

The logo for Central Film School features the text 'Central Film School' in a bold, black, sans-serif font. The text is positioned on the left side of a white square. To the right of the text is a blue graphic element consisting of a vertical bar on the right edge and a curved shape on the left edge that meets the text.

**Central  
Film  
School**

**Central Film School**

Assessment, Reassessment and Progression  
2023-24

## **I. Introduction and Overview**

Central Film School undergraduate programmes are based on a 'two year fast track' mode of delivery, which informs rigorous and robust programme design and teaching & learning methods to create a positive student experience.

Using this model, CFS does not operate in a traditional university framework of assessment cycle, for example on a three year BA, reassessment and progression occurs in the summer months between each level (4 to 5, 5 to 6). On a Fast-Track programme, the transition period between levels can be as little as four weeks in most cases. This puts increased demand on the allocated time for the cycle of marking, external moderation, ratification of results and confirmation of progression through the Module Board of Examiners (MBE).

This procedural document outlines the delivery policy and practices necessary to ensure that arrangements both satisfy the requirements of our validating partner (FU) and ensure fair and equitable outcomes for CFS Students.

## **II. Purpose and scope**

The CFS Procedures for Assessment, Reassessment & Progression (ARP) are designed to set out the structures and processes that ensure all students studying on two-year fast track undergraduate programmes at Central Film School are given sufficient time and support to complete reassessment, and to progress between levels, in line with the requirements of the validating partner. The ARP also informs how CFS approaches initial timetable structuring and assessment setting, to ensure the procedures for reassessment can be observed accurately.

## **III. Principles of the ARP**

The ARP have been designed by following the principles set out by the CFS Academic Board in 2021

- a. Reassessment grades must be released/returned to students prior to the submission of their next module assessment.
- b. Students will not be permitted to attend classes if they do not meet the minimum CAT requirements after reassessment, which could potentially be after week seven of Level 5. Any student who is at risk of this will be informed in advance of the exam board.
- c. Turnaround times from first and second markers will be reduced where realistically possible, through ensuring that assessment modes are appropriate, they occur at suitable times within the term and sufficient support is provided for markers.
- d. Reassessment briefs will be designed at the start of each module and released to students as part of the module guides.
- e. Timetabling and module delivery are designed to allow for the timeframes set out above.

These principles are applied to the following key areas:

1. Assessment Setting
  1. Mode
  2. Information for Students
  3. Assessment Submission Deadlines
  4. First and Second Marking
  5. Moderation via Academic Link Tutor and the External Examiner

6. Ratification at Module Board of Examiners
2. Reassessment Setting
    1. Mode
    2. Information for Students
    3. Reassessment Submission Deadlines
    4. First and Second Marking
    5. Moderation via Academic Link Tutor and the External Examiner
    6. Ratification at Reassessment Board of Examiners
    7. Students That Fail Reassessment
  3. Timetable Structure
    1. Module Scheduling
    2. Holiday Periods
    3. Term Lengths
    4. Module Retakes
    5. Temporary Progression Pause
    6. Retaking While Studying

Where necessary, reference is made to other CFS or FU policy and/or procedures that should be read in conjunction with the ARP. In developing the ARP, particular attention has been paid to the Academic Regulations, Academic Integrity Policy and Student Registration Policy. A list of all documents referred to in development of the ARP can be found under the ***Ascribed Documents*** section.

#### IV. Definitions of Key Terms

**Reassessment & Retake:** A **reassessment** occurs when a student's submitted piece of work is graded below the passing mark (0-39 for BA, 0-49 for MA) or a student does not submit a piece of work - a non-submission. The student is granted an additional attempt at one or more failed elements. A **Retake** occurs when the original assessment has scored below 39 overall (49 for MA) and the reassessed module has been failed, requiring a student to undertake study on the module when it is scheduled to run with the next available cohort. Students with a credit deficit of no more than 60 CATS will be granted progression to the next stage.

**Mode of Assessment:** The type of assessment instrument used, ie presentation, essay, on-set observation etc.

**CATS [Credits]:** The numerical value placed on a module that defines the credit awarded to a learner, in recognition of the achievement of designated learning outcomes at a specified level.

**Credit Deficit:** The total CATS points of modules failed at any level

**Good Academic Standing:** The academic status of a student, where the number of credits a student has achieved exceeds the minimum requirement for progression to the next level.

**Moderation:** The process by which FU appointed academic staff scrutinize a sample of student work and CFS marking to ensure the academic rigor of CFS assessment practices.

