

LFS Code of Practice on Assessment

1 Purpose and scope

- 1.1 This Code of Practice applies to London Film School (LFS) taught postgraduate courses, MA Filmmaking and MA Screenwriting. It does not currently apply to courses owned by Exeter University to which LFS staff contribute to teaching, supervising or assessing. These courses are assessed entirely in accordance with the regulations of Exeter University.
- 1.2 The School does not have degree awarding powers and therefore works closely in partnership with validating universities who retain authority for the academic standards and quality of their awards¹. Initial validation, monitoring and review of assessment in validated courses is ultimately the responsibility of the awarding body.
- 1.3 This Code of Practice has been approved by the Academic Board at the School, but it remains subject to the requirements, rules and regulations of the universities which validate its courses. The assessment regulations of the relevant validating university will always take precedence; except where exemptions for particular LFS courses may have been approved by the relevant validating university².
- 1.4 In formalising its arrangements for assessment, LFS has taken account of the expectations of its validating and accrediting partners, and the good practice outlined in the Quality Assurance Agency for Higher Education (QAA) Quality Code.
- 1.5 This Code of Practice is published to all students and staff on the virtual learning environment, LFS Moodle³. It should also be read in conjunction with:
- LFS Code of Practice on course design, modification, monitoring and review
 - LFS Code of Practice on External Examiners
 - LFS Student Complaints Procedure
 - LFS Disability Policy
 - LFS Study Regulations

2 Definition of assessment

- 2.1 LFS uses the following definition of assessment as detailed in the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education Chapter B6: Assessment of students⁴ 'In higher education, 'assessment' describes any processes that appraise an individual's knowledge, understanding, abilities or skills. There are many different forms of assessment, serving a variety of purposes. These include:
- promoting student learning by providing the student with feedback, normally to help improve his/her performance;
 - evaluating student knowledge, understanding, abilities or skills;

¹ QAA UK Quality Code Chapter B6: Assessment of students Indicator 1

² QAA UK Quality Code Chapter B6: Assessment of students Indicator 1

³ QAA UK Quality Code Chapter B6: Assessment of students Indicator 2

⁴ QAA UK Quality Code Chapter B6: Assessment of students

- providing a mark or grade that enables a student's performance to be established. The mark or grade may also be used to make progress decisions;
- enabling the public (including employers), and higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed UK norms, including the frameworks for higher education qualifications. This may include demonstrating fitness to practise or meeting other professional requirements’.

3 General principles

- 3.1 Assessment in all LFS courses leading to an award from a validating university remains subject to the rules and regulations of the relevant validating university, unless exemptions have been approved.
- 3.2 Students registered for a course leading to an award are required to present their work for assessment (including re-assessment) by the prescribed deadlines.
- 3.3 The assessment of students in terms of their eligibility for an award is based on their achievement in the assessment of modules within the course for which they are registered as specified in the module and course specifications.
- 3.4 On successful completion of a module students are awarded a module result and an approved volume of credit at a defined level. This is used to determine whether students are eligible to continue/proceed to the next stage of their course, or to qualify for an award.
- 3.5 Decisions on the outcome of all assessment processes, whether for an individual or a group of students, are made only by a formally constituted assessment board established by the relevant validating university, and attended by one or more external examiners as required by the regulations of the relevant validating university.
- 3.6 The determination of award classifications and other levels of overall student achievement is based on criteria that has been set out clearly in the course and module specifications and the student handbook. There is no discretion to alter marks once they have been formally approved by an assessment board.

4 Language of assessment⁵

- 4.1 All taught courses at LFS are delivered and assessed in English. All written material for assessment must be submitted in English. All films with dialogue in a language other than English need to be subtitled in such a way that a full assessment of the students’ work is possible.

⁵ QAA UK Quality Code Chapter B6: Assessment of students Indicator 12

5 Equality, objectivity and independence⁶

- 5.1 All taught courses at LFS use published assessment criteria to ensure equity in marking standards. Every effort is made to ensure that no individual or group of students is disadvantaged by the nature of an assessment task or the marking system used.
- 5.2 All staff involved in assessment of student work undertake regular moderation training to ensure the consistent application of assessment criteria⁷.
- 5.3 LFS uses a system of internal double and second marking which is moderated by external examiners, to assure itself that objectivity and independence in assessment is implemented and consistently applied.
- 5.4 Special arrangements may be needed for those students assessed to have a permanent or long-term disability or who suffer a temporary disability or disposition during the assessment period. (See 19 below). Any variation in the approved assessment methods for a module takes full account of:
- 'reasonable adjustments' for the student;
 - the intended learning outcomes of the course and/or module for which the student is registered.

