

LFS Assessment Policy

1. Introduction

Assessments aim to determine whether students have achieved the learning outcomes and aims of the modules and course that they undertake.

Assessment should be transparent, valid, reliable and free from bias. Procedures should be in place to ensure appropriate moderation and scrutiny of assessment.

The London Film 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 awards. Initial validation, monitoring and review of assessment in validated courses is ultimately the responsibility of the awarding body.

This Policy has been approved by the Academic Board at the School, which also oversees its cyclical review. The Code of Practice also remains subject to the requirements, rules and regulations of the universities which validate LFS courses.

In formalising its arrangements for assessment, LFS has taken account of the expectations of its validating partners, and the guidance provided in QAA's UK Quality Code for Higher Education.

2. Principles

The rigour and consistency of the assessment process is key to the achievement of standards expected by the London Film School and the University of Warwick, and an essential part of the students' learning process.

Assessments provide a means to both students and staff to determine and verify the extent to which the intended learning outcomes have been achieved.

The following principles apply in the assessment of students enrolled on the programmes listed in section 3:

- (1) Academic standards for the award of credit or a qualification are set by the University of Warwick. The responsibility for maintaining and monitoring academic standards lie with both the University and the London Film School and involves regular consultation with and involvement of External Examiners. The nature of assessments and intended learning outcomes are agreed with and approved by the University as part of the validation process. Details can be found in the 'Module Specifications' in the Student Handbook available on the LFS website and the VLE (Moodle).
- (2) Students enrolled on a course leading to an award are required to present their work for assessment (including re-assessment) by the stipulated deadlines.
- (3) All programmes shall operate a system of moderation of assessed work.

- (4) 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 on which they are enrolled as specified in the course and module specifications.
- (5) Assessment Boards, attended by staff from the University and the London Film School and chaired by a member of staff of the University, monitor student achievement and, if required by the university, progression, and confirm marks for the assessment and reassessment of students as well as final awards.
- (6) On the basis of marks confirmed by the Assessment Board, the University shall confer awards on students in accordance with University regulations.
- (7) The Course Leaders are accountable to Academic Board for the conduct of the assessment process as a whole. The assessment of students' performance shall be carried out fairly by duly appointed, competent and impartial internal examiners, followed by a review of a representative sample by External Examiners.
- (8) If requested, External Examiners shall have access to all submitted and assessed coursework.
- (9) External Examiners shall be associated with the conferment of all awards. Their role, which is elaborated further in the University's Regulations, is to provide an additional means to ensure academic standards are maintained at a level appropriate to the award and in the context of comparable qualifications in the sector.

3. Scope

This policy applies to all programmes of study validated by the University of Warwick.

4. Language of Teaching and Assessment

All taught courses at the London Film School are delivered and assessed in English. All coursework must be submitted in English.

All the films produced 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, i.e. with English subtitles.

5. Equal Opportunities

All taught courses at LFS use published assessment criteria to ensure fair and transparent assessment of student's coursework. Every effort is made to ensure that no individual or group of students is disadvantaged by the nature of an assessment task or the assessment processes.

All staff involved in any part of the assessment of students' work undertake regular training to ensure the consistent application of assessment criteria.

6. Disability

The London Film School shall take all reasonable steps to ensure that if a student is unable, through disability, to be assessed by the normal methods, alternative methods of assessment of the learning outcomes shall be made available. Those will be agreed with the Chair of the Assessment Board in line with University regulations and in consultation with the External Examiner(s).

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.

7. Designing Assessments

The London Film School aims to design assessments that enable students to demonstrate the extent to which they have achieved the intended learning outcomes. Academic staff at the London Film School work closely with validating universities and external examiners to ensure that chosen assessment methods and assessments meet the requirements and expectations of the London Film School, the awarding body, the Office for Students, and the QAA Code of Practice.

8. Information for Students

Information for students shall be disseminated via the London Film School’s Virtual Learning Environment (VLE). This includes, but is not limited to, the relevant parts of the Academic Regulations, student handbooks and details about assessment tasks.

It is the responsibility of students to familiarise themselves with the details contained within these documents.

