

Responsible	Dean
Approving Body	Learning, Teaching and Assessment Committee
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Queries	quality@metfilmschool.ac.uk

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1. Scope

- 1.1 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 which are outside of the scope of this policy.
- 1.2 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 Degree Awarding Body. MetFilm School staff and tutors are responsible for the implementation of this policy and the School's other policies and procedures, to ensure we support all students to succeed.
- 1.3 The School is committed to delivering relevant and high-quality programmes, implemented through its Learning and Teaching, student support, scholarship and creative activity, responsive to the diversity of its student body both in terms of background, identity and learning style, and which prepare students for effective and critical participation in the film and screen industries.
- 1.4 This policy identifies areas of responsibility for effective learning and teaching, ensuring a consistent approach, while fostering creative innovation in assessment and pedagogical approaches. It aligns with the UK Quality Code for

Higher Education, sector frameworks and best practice guidelines, and the Higher Education Academy (HEA) Professional Standards Framework (UKPSF) and will form the basis for evaluation and monitoring of high-quality learning and teaching.

2. Related Policies

- Attendance Monitoring and Engagement
- UWL – Marking and Moderation Procedure
- Learning and Teaching Strategy
- Diversity, Equality and Inclusion Strategy

3. Policy

3.1 MetFilm School accredited programmes align with the Common Academic Framework (CAF) [Appendix 2] to foster best practice in assessment and facilitate effective curriculum delivery.

3.2 Assessment under the CAF is designed to be authentic, equitable, promote academic freedom, integrity and ethical approaches to learning, allowing all students to achieve their best, supporting neurodiverse students and students with disabilities through an inclusive curriculum.

3.3

3.4 Assessment and feedback are conducted in line with the Degree Awarding Body (University of West London, UWL) processes and procedures, and support strength based learning approaches.

3.5 The School is committed to a student-centred, collaborative and co-created, de-colonised approach to curriculum design and delivery. In order to facilitate this the School will do the following:

- a. Continue to support best practice in curriculum in relation to (this is not an exhaustive list):
 - i. Anti-racist approaches;
 - ii. Gender and Class discourse;
 - iii. Cultural sensitivity in teaching and learning.
- b. Ensure staff are supported through these processes.

3.6 MetFilm School empowers staff, tutors and students to critically reflect and act on their current and future environmental impacts. Education for Sustainable Development approaches such as the UNESCO key competencies for sustainability inform teaching, learning and assessment.

3.7 The School will seek to encourage and reward teaching that is innovative, reflective and informed by the scholarship of learning and teaching and industry relevance.

3.8 The School will assure global industry relevance of its programmes, embracing emerging technologies and leveraging industry expertise to ensure inclusive progression support.

- 3.9 Annual programme and portfolio review is measured by educational performance indicators and based upon review including input from students, as well as industry practitioners building in an appropriate degree of externality and with support from relevant quality and data teams.
- 3.10 Graduate attributes, recognition of prior learning, entrepreneurship training and industry mentoring are embedded in the curriculum to continue to ensure and enhance progression and outstanding graduate outcomes for students.
- 3.11 The School will seek to ensure that gains made to accessibility during the Covid-19 Pandemic are retained and enhanced. Technology enhances pedagogies effectively, and will be content and level appropriate, responsive to the diverse backgrounds of students across campuses.
- 3.12 The institutional culture will promote discussion around teaching and learning and sharing of good practice through formal and informal frameworks and facilitate supportive regular peer review of tutors and staff.
- 3.13 The School commits to the training and professional development of teaching staff and tutors, including supporting them in achieving fellowship of the Higher Education Academy (HEA), enrolling on CPD, PGCE, and MA level programmes offered by the University of West London and other providers.
- 3.14 Communication is student centred, transparent and continues to create a sense of community and belonging.

4. Evaluation

4.1 The Learning, Teaching and Assessment Committee, as outlined in the Terms of Reference set out in the School's Governance Framework, maintains the strategic overview of the evaluation and implementation of this policy, setting, monitoring, and reviewing targets and key performance indicators against the thirteen points above.