#### Procedures

##### 1. Assessment Setting

### **1a. Mode of Assessment**

To ensure the prompt turnaround of marking for the final module(s) scheduled at the end of Level 4 and 5, attempts are made to schedule modules that can be assessed on site; such as group or individual panel presentations, on-set observations, and oral examinations. This allows markers to complete the bulk of their marking in a shorter time period than they could achieve if the submission is a written assignment received at or after the conclusion of a module.

Where essays are set as either the only or one of the final assessment elements of a module, and if the module cannot reasonably be placed earlier in the timetable, CFS staff ensures markers are aware of the extra time pressures on the return of marks. This is set out clearly during the tutor recruitment process.

### **1b. Information for Students**

Access to all assessment information, which includes: Assessment Briefs, Re-assessment Briefs and the portal of submission are accessed through Google Classroom. This new VLE replaces the former VLE Moodle. Students are supplied with Module Guides and Assessment Briefs prior to the start of each module. The Module Guide and Assessment Brief detail how and when marking occurs, and this process is discussed with the cohort at the start of each module. Throughout delivery of a module, students are regularly reminded of deadlines and opportunities are provided for extra tutorial support should students request it. This information is also posted to the corresponding page on the School's VLE Google Classroom.

As modules are assessed throughout each level, results will indicate whether a student is at increased risk of their credit deficit exceeding the maximum of 60 CATS permissible to progress to the next level. In instances where a student has or is at risk of not progressing, they will be informed at the earliest opportunity. The options available will be explained and students will be provided with Academic Support tutorials, aimed at helping students to ensure they pass remaining modules, or to prepare them for reassessment should their deficit exceed 60 CATS at any point. This will be dealt with on a case-by-case basis.

The student handbook makes clear that students will be expected to complete reassessment of modules that cause their credit deficit to exceed 60 CATS. If their credit deficit is 60 CATS or less, reassessment must be completed prior to the respective level's exam board.

### **1c. Assessment Submission Deadlines**

The first assessment points before the respective EBs. This is to ensure that any students whose credit deficit exceeds 60 CATS have time to reduce their deficit to 60 CATS or less, before being assessed at the next level.

Assessment submission deadlines do not need to occur immediately at the end of a module. For example, if a module is scheduled to last 4 weeks, it is reasonable to provide students with a number of weeks after its conclusion to complete assessment, if appropriate for the assessment mode. The decision to set deadlines is taken in consultation with the module tutors, in line with this policy. When the module is scheduled at the end of Level 4 or 5, consideration to deadlines is given at the time of assessment deadline setting, based on the assessment mode, to ensure a minimum turnaround for marking of two weeks.

It is acceptable, particularly as students enter level 6, at the start of a module for the school to consult with cohorts regarding assessment submission deadlines. This is only possible where the deadlines may be set after the conclusion of a module, once the workload for the term is explained clearly to the students. If the assessment mode dictates that assessment must occur during the module, the school sets these deadlines without consultation and according to the scheduled sessions.

#### **1d. First and Second Marking**

For modules that are scheduled to conclude more than 4 weeks before the end of Level 4 or 5, first marking turnaround times are the CFS standard of 3 weeks. Second marking should take no more than one week with results published when completed.

For modules that are scheduled to conclude in the final week(s) of Level 4 or 5, the turnaround times are reduced to two weeks for 1<sup>st</sup> marking and one week for 2nd marking. However, markers are encouraged to return marking quicker, depending on the mode of the assessment.

CFS makes every effort to ensure training and resources are available to markers so that they can carry out marking in an efficient and effective manner within the parameters set by this policy. Markers who require further support are requested to get in contact with the BA Programme Leader.

#### **1e. Moderation via FU Moderator and the External Examiner**

Moderators require a minimum of 20 working days to return moderation of assessments.

Sample sizes on BA courses are one-third of the total submissions, with a range of assessments through the highest and lowest grade bands. Once 2nd marking has been completed on a module, the sample is immediately released to the moderator who will return their moderation within 20 days.

This applies to modules that run throughout Level 4 and 5 as well as those that conclude in the final weeks of those levels. It is imperative that 1st and 2nd marking is completed within the 3-week timeframe so that the subsequent processes can occur in good time.

#### **1f. Ratification at Module Boards of Examiners**

Module Boards of Examiners (MBE) occur a maximum of 4 weeks from the start of Level 5 and 6. These dates are agreed at the start of the Academic Year, in consultation with FU.