9. Submission of Coursework

In line with the information provided, students of the London Film School are expected to ensure that they are familiar with and adhere to the following stipulations:

- Each student is responsible for submitting their work for assessment by the stipulated and published deadline;
- Students are only permitted to submit their work once at any assessment point (see section 16 for Reassessments). Work, once submitted, cannot be retrieved to make alterations nor replaced by subsequent versions;
- Students are required to submit by the stipulated deadline as published on the VLE. Late submissions are not accepted for assessment unless mitigating circumstances apply. Students who do not submit by the stipulated deadline will be awarded a Fail grade and be given one opportunity to resubmit in line with the policy on reassessments (see section 16);
- Students must ensure that coursework is submitted in the required format as published on the VLE;

- Students must ensure that they obtain a receipt or email confirmation as proof of submission which they must retain until they have received formal notification of their mark;
- Students are responsible for retaining a copy of all work submitted for assessment or reassessment.

10. Mitigating Circumstances

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 available to all students.

Detailed guidance on Mitigating Circumstances is available from the Student Handbook and the Students' Portal.

11. Staff Involved in Assessment of Coursework

Internal examiners shall be members of staff of the London Film School or Visiting Lecturers involved in the delivery of the core curriculum appointed as examiners with responsibility for marking items of assessed work in which they themselves have competence. They are accountable to the Course Leader for the probity of the assessment process. They shall mark work on an objective, impartial basis, in line with clear, published marking criteria.

The Course Leader will provide support and training on an annual basis to all internal examiners and at induction for new internal examiners to ensure that they are fully aware of their roles and responsibilities in the assessment process, including, but not limited to the consistent application of assessment criteria and providing written feedback to students.

12. Grade Descriptors

12.1 Grades

Classification
Distinction
Merit
Pass
Fail

12.2 Grade Descriptors

12.2.1 Distinction

Work graded in this category will demonstrate outstanding qualities in all aspects and will evidence the skills to the highest level. The work is of exceptional quality and will put forward complex and imaginative ideas.

12.2.2 Merit

Work graded in this category will be awarded for work that is very good in all aspects, and excellent in many. The work will demonstrate deep knowledge, a secure grasp of complex material, and is intelligently and inventively framed in a coherent, sophisticated way.

12.2.3 Pass

Work graded in this category will be awarded for clear and solid work that displays good qualities in all aspects, and is satisfactory throughout.

12.2.4 Fail

Work graded in this category will indicate that the submission did only show some but limited evidence of skills, and did, while adequate in some respects, generally not meet the objectives of the relevant assignment.

13. Assessment of Written Coursework: Minimum Requirements

13.1 Formative Assessment

Throughout the module, students receive verbal feedback on their written coursework by academic staff. Students are encouraged to take their own notes using the forms provided by LFS.

13.2 Internal Examiners: Marking Students' Work

All coursework shall either be marked by one member of staff and subject to moderation processes as detailed in section 13.3 or subject to a panel assessment.

Work shall be marked on an objective, impartial basis, in line with clear, published marking criteria.

13.3 Moderation

13.3.1 Why Moderate?

The purpose of moderation is to:

- To ensure fairness, accuracy and consistency in both marking and feedback.
- To certify that marks accurately reflect achievement against the learning outcomes set.
- To assure that the quality and integrity of the University's certification of student achievement is clear and robust for students and staff within LFS, as well as other stakeholders and external organisations and employers.
- To contribute to the continuous critical evaluation and enhancement of assessment practices in order to improve the quality of student learning opportunities.
- Marking within a module is appropriate and conforms to LFS - and University-wide grade and mark descriptors.

13.3.2 What is Moderation?

It is a two-stage process by which LFS ensures:

Stage 1 – at the module level:

- that the summative assessment is in line with course learning outcomes;
- the consistency of marking within assessment components;
- the consistency of marking across markers within an assessment component;
- that any differences in academic judgement or procedural irregularity in marking are acknowledged, recorded and addressed;
- that marking within each assessment component is appropriate and criteria have been used consistently;
- that suitable feedback has been provided at the assessment component and module level.