Appendix 1: KPIs

KPI (key performance indicators)	LTA policy	Activity description and objectives	Lead	Quarterly rating			
				Q 1	Q 2	Q 3	Q 4
<i>KPIs coming out of LTA policy/ Business & Strategic plan</i>				Q 1	Q 2	Q 3	Q 4
Improvements to LT&A	1,2,3,4, 6, 7,9, 13	To adhere to the CAF in terms of teaching learning and assessment and to deliver inclusive pedagogy that supports all students.	Dean				
Adherence to quality cycle	5,6,8,11	100% UG and PG course Schemes of work completion for AY	Dean				
Adherence to quality cycle	5,6,8,11	100% UG and PG course Lesson Plan and MSG completion for Quality Cycle	Dean				
Improvements to LT&A	1,2,3,4, 6,7,9, 12	80% of active tutors to be observed annually	Dean				
Improvements to LT&A	1,2,3,4, 6,7,9, 12, 13	Quarterly learning walks to highlight best practice within teaching	Dean				
Improvements to LT&A	12	At least 2 tutors per programme annually to enrol on PG Cert	Deputy Dean				
Progression	7,9	100% of programmes to implement ongoing alumni mentoring enhancements, to be monitored by Student Engagement taskforce	Dean/ MFF				
Sustainability	5,6,7,8, 10	Implement the albert training and ensure at least two external engagement activities per team per academic year	Senior Manager Delivery				
Sustainability	5,6,7,8, 10	Ensure all productions follow agreed Sustainability Guidelines.	Senior Manager Delivery				
Staff support	13, 5	Develop mechanisms to encourage, support and recognise best practise in teaching.	SMT				

Appendix 2: Common Academic Framework

Introduction

This paper sets out the high-level structure of a Common Academic Framework (CAF), and other related implementation issues, which should be in place from the 2023/24 academic year.

After approval by Academic Board, the MetFilm School team started working on the practical and curriculum development details. A top level timeframe for this is included at the end of this document.

The proposal has been created via a series of discussions, culminating in several meetings with the Dean, the Dep School Director (L&T), Quality Manager, Programme Leaders.

The CAF is needed to cement MetFilm School's status, and further to position it as a School which transforms the lives of its students and, via its partnerships with the creative industries and its highly relevant curriculum, ensures that its graduates experience highest quality learning and teaching, and can be highly-employable professionals.

'Offering a Transformative Educational Experience for ALL Students' became a guiding principle for the design of this reapproval, capturing our belief that by creating a student-centred experience that is able to flex for individual needs we would ensure as many students as possible would be able to engage. If MetFilm School commits to the recommendations outlined the student experience will be transformed, with an increase in engagement, satisfaction and retention.

The proposals will create a structure for academic courses which is efficient, flexible and forward-looking. It will allow us to update our curriculum for validation in 2023 in a way which will make it fit for its purpose, with a highly inclusive, yet challenging approach, research informed, incorporating state of the art practice and the development of high-level academic skills. It will contain integrative elements which will draw together MetFilm school's specialisms, support students in their learning, and in developing their careers on graduation.

Additionally, we strongly feel that the purpose of higher education is much more than career- readiness, i.e. the principles of HE being an institution for freedom and democracy, preparing individuals to be active citizens, to strive for knowledge and innovation for self and others to create change in the world, and to be of service to humankind and the wider society/ environment.

These principles proactively counter a marketised structure, considering learning being transactional - rather than transformative - and allowing HE institutions as place for creativity, failing, and openness.

MetFilm School Strategy and CAF principles

As the CAF is how MetFilm School's Strategy will be enabled, this proposal is based on the Strategy agreed by the Board as follows:

- A transformative student experience, which enables success in their lives and careers
- A School built around access, inclusion and diversity
- An essential partner to industry
- Produce excellent screen career opportunities
- An integral contributor to our communities and wider society

To achieve these aims we will:

- Deliver a pioneering, creative educational offering, unconstrained by traditional assumptions
- Strengthen the diversity of our staff and students and of our curriculum
- Place an excellent student experience, which transforms lives, at the heart of everything we do
- Be an Engine of Screen Innovation and Enterprise, promoting change, diversity and increasing employability
- Accelerate our growth to build scale and amplify influence
- Be financially and environmentally sustainable

The principles on which the CAF is based are:

- A curriculum which embodies our core values, is inclusive, transformative, creative and industry-connected – aligned with the disciplines and practices studied at MetFilm School
- An inspiring integrative element which brings work/enterprise readiness, as well as strong student support and the development of higher-level academic skills
- A manageable, efficient, effective and flexible curriculum framework and delivery methods
- An ability to engender growth and to facilitate the development of new programmes.