6 Assessment design⁸

- 6.1 Assessment methods used at LFS are intended to be appropriate and relevant to the intended learning outcomes for the relevant module and course. Academic staff at LFS work closely with validating universities and external examiners to ensure that its assessment methods meet requirements and expectations, both through the initial course validation and ongoing quality assurance and course monitoring mechanisms.
- 6.2 LFS, like other film conservatoires, combines training for high level vocational skills closely directed to specific industry roles, with the aesthetic teaching and learning appropriate to a major art form and tradition. Teaching is strongly project based. Students receive continuous formative assessment/feedback on their specific work/roles throughout the production. On completion, each role on each project gets individual feedback from a panel of staff and visiting professionals. Throughout the course, students reflect on their personal development as filmmakers or scriptwriters as they produce their own critical Work and Research Journal, which is reviewed at tutorials. Film and script work along with Work and Research Journals are subject to summative assessment at the end of each module.

⁶ QAA UK Quality Code Chapter B6: Assessment of students Indicator 10

⁷ QAA UK Quality Code Chapter B6: Assessment of students Indicator 4

⁸ QAA UK Quality Code Chapter B6: Assessment of students Indicator 5, 8 and 9

7 Submission of work for assessment⁹

- 7.1 The submission of work for assessment is the responsibility of the student alone.
- 7.2 For each individual assessment task at any one assessment point, a student is only permitted to make a single submission. Work, once submitted, cannot be retrieved to make alterations nor replaced by subsequent versions.
- 7.3 The deadline by which all work must be submitted (via any method of submission) is communicated to all students via the school's virtual learning environment, LFS Moodle, and can not be changed.
- 7.4 Students are required to ensure that:
- all work is received in the required format by the published deadline (on or before the due date) in the appropriate administrative office or submitted via LFS Moodle. Students must follow the instructions published on LFS Moodle on the submission of work for their unit or module;
 - they receive an a receipt or email confirmation as proof of submission. Without proof of submission, LFS takes no responsibility for any work that goes missing. The work is deemed a failure in such circumstances;
 - they retain a copy of all work submitted for assessment or re-assessment.
- 7.5 Late work is not accepted for assessment and a fail is awarded unless there are mitigating circumstances which have been accepted (see 8 below).
- 7.6 In the event of any disruption to, or failure of, electronic systems which are used to facilitate the submission of student work, the Head of Studies (or nominee) is responsible for determining what action, if any, is necessary to mitigate system failures (eg: amended submission deadlines and the publication of information to students).

8 Mitigating circumstances¹⁰

- 8.1 The School recognises that there are occasions when exceptional circumstances either prevent students undertaking an assessment task or impair their performance. Consequently, a process for the submission and consideration of mitigating circumstances (or mitigation) is provided by the relevant validating university.
- 8.2 Students who are unable to meet the deadline for submission of course work must contact their Course Leader. They are required to complete a form available from the Administration Department providing details with supporting evidence of the particular circumstances that affected their studies which, if accepted, will result in an opportunity to submit course work without penalty.

The validating universities with links to the relevant pages of their websites are listed below:

⁹ QAA UK Quality Code Chapter B6: Assessment of students Indicator 11

¹⁰ QAA UK Quality Code Chapter B6: Assessment of students Indicator 16

MA Filmmaking - London Metropolitan University

MA Screenwriting – London Metropolitan University

[https://metranet.londonmet.ac.uk/registry/\\$services/\\$coursework-exams/mitigating-circumstances.cfm](https://metranet.londonmet.ac.uk/registry/$services/$coursework-exams/mitigating-circumstances.cfm)

9 Re-assessment¹¹

- 9.1 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module, subject to:
- the Academic Regulations of the relevant validating university
 - the outcome of any claim for mitigating circumstances.
- 9.2 For re-assessment, students are required to resubmit their work by the published deadline in the following term.
- 9.3 Any student who fails re-assessment (following outcome of any claim for mitigation under the regulations governing mitigation) may not continue to study for their final award. The student may be eligible to apply to the relevant validating university for a lower award if available, should they have achieved the requisite number of credits. For Masters courses at LFS the intermediate awards of a Postgraduate Certificate (PGCert) on achievement of 60 credits at level 7, or a Postgraduate Diploma (PGDip) on the achievement of 120 credits at level 7, may be offered.
- 9.4 Compensation for a failed module will not be considered.