Once marks have been ratified students are notified within 7 days of their official results through the release of a Level Transcript, which formally confirms if students require reassessment. Those students whose credit deficit exceeds 60 CATS will be informed that their reassessment must be completed prior to the respective levels exam board

### **2. Reassessment Setting**

#### **2a. Mode**

Due to the practical nature of some assessments, in particular on-set assessment where a student is required to work in a group, there may be alternative assessment modes used for reassessed

modules. The mode of reassessment is set at the time of developing the reassessment brief, in consultation with the Moderator. The reassessment mode is designed to capture the learning outcomes of the module. Students will be made aware of what the alternative modes of reassessment are during the initial assessment briefing at the start of a module.

## **2b. Information for Students**

Reassessment briefs are released at the start of a module and the process and timing of reassessment is discussed during the initial in-class briefing at the start of each module. Reassessment briefs are displayed in the module guides issued at the start of each module.

If a student has provisionally failed a module that concludes more than 8 weeks before the end of Level 4 and 5, they will be informed immediately after results are released that they are to be reassessed and will be re-issued with the reassessment brief. They may choose to engage with the reassessment immediately, though they will not be able to achieve more than 40% overall for the module. Reassessment marks cannot be ratified at the corresponding Level MBE, only at the Reassessment Board of Examiners held by week 7 of Level 5 or 6.

The Programme Handbook and the VLE displays all policies relevant to assessment and reassessment, including the PRP. Students are informed that modules which are not passed at the first attempt are capped in the reassessment with a mark of 40%.

## **2c. Reassessment Submission Deadlines**

Students cannot be assessed at the next level if their credit deficit exceeds 60 CATS. All reassessment for students whose credit deficit is more than 60 CATS must be submitted prior to the respective level's exam board.

Students whose credit deficit is 60 CATS or lower must complete all reassessment prior to the respective level's EB. However, in discussion with the student the school may set earlier deadlines, depending on the workload during the terms.

All reassessment deadlines are set to ensure that the moderation process can occur in ample time and that the process is complete in time for the Reassessment Board of Examiners. These dates are set in consultation with the moderator and the Chair of the Module Board of Examiners.

Reassessment at level 6 is not restricted by the procedures surrounding progression. Where possible, reassessment deadlines for level 6 modules are set in line with the corresponding module with the cohort attending the academic year after the student has finished attending the course.

Academic Support tutorials with the Head of School or MA Programme Leader, or BA Programme Leader will be scheduled for students that require reassessments. It is the responsibility of the student to ensure they attend these sessions, which will be set at regular intervals throughout the reassessment period.

## **2d. First and Second Marking**

Unless otherwise agreed, permanent staff at CFS should complete first and second marking of reassessments.

On occasions where this may not be possible, reassessment marking will be discussed with the module tutor before teaching commences and the return of work deadlines will be set.

Marking must take place in the minimal amount of time possible, in order to ensure the swift completion of the moderation process for the moderator. Planning of these processes must be clear and completed at the start of each academic year to ensure all staff and tutors involved in the process have sufficient time to schedule their workloads accordingly.

## **2e. Moderation via Moderator and the External Examiner**

The moderator requires a minimum of 20 working days to return moderation of reassessments. Sample sizes include all reassessments. The EE will moderate the entire sample once it has been moderated.

## **2g. Students That Fail Reassessment**

A student that fails reassessment, and their credit deficit remains at 60 CATS or lower, can retake the module(s) when they are scheduled in the next Academic Year. Students have one attempt at retaking a module and then being reassessed on that retake.

If a student fails one or more reassessments, and their credit deficit remains above 60 CATS, they will be considered to be no longer in good academic standing in that they can no longer successfully progress. Students in this category will be required to immediately pause their progression through their programme in order to complete the retake of modules and completely clear the module deficit, and will be registered with the School as 'Part Time on a Full Time Course' (PTFT) Any student that pauses their progression will be supplied with an Action Plan to help them monitor their progress.

Students that are no longer in good academic standing are required to retake failed modules, up to the permitted limits. If and when successful, they can rejoin the programme with the next available cohort at the appropriate level. Students will remain PTFT until they have completed and passed all retaken modules. Ratification will take place at the EB closest to their submission date.

Students that are no longer in good academic standing, and who are studying at the School on a Tier 4 visa, may be required to return to their home country and apply for an extension to their visa before recommencing studies at the School. A student on a Tier 4 visa cannot be considered to be 'studying part-time on a full-time course' due UKVI regulations.

