Delivery	Confident and convincing
<b>Mark range 7–8: A secure delivery musically and technically</b>	
Melodic accuracy	Secure
Tempo and flow	Secure
Tone	Appropriate and consistent
Delivery	Secure
<b>Mark range 5–6: A mainly accurate delivery displaying effective technical and musical control</b>	
Melodic accuracy	Mainly accurate
Tempo and flow	Mainly consistent
Tone	Mainly consistent
Delivery	Careful
<b>Mark range 3–4: An inconsistent delivery lacking sufficient technical and/or musical skill</b>	
Melodic accuracy	Frequent errors
Tempo and flow	Inconsistent
Tone	Inconsistent
Delivery	Uncertain and hesitant
<b>Mark range 0–2: A poor performance with little or no evidence of required technical ability</b>	
Melodic accuracy	Consistently Inaccurate
Tempo and flow	Frequent halting and stumbling
Tone	Poor
Delivery	Poor

## Appendix D

## Criteria for Project and On-going Assessment Marking

*Whilst the marking criteria allow an over-all allocation of 100 marks respectively, the project carries 10% of the final mark with a further 10% from on-going assessment. Hence marks will be calculated to the nearest whole number:  $75/100 = 7.5/10 = 8\%$  of the final mark.  $74/100 = 7.4/10 = 7\%$  of the final mark*

On-going Assessment Criteria 1		(20 marks)
Attendance	Attendance is regular and punctual.	14-20
	Attendance is fairly regular but may arrive late.	7-13
	Often misses lessons without presenting a valid reason.	1-6
On-going Assessment Criteria 2		(40 marks)
Effort and Participation	Has worked well with almost no support and has shown constant initiative.	30-40
	Has worked well with little support and has shown interest.	20-29
	Has worked with support, has shown some interest or initiative.	10-19
	Has worked only with support and prompting /encouragement.	1-9
On-going Assessment Criteria 3		(40 marks)
Homework	Homework is regular, shows effort and very neatly presented.	30-40
	Homework is regular and consistent.	20-29
	Homework is fairly regular but shows lack of effort.	10-19
	Homework is often not presented.	1-9

<b>Project Assessment Criteria 1</b>		<b>(10 marks)</b>
Fulfilment of Project Proposal	Project presented fully meets the submitted proposal.	7-10
	Project presented partially meets the submitted proposal.	4-6
	Project presented does not meet the submitted proposal.	1-3
<b>Project Assessment Criteria 2</b>		<b>(40 marks)</b>
Quality of Project	Project is comprehensive, logical and shows evidence of very organised preparation.	30 - 40
	Project is of a very good quality and neatly presented.	20 - 29
	Project complete and of an acceptable quality.	11-19
	Project is complete but of a low level.	5-10
	Project is incomplete.	1-4
<b>Project Assessment Criteria 3</b>		<b>(30 marks)</b>
Creativity	Exceptionally high degree of originality and creativity shown.	25-30
	High degree of creativity shown.	15-24
	Some degree of creativity shown.	8-14
	Minimal creativity.	1-7
<b>Project Assessment Criteria 4</b>		<b>(20 marks)</b>
Evaluation	Critical review of work done to include strengths, weaknesses with suggestions for improvement and changes where necessary.	15-20
	Good review of work with reference to strengths, weaknesses and minimal suggestions for improvement.	10-14
	Satisfactory review of work with limited reference to strengths and weaknesses and no suggestions for improvement.	5-9
	Limited review of work done with no reference to strengths, weakness and suggestions for improvement.	1-4

## Appendix E

### Review of Assessment Form

*Review of Assessment is available to all candidates once the College has released the final result for a session. If you are dissatisfied with your final result, you may apply to have it reviewed. Review of Assessment consists of re-marking the final exam (where applicable), checking the addition of all marks and a check to ensure that all marks have been included in the final result.*

*Applications for a review of assessment have to be made within ten (10) working days of the release of the final result in the session. Applications for review of assessment carry a €20 fee.*

*The result after a review of assessment cannot be lower than the result before the review. If the review assessor produces a lower result, your mark and grade will not be changed. If the result is higher, you will be given the higher result and your €20 will be refunded where applicable.*