¹¹ QAA UK Quality Code Chapter B6: Assessment of students Indicator 16

10 Progression¹²

- 10.1 Students who have failed an assessment may continue onto the next module of their course of study at the School while they resubmit their assessment.
- 10.2 For re-assessment, students are required to resubmit their work by the published deadline in the following term.
- 10.3 A student who fails a re-assessment would be required to leave their course at the point at which they failed their re-assessment, which is normally half-way through the next module (at the end of the term following their first assessment)
- 10.4 The maximum period of registration is 6 years.

11 Accreditation of prior certificated or experiential learning¹³

- 11.1 Academic credit should be awarded only for achievement of designated learning outcomes. Therefore AP(E)L should be awarded only against specific modules where through prior qualification or experience it can be confirmed that students have achieved equivalent learning outcomes.
- 11.2 Accreditation of prior certificated learning (APCL) is when credit is awarded for learning which has already been assessed, awarded and certificated as part of a completed or partly-completed course or qualification.
- 11.3 Accreditation of prior experiential learning (APEL) is when credit is awarded for learning and capabilities gained through your experiences. A wide range of life experiences could provide appropriate learning opportunities, although it is the ability to demonstrate your learning, rather than simply stating your experience which is the basis for credit. Since this learning will not have been previously assessed, a claim for APEL credit involves the submission of piece of assessed work (such as a report, portfolio, project, performance, written assignment, oral presentation, viva or presentation of artefacts).
- 11.4 Applications for accreditation of prior learning, either APCL or APEL, should be made using the processes of the validating university. All associated fees charged by the university or any incidental costs, including the translation into English of any evidence, will be the responsibility of the student.
- 11.5 The overarching arrangements for the assessment of an application for APEL will be made by the appropriate body at the validating university. The formal assessment of work submitted in relation to an application for APEL may involve the Head of Studies and experienced teaching staff from the school as internal markers. However, the final decision whether to award APEL credit lies with the appropriate body at the validating university.

¹² QAA UK Quality Code Chapter B6: Assessment of students Indicator 16

¹³ QAA UK Quality Code Chapter B6: Assessment of students Indicator 3

- 11.6 For further information about the processes for applying for accreditation of prior learning, please refer to the regulations of the relevant validating university as listed below:

MA Filmmaking - London Metropolitan University
 MA Screenwriting – London Metropolitan University
[https://metranet.londonmet.ac.uk/registry/\\$related-information/apel/apelforstudents/currentstudents.cfm](https://metranet.londonmet.ac.uk/registry/$related-information/apel/apelforstudents/currentstudents.cfm)

12 Marking, moderation and feedback relating to summative assessment¹⁴

- 12.1 The purpose of internal moderation is to check the consistent application of the marking standards by the first marker and allows for comparison of marking between markers. Due to the creative and individual nature of students' work at LFS, anonymous marking is simply not possible. The School employs the following procedures to ensure that all student work is marked fairly and consistently against the published assessment criteria:

Internal marking and moderation of written work

- 12.2 First marking by internal examiners is normally undertaken by the tutor(s) involved in teaching the subject being assessed. First markers undertake the first stage of marking. They are required to provide with each assessment a clear basis for the allocation of the mark(s) to be awarded against the published assessment criteria. The first marker(s) should also include appropriate feedback where assessed work is returned to students.
- 12.3 Second marking by internal examiners involves the work of a second tutor, who focuses on the marking of work that has been submitted for assessment and that includes the marks, comments, and feedback of the first marker(s).
- 12.4 'Unseen or blind' double marking by internal examiners involves a second tutor who marks the work independently in the same way as the first marker, without sight of the first markers mark or feedback.
- 12.5 First and second markers must agree marks. These marks are recorded on mark sheets and signed by both markers. Please see Table 1 below for an overview of internal marking and moderation at LFS. This process should lead to an agreed set of marks for an entire cohort.
- 12.6 If the marks of the first and second marker differ and agreement cannot be reached, or the original marks differ in a number of cases, then the matter must be referred to the Head of Studies who determines how to resolve the matter. This may involve marking by a third internal examiner or in exceptional cases the opinion of an external examiner may be sought as a last resort. Any such decisions must be brought to the attention of the external examiner(s).

¹⁴ QAA UK Quality Code Chapter B6: Assessment of students Indicator 13

- 12.7 Once the mark sheet is confirmed and signed, then the mark sheet is submitted to the Course Leader. After this point, individual marks may not be changed unless there is an administrative error.

