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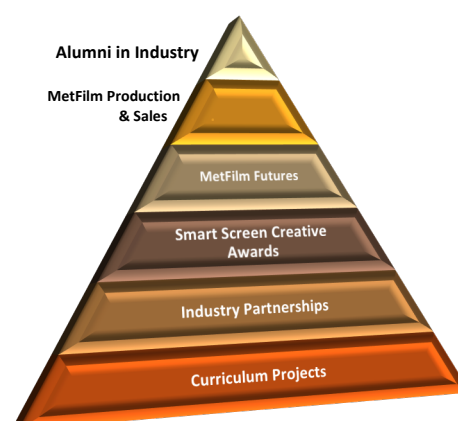
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## 1. Our Philosophy

MetFilm School’s educational philosophical rests on three fundamental principles: the bridging of education into industry, deep practice, and excellent coaching. The team, productions, case studies, insight, and industry connectivity offered by MetFilm Production and Sales contribute in real and direct ways to the MetFilm School educational model through all three ways.

### Bridging Education into Industry: MetFilm School’s Aspirational Pyramid

The primary goal is to demonstrate to students that the place to which they aspire is within reach, and to show students how drive, hard work, and vision can help them achieve their goals. By telling and re-telling the stories of our graduates, showcasing their work and that of our tutors and staff, having professional production going on with and around them (Futures, Ealing Studios/BUFA, and MetFilm Production), and being taught with a curriculum and tutors which reflect industry practice, we show them that they are already in that world. Through the same mechanisms, we are also able to create opportunity for our graduates.



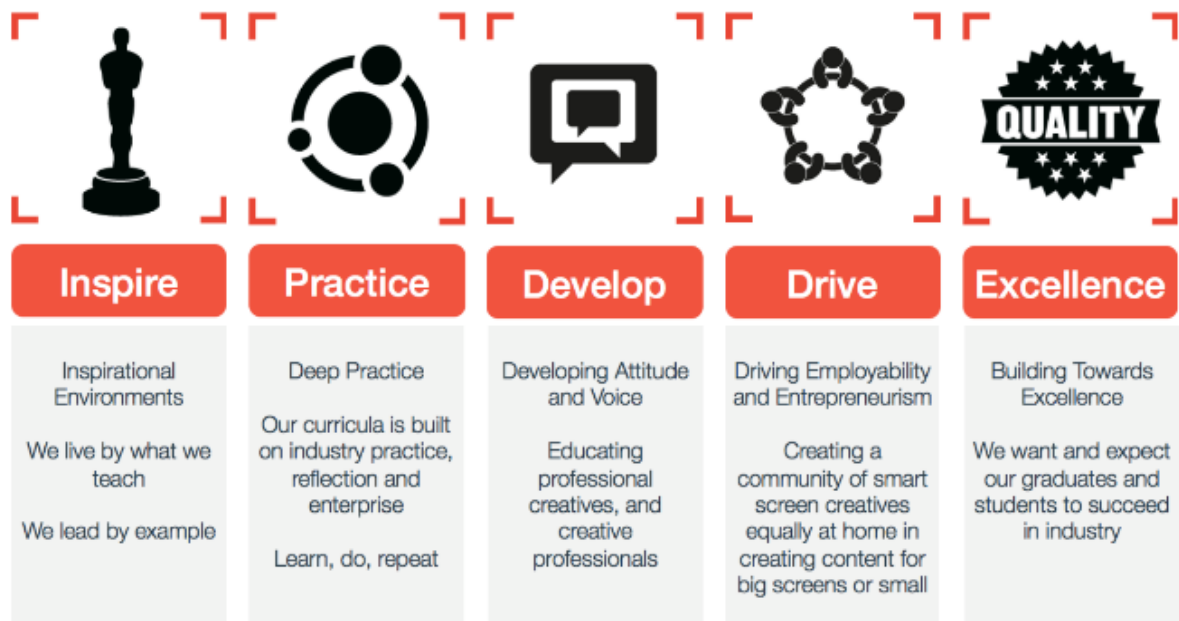
## Deep Practice

The best way to learn to make content is to make content. The best ways to learn to make content professionally is to make content in a professional environment. Our pedagogic model (action, reflection, access to further resources and skills, and further action) is designed to ensure that students build technical, creative and professional skills consistent with current industry practice. The ways in which we exist in industry listed above, together with the connections that our networks facilitate, ensure that practice is real and that students believe that it is so.