Stage 2 – at the course and cohort level:

- that the summative assessment is in line with course learning outcomes;
- the quality of marking and feedback across modules on a course, and where appropriate across courses, cohorts and over time.

13.3.3 Which assessments require moderation?

Moderation is required for all components of summative assessments within a module (as listed in the module approval form in the course handbook)

13.3.4 Who is responsible for organising and supervising moderation?

The Course Leader is accountable to Academic Board for ensuring that the moderation process is completed in accordance with the policy and that moderation methods are agreed and communicated to staff and that moderators and External Examiners have a clear understanding of their roles and responsibilities.

13.4 What moderation methods can be used?

A range of moderation methods may be applied to ensure fairness, consistency, and academic standards in assessment. The specific method selected for each assessment will be determined by the Course Leader, in consultation with the relevant academic team, taking into account factors such as the nature and weighting of the assessment, its contribution to overall degree classification, and the experience of markers involved.

13.4.1 Double-blind Marking

Process: Each marker marks the work independently, formulating their own judgement, and neither is aware of the other's assessment decision when determining their own mark. A final mark is then agreed and recorded. If no agreement can be reached on the grade, then an experienced independent third marker/adjudicator is appointed by the Course Leader. Feedback should be recorded with the final agreed mark with all sets of markers' comments (or an agreed composite of comments) and brief note about how agreement about the final mark was reached.

Recommended for:

- Dissertation/portfolios
- Any single assessment component weighted at the equivalent of 30 credits or more;
- The principal creative project in the final module of each MA programme, regardless of weighting;
- Presentations. Where it is not possible for two markers to be present, other examples of best practice include: moderation of speaker notes and/or recordings, moderation of marker notes, moderation of audio-visual recordings.

13.4.2 Double-Informed Marking (sometimes called Double-seen marking)

Process: The first marker(s) mark and provide feedback, the second marker(s) second mark the full cohort with sight of the first marker's marks and feedback. The mark is either confirmed or amended after discussion between markers.

Recommended for:

- Reviewing the work of new or inexperienced markers;
- Where sampled moderation highlights issues in the marking of an assessment and it is considered the best course of action by the module leader/course leader;
- Where students are writing individual assessments using identical data sets and supervised in groups.

13.4.3 Sampled Moderation

Process: A Sample is selected for moderation according to the defined requirements (as set out in the section 'What sample size should be moderated below'). The first marker or a team of first markers mark and provides feedback. A moderator reviews the sample to confirm that the final module grade is consistent with the marking criteria and that feedback is appropriate (a moderator does not generate a mark or feedback for individual students).

If the moderation process identifies concerns about the marking standards of the sample or has identified a systematic error in marking or marks processing, this should be communicated to the Course Leader for action, which may include review of a larger sample or remarking of the full cohort. If the Course Leader is the moderator then advice and guidance will be sought from the Academic Registrar in the first instance.

Recommended for:

- All assessments unless covered by double blind or double-informed marking above;
- Where a single marker of an assessment identifies concerns or requests further review;
- Summative assessments that do not count towards degree classification (i.e. pass/fail modules on some MA courses);
- Where the first marker is inexperienced **and** the assessment is weighted at 9 credits or less (<=5% of overall MA requirements), however the sample size should be increased proportionately beyond the minimum standard set out below.

13.4.4 Presentations

It is good practice for a presentation to be observed by two markers and should ideally be recorded (with student permission) to permit moderation and later scrutiny by the External Examiner(s). Where it is not possible for two markers to be present, other examples of best practice include: moderation of student notes, recordings or slides, moderation of marker notes, moderation of audio-visual recordings.

13.5 What sample size should be moderated (Internal and External)?

The sample must contain a meaningful proportion of the total candidates, that enables the purposes of moderation to be achieved.

The sample must enable the moderator to establish that marking is consistent with the marking criteria and learning outcomes.

Sampling should normally include:

- Examples from each grade
- Examples of failed grades at first attempt
- All failed grades at second attempt
- Grades as a result of the assignment of alternative assessments.