Internal marking and moderation of films

- 12.8 At the end of each term, students' film exercises and graduation films are screened. External reviewers and departmental staff attend end of term film screenings and as such they participate informally in the feedback process. Receiving feedback from experts from the film industry is very important to students at the School and these close links with industry is fundamental to the success of the School, its students, and its courses. External reviewers participate in this process voluntarily. They are provided with a briefing paper in advance which outlines the format and nature of the end of term screenings, and offers guidance on how they should structure their feedback to students. Although the end of term critiques are important and useful to the students, formal assessment of film exercises and graduation films is entirely the responsibility of teaching staff and external reviewers do not participate in this process.
- 12.9 All film work at the School is assessed by 'blind' double marking. Both the first and second marker decide on their marks for the film exercises or graduation films independently. The marks are then compared and agreed.

Table 1 Marking, moderation and feedback relating to summative assessment at LFS¹⁵

	1st marker	2nd marker	Follow up	Feedback
Work and Research Journals MAF and MAS Units 1, 2 and 3	Marks against published criteria Provides written feedback to student on fails and merits	Checks the marking, comments and feedback of the first marker	If marks agreed then mark sheet signed by both markers and presented to external examiner	Written feedback is provided in electronic form. Oral feedback is provided by the Personal Tutor.
Film exercises/graduation film MAF Units 1, 2 and 3	Marks against professional standards	'Unseen or blind' double marks against professional standards without seeing the first markers mark	If marks agreed then mark sheet signed by both markers and presented to external examiner. If there is disagreement, then see 12.6 above.	Feedback is provided on a continuous basis throughout the module, and culminates at the screening of film exercises in the presence of external reviewers from industry and departmental staff who provide oral feedback which is also recorded. Written feedback is provided for all film fails.
Scripts MAS Units 1, 2 and 3	Marks against published criteria Provides appropriate written feedback to student	'Unseen or blind' double marks against published criteria without seeing the first markers mark and feedback. Does not provide written feedback	If marks agreed then mark sheet signed by both markers and presented to external examiner. If there is disagreement, then see 12.6 above.	Written feedback is provided by the first marker and ongoing feedback and support provided by a Personal Tutor.

¹⁵ QAA UK Quality Code Chapter B6: Assessment of students Indicator 9

External moderation

- 12.8 External examiners are appointed by the relevant validating body to provide the university with impartial, independent and informed advice on the school's academic standards and student achievement in relation to those standards.
- 12.9 External examiners normally scrutinise a sample of assessed work to ensure that marking has been undertaken at the right standard, fairly, and consistently across the range of levels, and that appropriate feedback and internal moderation has taken place. This is carried out in accordance with the regulations of the relevant validating body.
- 12.10 Regulations governing the role of the external examiner before, during and after an assessment board are the responsibility of the validating university.
- 12.11 Detailed information on the School's interaction with external examiners can be found in the LFS Code of Practice on External Examiners.

13 Classification of awards

- 13.1 Students are considered eligible for an award if they have satisfied the credit requirements of the course for which they are registered. This is determined by the assessment board with regard to the regulations of the relevant validating university.
- 13.2 Students on postgraduate taught courses at LFS normally register for a Masters award (MA). A student is eligible for a Masters award if they have achieved 180 credits at level 7. The following classifications are available in accordance with the criteria in the relevant course specification:
Distinction
Pass
Fail
- 13.3 If a student fails to meet the requirements for a Masters award, they may be eligible for a Postgraduate Diploma (PGDip) if they have achieved 120 credits at level 7.
- 13.4 If a student fails to meet the requirements for a Masters award or a Postgraduate Diploma, they may be eligible for a Postgraduate Certificate if they achieved 60 credits at level 7.

14 Communication of provisional marks and feedback¹⁶

- 14.1 The School views assessment as an integral part of the learning process and is committed to the timely return of assessed work to students, along with marks and feedback on their performance. Marks, however, are only provisional until they have been agreed by the assessment board and this must be clearly communicated to students.