## Excellent Coaching

Students value the support and insight offered by our tutor body, who know their craft and art intimately and are inspired to teach, coach, and mentor. Aspirational guest speakers reinforce these messages.



## 2. Purpose and Overview of the Policy

MetFilm School works in partnership with its accrediting body, the University of West London, to deliver a curriculum portfolio with qualifications available at undergraduate and postgraduate level. MetFilm School also delivers a range of non accredited courses. MetFilm School is responsible for maintaining the academic standards of its accredited programmes in relation to the UK Quality Code and the assessment regulations of our awarding body.

The Learning, Teaching and Assessment Policy aligns with the UK Quality Code for Higher Education and the Higher Education Academy (HEA) Professional Standards Framework (UKPSF). This alignment supports faculty in the professional development required to enable the highest quality student experience. The Learning, Teaching and Assessment Committee has responsibility for the implementation and monitoring of the Policy.

### 3. Strategic Themes

MetFilm's School's mission statement is supported by the *Strategic Themes* of the Learning Teaching and Assessment Policy which follow:

#### Increase Student Engagement

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- Ensure that communication to students is clear and consistent
- Promote a variety of learning and teaching methods to reflect all types of student learners including active teaching
- Ensure that all assessment is fair, transparent, consistent and aligned with stated learning outcomes
- Deliver timely and helpful feedback on student learning
- Enhance formative assessment to support learning in the classroom
- Raise the level and standard of student progression and achievement
- Ensure students have fair access to learning, teaching and assessment

#### Continuously improve curricula:

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- Clear statements of course aims, access and progression routes, learning outcomes and learning activities that are designed to achieve those learning outcomes
- An internationally relevant curricula which ensures equality and diversity in its approach
- Ensure that courses are current and reflect contemporary industry and research
- Provide resources appropriate to the intended learning outcomes on a fair and equitable basis
- Enhance the relationship between practice and theory
- Evaluate curricula formally and informally with the aim of continuous improvement of student experience
- Regular formal review within the governance structure

#### Maintain high quality practice in learning and teaching;

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- Promote an approach to assessment and feedback practice that enables effective student learning.
- Commit to innovation in learning and teaching including digital technologies
- Ensure diversity and equality are present in all aspects of learning and teaching
- Provide and maintain resources and facilities to support learning and teaching
- Ensure information related to research and study skills is given to students
- Enable good teaching and assessment practice is shared across the School

#### Professional Development of Staff

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- Commit to the professional development of teaching staff in accordance with the UK Professional Standards Framework.
- Support tutors in achieving fellowship of the Higher Education Academy (HEA)
- Encourage tutors to enrol on CPD, PGCE, and MA level programmes offered by the University of West London and other providers
- Continue to support tutors with training in all areas including induction, assessment, module leadership and mentoring
- Carry out observation of learning and teaching in line with the MetFilm School's Peer Observation Policy
- Ensure that tutors can access and share information about current practices, relevant research and teaching strategies

## 4. Graduate Attributes

The Learning, Teaching and Assessment Policy is designed to support our students in meeting the MetFilm School Graduate Attributes Grid:



### Industry Ready

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- Industry practitioners as tutors
- Curricula informed by industry
- Real world, industry focussed assessment and projects
- Dedicated careers support through MetFilm Futures.

### Creative

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- Innovative thinking
- Integration of theory and practice
- Storytelling as the foundation

### Professional and Ethical Practice

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- Learning by doing
- Embedding diversity in our tutor body
- Industry professional practice in our curricula
- Ethical practice in all areas of delivery

### Enterprising

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- Students engaged in industry with internships and placements
- Industry partners on modules
- Focus on employment-related outcomes and/or career development
- Student representation through governance including Screen Enterprise Group, Course Committees and Learning, Teaching and Assessment Committee

### Adaptable

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- Ability to reflective
- Flexible thinking
- Experiencing failure
- Scaffolding of skills

## 5. Assessment Policy

Assessment is a fundamental part of the teaching and learning process within the accredited courses and assessment is constructively aligned alongside the programme learning outcomes. The assessment strategy on the accredited courses reflects our pedagogic approach by placing emphasis on the whole learning cycle, as outlined by Kolb's model of experiential learning (1984). In order to ensure that the entire learning cycle of concrete experience, reflective observation, abstract conceptualisation and active experimentation is represented, module assignments assess students on a range of preparation, production and evaluative skills.