*The review will be conducted by a new assessor, unless there is no one else available with appropriate expertise in the area being examined, in which case the initial assessor will conduct the review. You will be duly informed once the review is finalised.*

#### A. To Be Filled By Candidate/Parent/Guardian

Candidate's name				Index Number			
Exam Title				Level		Module	
Date				Signature			

*Please give a brief outline of your reasons for requesting a Review of Assessment (Optional)*


#### B. For Office Use

Initial Assessor				Review Assessor			
Initial Result Confirmed				Substitute Original Result			
Initial	Mark		Grade		New	Mark	Grade
Date					Signature		

Endorsed by College Principal/Designate		Signature	
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Appendix F

Result of Practical Examination

<b>Result of Practical Examination</b>		<i>Session:</i>
<i>Name of Candidate:</i>		<i>Candidate No.:</i>
<i>Module:</i>	<i>Level:</i>	<i>Centre:</i>

Exercise		Maximum Mark	Mark Awarded
A	<b>Scales and Arpeggios</b>	15	
	<i>Comments:</i>		
B	<b>Recital</b>	20	
	1 <i>Comments:</i>		
	2 <i>Comments:</i>		
	3 <i>Comments:</i>		
C	<b>Viva Voce</b>	5	
	<i>Comments:</i>		
D	<b>Sight Reading</b>	10	
	<i>Comments:</i>		
E	<b>Aural Test</b>	10	
	<i>Comments:</i>		
<i>Pass = 60</i> <i>Pass with Merit = 70</i> <i>Pass with Distinction = 80</i> <i>Pass with High Distinction = 90</i>		<b>TOTAL</b>	100

Fail	Pass	Pass with Merit	Pass with Distinction	Pass with High Distinction
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\_\_\_\_\_  
Principal

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Chief Examiner

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## Appendix G

### Result of Written Examination

<b>Result of Written Examination</b>		<i>Session:</i>
<i>Name of Candidate:</i>		<i>Candidate No.:</i>
<i>Module:</i>	<i>Level:</i>	<i>Centre:</i>

Exercise		Maximum Mark	Mark Awarded
1	<i>Question:</i>		
	<i>Comments:</i>		
2	<i>Question:</i>		
	<i>Comments:</i>		
3	<i>Question:</i>		
	<i>Comments:</i>		
4	<i>Question:</i>		
	<i>Comments:</i>		
5	<i>Question:</i>		
	<i>Comments:</i>		
<i>Project:</i>		10	
<i>On-going Assessment:</i>		10	
<i>Pass = 60</i> <i>Pass with Merit = 70</i> <i>Pass with Distinction = 80</i> <i>Pass with High Distinction = 90</i>		TOTAL	100

Fail	Pass	Pass with Merit	Pass with Distinction	Pass with High Distinction
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\_\_\_\_\_  
Principal

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Chief Examiner

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## Appendix H



## Academic Transcript

<i>Candidate Name:</i>	<i>Ref.:</i>
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<i>Award Title:</i>			<i>MQF Level:</i>
<i>No. of Modules:</i>	<i>No. of Hours:</i>	<i>No of ECTSs:</i>	<i>Date Awarded:</i>
<i>Maximum Mark:</i> 100	<i>Pass Mark:</i> 60	<i>Mark Awarded:</i>	

<i>Pass</i>		<i>Pass with Merit</i>		<i>Pass with Distinction</i>		<i>Pass with High Distinction</i>	
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<p>Description of Course</p>
<p>Skills Achieved</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

<p><i>Awarded By:</i></p> 	<p><i>Accredited By:</i></p> 
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\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Chief Examiner*

*Rubber Stamp*

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- Project Marking Scheme – University of Plymouth, UK  
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<http://www.trurohigh.co.uk/wp/wp-content/uploads/THS-Policy22-HOMEWORKASSESSMENTMARKINGREPORTING-11.3.2016.pdf>
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[http://www.yarmschool.org/files/file/151616a\\_assessment\\_and\\_marking\\_policy\\_-\\_senior.pdf](http://www.yarmschool.org/files/file/151616a_assessment_and_marking_policy_-_senior.pdf)
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