¹⁶ QAA UK Quality Code Chapter B6: Assessment of students Indicator 6,9 and 17

- 14.2 The communication of provisional marks is the responsibility of the Academic Registry.
- 14.3 Provisional marks may be communicated to students within 2 weeks following the submission deadline. This is intended to enable students to benefit from the formative aspects of assessment in order to determine where their performance could be improved.
- 14.4 The early communication of provisional marks is also intended to provide early notice for those students who may have failed an assessment and who may need to be re-assessed. Early notice of failure enables students to begin work on the resubmission of their assessed work whilst minimising any impact this might have on their progression through the course.
- 14.5 Detailed formative feedback on assessed work is provided by Personal Tutors who are readily available to students due to the School's open-door policy. Personal Tutors also normally expect to hold twice termly scheduled meetings with their tutees. Personal Tutors are able to provide support to students who have failed and must resubmit their work for re-assessment.

15 Assessment boards¹⁷

- 15.1 The constitution, management, regulation and recording of assessment boards are entirely the responsibility of the relevant validating university. LFS staff attend assessment boards as requested by the validating university, whether the meeting is held at the school or elsewhere.

16 Communication of confirmed marks¹⁸

- 16.1 The communication of confirmed marks is the responsibility of the Academic Registry within 2 weeks of the assessment board meeting.
- 16.2 Marks will be published as follows:

Published result	
MA Dist	MA with Distinction awarded
MA Merit	MA with Merit awarded
MA	MA pass awarded
Pass/Progress	Continue to next module
Def	Deferred from the course
Mit	Mitigating circumstances submitted
Withdrawn	Withdrawn from the course
Fail/Reassess	First attempt fail, to be resubmitted
Fail	Fail, with no award
PGCert	Postgraduate Certificate awarded
PGDip	Postgraduate Diploma awarded

¹⁷ QAA UK Quality Code Chapter B6: Assessment of students Indicator 15, 16 and 17

¹⁸ QAA UK Quality Code Chapter B6: Assessment of students Indicator 17

18 Deferral

- 18.1 In exceptional circumstances students may apply for a deferral. This allows students to temporarily halt their studies for one or more terms, and rejoin the course at a later date. It is important to note that applications for a deferral are not automatically approved. A deferral will only be approved by the School for serious and pressing circumstances, such as serious personal problems, financial problems or illness of the student or a family member.
- 18.2 In order to apply for a deferral, students must complete the deferral application form providing evidence of their circumstances.
- 18.3 It is important to note that deferring may have financial implications and affect a student's status in the UK as an international student. International students who defer for any reason will have their Visa cancelled and have to reapply through the Home Office. Each course also has a maximum registration period within which it must be completed, including any agreed deferral time. For MA courses, this is normally 6 years.
- 18.4 If you leave the course without applying for a deferral, you will be deemed to have withdrawn from the course and will not be allowed to recommence the course at a later date.
- 18.5 Students may only apply to defer for one term, and will be required to re-apply each term if the problem persists and they wish to defer for additional further terms. If a student fails to re-apply for the next term and does not proceed with the course, the School will consider that student has withdrawn from the course and does not intend to return.
- 18.6 Any students wishing to apply for a deferral must do so by the Thursday of week 2 of term. Decisions about deferral applications are the responsibility of the Deferral Committee, which meets Friday of week 2 each term. Students are then informed of their decision individually.
- 18.7 All deferrals are subject to confirmation by the relevant authority at the validating university.
- 18.8 Any student returning to their course after a deferral must complete the term they deferred. Students will therefore be studying on a different course number than prior to their deferral, as that course will be further through the course. It is also important to note that the School may not be able to offer students a re-entry place immediately as soon as they wish to return. In such cases, the School will extend the student's permission to defer until a place becomes available.

19 Assessment of students with disabilities¹⁹

- 19.1 The School takes account of its legal obligations towards students who have special needs, as defined by the Equality Act (2010). Where students disclose details of an evidenced disability, their needs are assessed and reasonable adjustments are put in place to enable them to overcome disadvantage and access learning activities and existing course assessment on an equal basis as their peers.
- 19.2 Where the timing of disability disclosure means that there has not been an opportunity for reasonable adjustments to be put in place, short or long term extensions to coursework deadlines or mitigation may be appropriate until reasonable adjustments are arranged. Extensions are not normally given on the basis of a disability once support and adjustments are in place. A claim for mitigation on the basis of disability may be made at the first point of assessment after disclosure or until reasonable adjustments have been arranged. Subsequent claims for mitigation can be considered for acute episodes of ill-health or a sudden deterioration of an underlying condition.
- 19.3 The School recognises that assessment methods may need to be amended in circumstances where, due to a disability, the approved form of assessment for a module is unsuitable. Where adjustments to existing assessments are required, these are communicated to all staff involved in assessment.
- 19.4 It is important to note that any adjustment to an existing assessment method or any agreed alternative assessment method must continue to test the competence standards associated with the module and course learning outcomes.
- 19.5 It is the ultimate objective of any agreed revised assessment arrangements to ensure that the student is assessed on equal terms with other students.