Students that choose not to complete retakes will be withdrawn automatically from their course if they have credit outstanding at Level 4 and are not entitled to any certification of their course, If they have completed Level 4 and do not retake Level 5 modules, they are eligible for a 'Certificate of Higher Education'. If a student has completed Level 4 and Level 5, but does not complete retakes of Level 6 modules, they will be eligible for either a Diploma of Higher Education or BA Ordinary Degree (BAO) dependent on the total number of CATS they have passed at Level 6 (usually a minimum of 60 CATS).

## **3. Timetable Structure**

### **3a. Module Scheduling**

Scheduling of all BA programme modules will be set to account for the requirements of the ARP. Modules will be scheduled in accordance with the following principles:

- i. The first modules to run in Term 3 and 5 cannot be assessed until at least week 7
- ii. The last modules scheduled at Level 4 and 5 should, where possible, be assessed on site
- iii. When possible and practical, there should be a maximum of 2 modules running at once
- iv. Assessment points do not necessarily need to occur by the time the module concludes
- v. Bunching of assessment points should be avoided unless otherwise logistically impossible.

### **3b. Holiday Periods**

Where possible, holiday periods at the end of each level should provide sufficient time for the processing of all assessments to occur. It is preferable, if logistically possible, for holiday periods to be of sufficient length to schedule MBEs before students return. If this is not possible, consideration should be given to the modules that are scheduled at the start of Term 3 or Term 5 to ensure that a minimum of 7 weeks elapses before the first assessment point but longer may be possible, in line with the requirements of **s2c.** and **s3ai.**

### **3c. Term Lengths**

Term lengths can vary according to the requirements of each level and term. Term 6 is usually the longest term, to account for the timeframe required for pre-production, production and post-production of the graduation films on the BAPF course. Most teaching for the BAPF is completed in Term 5 on the BAPF course with the majority of scheduled sessions, with the exception of some specialism modules, set as group tutorials.

The BASCR programme may have varying term lengths at level 6 as the School may choose to consult with students on scheduling their sessions for their final modules.

## **4. Module Retakes**

### **4a. Temporary Pause of Progression**

The **CFS Enrolment and Registration Policy** sets out the terms by which a student is registered with the school during a temporary pause of progression.

Students may be required to temporarily pause their progression if their module deficit exceeds 60 CATS and after the first attempt at reassessment still exceeds 60 CATS. Once an attempt at reassessment has been made and failed, students are required to retake the entire module the next time the module is delivered, usually with the cohort in the following Academic Year. In consultation with the student affected, the school will discuss the options available and a decision taken in the best interests of the student and the School.

UK and EU/EEA students who have temporarily paused their progression are considered to be 'studying part-time on a full-time course' (PTFT). This usually means a student withdraws from the



cohort they originally enrolled with and re-enrolls with the cohort that joined in the following academic year in order to complete their studies. This has financial implications for students, ranging from the tuition fees they will be required to pay and the extension to the amount of time they may be required to pay for their accommodation.

Students that are studying on a Tier 4 visa cannot be defined as 'PTFT' due to restrictions placed on their visas, and may be required to return to their home country while their progression is paused. Reassessment may occur remotely, with online tutorial support provided. Once reassessments have been completed and passed, students may be required to apply for a fresh visa in order to continue their studies, or follow the guidance as published by the UKVI. Students in this category are registered as Tier 4 Part Time students (T4PT).

#### **4b. Retaking Modules While Studying**

If, after reassessment, a student's credit deficit is 30 CATS or below, they can continue to be assessed at the level they are studying whilst retaking modules that they have failed. Students will be expected to enroll on the failed module(s) when they are delivered in the following academic year, and are responsible for managing their time to account for attendance, group meetings, tutorials and submitting assessments.

Academic Support tutorials for retakes may be provided at the student's request, and will only be granted if time is available with members of staff. It is expected that when a student is retaking a module they prepare themselves and actively ensure that they take appropriate steps to complete their retakes. Attendance on a retake module does not count towards a student's overall attendance percentage and students are expected to attend the full number of sessions for their level of study, in addition to their retakes.

#### **Ascribed Documents**

This section sets out the documents that were referred to when developing this policy and that should be read in conjunction with this policy:

**CFS Enrolment and Registration Policy**

**The CFS Academic Framework**

**Falmouth Academic Regulations**

**The QAA Quality Code**

**Supported Study Procedure**

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