Sampling sizes: a minimum of 10% or 5 examples in each module, whichever is the larger should be chosen (up to a maximum sample of 30 assignments is normally recommended).

13.6 Exceptions to moderation

Moderation is not required for assessment components that are formative.

How should moderation be recorded?

Evidence of the moderation process and outcomes must be recorded for each assessment and made available to External Examiner and Assessment Board.

14. Formative Assessment

Throughout the module, staff monitor student's progress and provide formative feedback.

Informal Feedback from an industry perspective can also provided during 'end of term' screenings, attended by representatives from the industry. Only LFS staff and key VLs provide written feedback to students for assessed work.

Students are encouraged to take their own notes when receiving formative feedback using the forms provided by LFS.

Feedback from both academic staff and industry representatives is an important contribution to the students' learning and ongoing development and strengthens the close links between the industry and the School.

Feedback from industry representatives is a contribution to the learning process but is not considered part of the formal assessment of the students' work.

15. Feedback to Students

Assessment is an integral part of the learning process and students shall receive continuous verbal feedback on their role throughout their studies. Students are encouraged to take notes of the verbal feedback given to them throughout the module or term using the forms provided by LFS.

The School is committed to the timely return of assessed work to students, along with marks and feedback on their performance.

Students shall also be provided with written feedback on all summative assessments. The nature of the feedback shall be helpful and informative, consistent with aiding the learning and development process.

Feedback provided by the moderator for the selected samples must be available to the External Examiner(s).

All grades are provisional until confirmed at the Assessment Board.

Grades will normally be communicated to students by Academic Registry via LFS's VLE, normally within two weeks of ratification by the Assessment Board. This is intended to enable students to benefit from the formative aspects of assessment in order to determine where their performance could be improved.

16. Resubmissions

Students are entitled to one resubmission in line with university regulations in the case of failure of a module. Students are normally required to resubmit their work at the next available opportunity as published on VLE. Second reassessments are normally not permitted. The Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

Marks for resubmissions will be capped at the Pass mark.

Students who fail a reassessment may not continue with their studies, unless a claim for mitigating circumstances is submitted and approved, but may be eligible for the award of a Postgraduate Certificate (60 Credit Points at Level 7) or a Postgraduate Diploma (120 Credit Points at Level 7).

In exceptional cases, students may be permitted to retake the module. More information can be found in the Satisfactory Academic Progress Policy.

Compensation for a failed module will not be considered.

17. Progression

Students who have failed an assessment at first attempt may continue onto the next module of their course of study at the School while they resubmit their assessment.

For re-assessments, students are required to resubmit their work by the published deadline in the following term.

For more information, please refer to the LFS Satisfactory Academic Progress Policy.

18. Termination of Student Status on Academic Grounds

Where the Assessment Board determines that under the relevant scheme regulatory framework or course specific regulations it is not possible and/or not likely that a student can successfully complete the course on which they are enrolled because of failure of modules, unsatisfactory standards of work or other academic reasons, their student status shall be terminated. Students may appeal against this decision using the Academic Appeals Policy.

19. External Examiners

All External Examiners shall be appointed and carry out their roles in line with University Regulations.

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.

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.

Regulations governing the role of the external examiner before, during and after an assessment board are the responsibility of the validating university.

Details about their appointment, External Examiners' Reports as well as their roles and responsibilities can be found in the University Regulations.

20. Assessment Boards

The London Film School utilises Assessment Board structures in line with the partner university's regulations.

21. Classification of Awards

Students are considered eligible for an award if they have satisfied the credit requirements of the course on which they are enrolled. This is determined by the Assessment Board with regard to the regulations of the relevant validating university.

The full list of awards and their requirements in terms of credit points and modules passed at level 7 is as follows:

Award	Credit Points at Level 7	Modules Required
Master of Arts	180	1, 2 and 3 MAF/MAS 1,2,3,4 and 5 MAM/MAP
Postgraduate Diploma	120	1 and 2 MAF/MAS 1,2,3 and 4 MAM/MAP
Postgraduate Certificate	60	1 MAF/MAS 1 and 2 MAM/MAP

If a student fails to meet the requirements for a Masters award, they may be eligible for a Postgraduate Diploma (PG Dip) if they have achieved 120 credits at level 7.