20 Assessment offences²⁰

- 20.1 All students at LFS are responsible for familiarising themselves with the academic and professional practices relevant to their course. It is the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of group work the group's own and that they observe all regulations, procedures and instructions governing assessment.
- 20.2 'Academic misconduct' includes all forms of cheating, plagiarism and collusion. In assessing, investigating and dealing with cases of academic misconduct, the School follows the procedures of the relevant validating university. In following these procedures and in all decisions regarding the impositions of any penalties, the School has a duty to act in a fair and equitable manner.

¹⁹ QAA UK Quality Code Chapter B6: Assessment of students Indicator 10

²⁰ QAA UK Quality Code Chapter B6: Assessment of students Indicator 7 and 14

- 20.3 For more information and guidance on academic misconduct and the procedures at the relevant validating university, please refer to the website below:

MA Filmmaking - London Metropolitan University

MA Screenwriting – London Metropolitan University

https://metranet.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10_5.pdf

21 Appeals

- 21.1 Students are entitled to appeal against the decision of an assessment board, although they are not permitted to appeals on the grounds of academic judgement. Appeals against assessment decisions are dealt with by the procedures or Academic Regulations of the relevant validating university. These are listed below with a link to relevant pages of their websites:

MA Filmmaking - London Metropolitan University

MA Screenwriting – London Metropolitan University

https://metranet.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10_4.pdf

22 Transfer of students to a different course²¹

- 22.1 At present it is not possible for LFS students to transfer to another course at the School due to the very distinct nature of each course. It may be possible for students to take credits from courses at LFS and use them to transfer to a course at another institution. This is the decision of the external institution. The School will seek to comply with any request for information in support of any student wishing to transfer to a course at another institution.

23 Staff involved in assessment²²

- 23.1 All academic and administrative staff associated with the assessment process receive copies of this Code of Practice.²³
- 23.2 All internal markers are experts in their subject field and must have been closely involved in teaching part of the course.

²¹ QAA UK Quality Code Chapter B6: Assessment of students Indicator 16

²² QAA UK Quality Code Chapter B6: Assessment of students Indicator 4

²³ QAA UK Quality Code Chapter B6: Assessment of students Indicator 2

- 23.3 Inexperienced internal markers must participate in an induction session with the Head of Studies or Course Leader, and work under the guidance of an experienced internal marker.
- 23.4 The Head of Studies or Course Leaders hold regular marking moderation training sessions to ensure that internal markers are assessing fairly and consistently.
- 23.5 External reviewers attend end of term film screenings and as such they participate informally in the feedback process. Receiving feedback from experts from the film industry is very important to students at the School and the close links with industry is fundamental to the success of the School, its students and its courses. External reviewers participate in this process voluntarily. They are provided with a briefing paper in advance which outlines the format and nature of the end of term screenings, and offers guidance on how they should structure their feedback to students. Although the end of term critiques are important and useful to the students, formal assessment of film exercises and graduation films is entirely the responsibility of teaching staff and external reviewers do not participate in this process.

24 Recording decisions related to assessment²⁴

- 24.1 The Academic Registry is responsible for the accurate, secure and confidential recording of marks and student records relating to mitigating circumstances. Only specific staff in the Academic Registry may have access to such records.

25 Archiving of assessed work²⁵

- 25.1 The Head of Studies or Course Leader is responsible for maintaining an archive of the previous delivery of the module. The archive contains the following information:
- current module specification;
 - current marking criteria;
 - examples of student assessed work, reflecting the range of performance and demonstrating evidence of internal and external moderation (usually the sample used for external moderation);
 - marking and feedback sheets evidencing comprehensive and appropriate written feedback to students on assessed work;
 - list of all marks for entire cohort on module.
- 25.2 The above documentation should be readily available for quality assurance purposes. The archive of the previous delivery of the module is retained for 2 years.

26 Review²⁶

²⁴ QAA UK Quality Code Chapter B6: Assessment of students Indicator 11 and 17

²⁵ QAA UK Quality Code Chapter B6: Assessment of students Indicator 17

²⁶ QAA UK Quality Code Chapter B6: Assessment of students Indicator 18

26.1 This Code of Practice is subject to annual review.