The purpose of this policy is to ensure assessment is used to develop students' learning and to ensure consistency across all accredited courses. This policy is guided by University of West London's own regulations around assessment and some areas such as academic offences will defer entirely to UWL's academic regulations and appeals processes.

### Key Principles

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- Ensure that all assessment is fair, transparent, consistent and aligned with stated learning outcomes and through the consistent application of criteria.
- Deliver timely and helpful feedback on student learning
- Assessment should be integral to student learning and fit for purpose.
- The outcomes derived from assessment should be verifiable and refer to clearly published criteria.
- Assessment judgements should be moderated in accordance with this Policy and ratified at Assessment Boards, and students should receive timely feedback.
- There should be effective mechanisms for students to lodge appeals against process.

### Expectations

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The following expectations are intended to ensure consistency and the enactment of the principles listed above;

#### Assessment Design

- All assessments should be designed to enable students to demonstrate the intended programme and module learning outcomes.
- Formative and summative assessments are fully integrated to the learning process.
- Students are provided with regular feedback to enable them to reflect on their learning and further development.
- The format of assessments are designed to enable participation by all students.
- A range of assessment types are used to enable the diverse abilities of students to be developed and demonstrated, taking into account differences in learning styles.
- The amount of assessment required is commensurate with the needs and learning outcomes of the module/programme.

#### Assessment Map

- An annual calendar of all assessments is published which includes details of formative and summative assessments in each programme, including deadlines. This should include the mode of assessment.
- Assessments are reasonably distributed across the programme to minimise the 'bunching' of deadlines.
- Information about module assessments is published in the Module Study Guide available on the virtual learning environment. This information includes the assignment topic, weighting, submission and feedback return dates.

## Submission and Marking of Work

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- The VLE is used for written work submissions. Such submissions should be made in electronic format and students will receive an electronic receipt to acknowledge the submission.
- Students are treated consistently for the late submission of work as determined by the University of West London regulations.
- Students will not be penalised for the late submission of work if there is a technical failure in the mechanism for submission (eg the VLE). If necessary, an alternative method of submission will be made available and/or a new deadline set.

## Feedback

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- Marked work with feedback will be returned no later than 15 working days after the submission deadline, for work that was submitted on time.
- Once internal moderation has taken place, the agreed indicative marks will be provided to students. This should be completed within the 15 working day turnaround period.
- Where there are unforeseen circumstances that mean an extension to the 15 working days is unavoidable, a new return date needs to be agreed with the and communicated to students as soon as possible.

## Feedback Quality

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- Marks and feedback are communicated to students preferably via the VLE or another appropriate mechanism.
- There will be a single pro forma marksheet report for each assessment type to ensure:
  - Consistency in the presentation and detail of written feedback
  - Consistency between modules within the same programme
  - That feedback provides an explanation of mark awarded with reference to learning outcomes and the marking criteria
  - That feedback includes comments regarding areas of strength, areas needing improvement and recommended actions to improve academic performance.

## Moderation and Second Marking

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- All work is second marked or moderated.
- Moderation processes are documented and evidence of this is made available to external examiners.
- MFS utilises two different types of moderation. Double marking is where the second marker does not normally see the first marker's marks and comments. Second marking differs in that the marker sees the marks and comments of the first marker. The method to be used for moderation of an assessment will be agreed by the relevant Course Leader/Committee.
- The minimum sample for moderation is 20% and should include assessments from all sites where the module is delivered. It will normally include the assessment(s) marked highest and lowest overall, any problematic assessments (eg where there has been disagreement between first and second markers) and a sample of failed assessments.
- External moderation must also be undertaken by an external examiner in accordance with the requirements set out in the UWL External Examiner Contract.
- Students are provided with an agreed indicative mark once moderation has taken place.

## Academic Offences

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- Reference will be made in student handbooks to the various academic offences defined by the University West London and the associated penalties.

## 6. Evaluation

Evaluation of the effectiveness of the Learning, Teaching and Assessment Policy is measured through the following:

- Student feedback
- Peer Observation Policy
- Course Committees
- Learning, Teaching and Assessment Committee
- Academic Quality Committee
- Academic Board