

2024-25

Central Film School

Assessment, Reassessment & Progression

1. Introduction and Overview

- 1.1. 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.
- 1.2. 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).
- 1.3. This procedural document outlines the delivery policy and practices necessary to ensure that arrangements both satisfy the requirements of our validating partner (Falmouth University) and ensure fair and equitable outcomes for CFS Students.

2. Purpose and scope

- 2.1. 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.

3. Principles of the ARP

3.1. The ARP have been designed by following the principles set out by the CFS Academic Board

- Reassessment grades must be released/returned to students prior to the submission of their next module assessment.
- 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.
- 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.
- Reassessment briefs will be designed at the start of each module and released to students who do not achieve a passing grade after marking has been completed.
- Timetabling and module delivery are designed to allow for the timeframes set out above.

3.2. These principles are applied to the following key areas:

- Assessment Setting
 - Mode
 - Information for Students
 - Assessment Submission Deadlines
 - First and Second Marking
 - Moderation via Academic Link Tutor and the External Examiner
 - Ratification at Module Board of Examiners
- Reassessment Setting
 - Mode
 - Information for Students
 - Reassessment Submission Deadlines
 - First and Second Marking
 - Students That Fail Reassessment
- Timetable Structure

- Module Scheduling
- Holiday Periods
- Term Lengths
- Module Retakes
- Temporary Progression Pause
- Retaking While Studying

4. Definitions of Key Terms

- 4.1. **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.
- 4.2. **Mode of Assessment:** The type of assessment instrument used, i.e. presentation, essay, on-set observation etc.
- 4.3. **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.
- 4.4. **Credit Deficit:** The total CATS points of modules failed at any level
- 4.5. **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.
- 4.6. **Moderation:** The process by which FU appointed academic staff scrutinise a sample of student work and CFS marking to ensure the academic rigour of CFS assessment practices.

5. Assessment Mode

- 5.1. 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.
- 5.2. 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.

- 5.3. 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.

6. Assessment - Information for Students

- 6.1. Access to all assessment information, which includes: Assessment Briefs, Reassessment Briefs and the portal of submission are accessed through Google Classroom. 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.
- 6.2. 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.
- 6.3. 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.
- 6.4. 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 guided to Pastoral Support and Personal Tutor 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.
- 6.5. 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.

7. Assessment - Submission Deadlines

- 7.1. The first assessment points at any level must take place before the respective Exam Boards. 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.
- 7.2. 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.

- 7.3. The decision to set deadlines is taken in consultation with the Head of School, Course Leaders and 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.
- 7.4. 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.

8. Assessment - First and Second Marking

- 8.1. 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.
- 8.2. 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 1st marking and one week for 2nd marking. However, markers are encouraged to return marking quicker, depending on the mode of the assessment.
- 8.3. 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.

9. Assessment - Moderation

- 9.1. The External Examiners for each course and the Academic Link Tutor require a minimum of 20 working days for moderation of assessments.
- 9.2. 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 can be released to the moderator who will complete their moderation within 20 days.

- 9.3. 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.

10. Assessment - Ratification at Exam Boards

- 10.1. Exam Boards 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 Falmouth University.
- 10.2. 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 the marks the students have received for their modules.

11. Reassessment Mode

- 11.1. 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 reassessments. The mode of reassessment is set at the time of developing the reassessment brief, in consultation with the External Examiner. The reassessment mode is designed to capture the learning outcomes of the module.

12. Reassessment - Information for Students

- 12.1. Reassessment briefs are released through the VLE to students who have not achieved a passing grade once marking for the initial attempt has been completed.
- 12.2. Reassessments are capped at the passing grade (40 for BA and 50 for MA).
- 12.3. Due to the accelerated nature of our BA degrees and intensive nature of our MA programmes, early reassessments, before confirmation of grades at the relevant Exam Board, are provided to students who do not achieve a passing grade in their first attempt.
- 12.4. Central Film School has robust marking and moderation practices which ensure that marks provided are consummate, fair, and in line with the defined academic and assessment criteria.
- 12.5. Early reassessments are provided to:
- Ensure that progression between levels or graduation is not impeded as Exam Boards often occur during term time.
 - Maintain academic momentum and reduce the workload and stress of students who require reassessment.