If a student fails to meet the requirements for a Masters award or a Postgraduate Diploma, they may be eligible for a Postgraduate Certificate (PG Cert) if they achieved 60 credits at level 7.

Final degree awards are based on the tables below:

21.1.1 MA Filmmaking

	Journal	Film	Journal	Film	Journal	Film
Module 1	Pass	Pass	Pass	Pass	Pass	Pass
Module 2	Pass	Pass	Pass	Pass	Pass	Pass
Module 3 or	Distinction	Distinction	Merit	Merit	Pass	Pass
Module 3 or	Distinction	Merit	Merit	Pass		
Module 3 or	Merit	Distinction	Pass	Merit	-	-
Module 3 or			Distinction	Pass	-	-
Module 3		-	Pass	Distinction	-	-
Final Award	MA with Distinction		MA with Merit		MA (Pass)	

21.1.2 MA Screenwriting

Module 1	Pass	Pass	Pass
Module 2	Pass	Pass	Pass
Module 3	Distinction	Merit	Pass
Final Award	MA with Distinction	MA with Merit	MA (Pass)

21.1.3 MA Film Marketing & MA Film Producing

The rules below will be used to calculate a student's overall final degree classification.

Note 1: All modules must be passed before an award can be made, therefore the table below assumes a minimum of a pass grade achieved for each module.

Overall classification	Module Results achieved Modules Achieved are graded Pass, Merit or Distinction
MA Distinction	Distinction grade in at least 90 credits (which must include Module 5), with merit grades in the remaining modules. OR Distinction grade in 120 credits, with at least a merit grade in Module 5).
MA Merit	Merit grade or higher in at least 90 credits (which must include Module 5). OR Distinction grade in at least 90 credits, but where the conditions for the award of a distinction (above) are not satisfied. OR Merit grade or higher in at least 120 credits, but where the conditions for the award of a distinction are not satisfied.
MA Pass	All other grade combinations where the conditions for the award of either a distinction or merit are not satisfied.

22. Recording Decisions Related to Assessment

Academic Registry is responsible for the accurate, secure and confidential recording of marks and student records relating to mitigating circumstances.

Access to students' records will only be given to those members of staff who require it to fulfil their roles.

23. Archiving of Assessed Work and Related Documents

The Course Leader is responsible for ensuring accurate information to students and an archive of the assessment records of all modules. The Academic Registry and VLE retains an archive record of student assessments, grade and feedback. 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.

The above documentation should be readily available for quality assurance purposes. The documents listed above are retained for 6 years following graduation.

24. Aegrotat Award

Boards of Examiners may consider the award of an Aegrotat degree for a student who for exceptional medical reasons (e.g. incapacitation, terminal illness or death) is unable to complete the requirements of their MA course.

This can be considered where the Course Leader can demonstrate that there is enough evidence (either from formative or summative assessments) that a minimum of two thirds of the course has been successfully completed and the student was prevented from completing their studies and assessments due to illness/death. An aegrotat award is an award, without final grade and can be made posthumously.

25. Version Control

Version Number	Changes	Author, Title	Date
1.0	Approved by Academic Board	-	December 2014
2.0	Draft presented to Academic Board – changes to Code of Practice delayed, pending Curriculum Review	Philip Ramge, Academic Registrar	26/06/2015
2.1	Review of changes from 2015 in context of Curriculum Review	Philip Ramge, Academic Registrar	03/07/2017
2.2	Annual review and OfS-related updates; name changed from ‘Code of Assessment Practice’ to ‘LFS Assessment Policy’	Philip Ramge, Academic Registrar	07/03/2018
2.2	Approved by Academic Board	-	13/03/2018

2.3	Approved by Chair of Academic Board, and confirmed at Academic Board on 28 July 2021 addendum to include provision of Aegrotat Degree	Michele Maher, Academic Registrar	06/07/2021
3.0	Reviewed and amended to reflect moderation guidance of validating university	Michele Maher, Academic Registrar	07/10/2025