Proposed Structure and remaining questions

Proposed Structure of the CAF

It is proposed that the academic year is split into two 16 week **semesters** for **3-year undergraduate degrees** (including assessment and marking) and a **trimesterised model** for the **accelerated degrees and the MA**, hoping to align timelines.

For the 3-year undergraduate degree, it is further proposed that within each semester, the period will be broken up into a 13-week teaching block followed by three weeks for assessment and marking.

In addition to the above, we are currently looking at adopting a module credit structure of 20, 40 or 60 credit modules. It is suggested that modules are typically 20 credits, with 40 (Level 5) and 60 credit (level 6) modules retained for production/major projects.

Modules should have a curriculum plan which indicates the topic(s) that will be covered in that week and a guide as to the activities that will be undertaken in the teaching (interactive) sessions and the work students will undertake in the learning

(self-directed study). Plans should also include schemes of work to take into account resourcing and space.

We are currently looking at the structure of each year and notional study hours, **keeping it in line within UWL parameters.**

LOs and Assessment

Further discussions are being held about the development of learning outcomes. Each course will have a defined set of learning outcomes that are relevant to the knowledge and skills (both specific and general transferrable skills) acquired through studying the course.

It is proposed that Learning Outcomes are devised on the basis of the module content, rather than from a pre-determined list. Separate guidance can be provided on authoring learning outcomes. Learning outcomes should be written in such a way as to prevent the need for subjective opinions on summatively assessed work.

Assessment should flow from the content and learning outcomes of Modules and should be an holistic assessment of the full set of learning outcomes.

We are currently discussing whether, typically, a 20 credit module will have one summative instrument of assessment. A 40 credit would have a maximum of two summative instruments of assessment and a 60-credit module may consequently have a major production output.

Management of academic input

The proposals on the CAF, set out above, aim to reduce ongoing teaching input and reduce assessment, whilst improving the overall academic experience and the inclusivity; of the courses. Reducing this workload would give space for staff to increase emphasis on the student h formative assessment and progression. In order to do this effectively and fairly the following workforce planning proposals are put forward alongside the CAF:

1. Bring in more long term industry teaching in-house to ensure continuity of delivery and support of the student journey. While we clearly need to keep the currency of our degrees with industry, we are too dependent on tutors who are not fully embedded in MetFilm School's practices and ethos. It is proposed that we move towards more of a 20/80 split in favour of core industry teaching staff. This will help enable our student satisfaction.
2. Develop a pool of remote markers.
3. Curriculum design workshops to facilitate developing new module learning outcomes and content (Spring 2022)
4. Staff training to provide assistance in making the curriculum as inclusive as possible

Timeframe

Timeframe for Development of Common Academic Framework and the related Revalidation of courses

Task: By September 2022 new curriculum content and framework designed and approved

Activity	Responsibility	Date
Staff Briefing on agreed parameters and new initiatives	Executive Team, PL	November 2021
Programme Level meetings to determine curriculum content and how each module will work within the parameters provided.	Dean, Programme Leader and DPL	December 2021
External and Industry Consultation	Dean, Programme Leader and DPL	March/ April 2021/22
Revalidation Event structure and staffing (chairs and internal panel members)	Quality	March 2022
Writing of course documentation	PL	Feb/March/ April 2022
Internal Verification of Draft Paperwork	Course Manager	March 2022
Draft Paperwork submitted to Quality	PL and DPL	March 2022 (late)
Confirmation of Panel Members for Validation Events	DPL / Quality	March 2022
Internal Scrutiny of Documentation	Quality	April 2022
Final Amendments to Documentation	PL and DPL	April 2022
Review of Final Documentation	Quality	April 2022
Submission of Paperwork to Panel Members	Quality	May 2022
Revalidation Events	All	July 20 th (MA) and July 21 st (BAF/ BAAC) 2022
Responses to conditions/ recommendations	PL and DPL / Quality	July/August 2022

Revalidation Completed		September 2022
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