- Ensure fairness and equity for students who have extenuating circumstances that impact their studies.
- To minimise administrative bottlenecks during the academic year

12.6. Reassessments should be completed and marked so they can be ratified at the respective Level Exam Board.

13. Reassessment - Submission Deadlines

13.1. 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.

13.2. All reassessment deadlines are set to ensure that the marking and moderation process can occur in ample time and that the process is complete in time for the Exam Board.

13.3. Academic Support tutorials with the Head of School or Course Leaders will be available for students that require reassessments. It is the responsibility of the student to request these sessions.

14. Reassessment - First and Second Marking

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

14.2. 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.

14.3. 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.

15. Students That Fail Reassessment

15.1. 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.

15.2. 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.

- 15.3. 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 Exam Board closest to their submission date.
- 15.4. Students that are no longer in good academic standing, and who are studying at the School on a Student Route 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 Student Route visa cannot be considered to be 'studying part-time on a full-time course' due UKVI regulations.
- 15.5. 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 dependent on the total number of CATS they have passed at Level 6 (usually a minimum of 60 CATS).

16. Module Scheduling

- 16.1. 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:
 - When possible and practical, there should be a maximum of 2 modules running at once
 - Assessment points do not necessarily need to occur by the time the module concludes
 - Bunching of assessment points should be avoided unless otherwise logistically impossible.

17. Holiday Periods

- 17.1. Where possible, holiday periods at the end of each level should provide sufficient time for the processing of all assessments to occur.

18. Temporary Pause of Progression

- 18.1. 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.
- 18.2. 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.
- 18.3. 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.
- 18.4. 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).

19. Postgraduate Programmes

- 19.1. As Postgraduate Programmes are all assessed at one level (Level 7) they do not follow the same principles as set out above with regards to progression.
- 19.2. However, the School aims to ensure that the marking process is fully complete within 6 weeks of module completion so that timely feedback can be provided to students.
- 19.3. All grades are ratified at a single Exam Board after the completion of all modules. The External Examiner and Academic Link Tutor are provided with a sample consisting of one third of all submissions for each module with a range of assessments through the highest and lowest grade bands.

- 19.4. Due to the accelerated nature of our BA degrees and intensive nature of our MA programmes, early reassessments, before confirmation of grades at the relevant Exam Board, are provided to students who do not achieve a passing grade in their first attempt.
- 19.5. Central Film School has robust marking and moderation practices which ensure that marks provided are consummate, fair, and in line with the defined academic and assessment criteria.
- 19.6. Early reassessments are provided to:
- Ensure that progression between levels or graduation is not impeded as Exam Boards often occur during term time.
 - Maintain academic momentum and reduce the workload and stress of students who require reassessment.
 - Ensure fairness and equity for students who have extenuating circumstances that impact their studies.
 - To minimise administrative bottlenecks during the academic year.
- 19.7. Students who do not achieve a passing grade for all modules after reassessment will be offered the opportunity to retake modules with the next available cohort.
- 19.8. If students do not retake failed modules, they may be eligible for an Exit Award (as stipulated in the Academic Regulations). If they are not eligible for an Exit Award and do not undertake the necessary retakes, they will be withdrawn from their programme of study.

20. Integrated Foundation Year

- 20.1. Integrated Foundation Years are assessed at Level 4 - Stage 0 so they do not follow the same principles as set out above with regards to progression.
- 20.2. However, the School aims to ensure that the marking process is fully complete within 6 weeks of module completion so that timely feedback can be provided to students.
- 20.3. To progress to the next stage of study, students must complete all modules with a passing grade.
- 20.4. As they are assessed at Stage 0, moderation from an External Examiner or Academic Link Tutor is not required. Therefore, grades are ratified at an Internal Progression Board after the completion of all modules following a process of 1st marking, 2nd marking, and internal moderation.

- 20.5. Students are provided reassessments if they do not achieve the passing grade for a module as soon as the marking process is complete.
- 20.6. Students who do not achieve a passing grade for all modules after reassessment will be offered the opportunity to retake modules with the next available cohort.
- 20.7. If students do not retake failed modules, they will be withdrawn from their programme of study.

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