Met Film School

Review for Educational Oversight by the Quality Assurance Agency for Higher Education

September 2012

Key findings about Met Film School

As a result of its Review for Educational Oversight carried out in September 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of the University of West London and Bournemouth University.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding bodies.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- the Certificate of Personal and Professional Development for staff (paragraph 2.11)
- master classes with leading industry professionals (paragraph 2.15)
- the Professional Practice Certificate which enhances graduate opportunities (paragraph 2.17)
- strong and wide-ranging industrial links (paragraph 2.18).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **advisable** for the provider to:

- review the effectiveness of the committee structure (paragraph 1.4)
- develop its approach to consideration of, and response to, external examiners' reports (paragraph 1.8).

The team considers that it would be **desirable** for the provider to:

- develop the annual monitoring and reporting process to provide cross-institutional evaluation of the provision (paragraph 2.4)
- implement a formal system for administrating and evaluating the continuing professional development of industrial practitioner staff (paragraph 2.12)
- develop a mechanism to ensure that guidance on the use of social media is clear and comprehensive (paragraph 3.9).

About this report

This report presents the findings of the [Review for Educational Oversight](1) (REO) conducted by [QAA](1) at Met Film School (the provider; the School). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the University of West London and Bournemouth University. The review was carried out by Mrs Claire Blanchard, Dr Marie Wheatley and Mr Steve Finch (reviewers), and Mr Maldwyn Buckland (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the *[Review for Educational Oversight: Handbook](2)*.[2] Evidence in support of the review included documentation supplied by the provider and its awarding bodies, including schemes of work, external examiners' reports, annual monitoring reports, memoranda of agreements, student handbooks and teaching, learning and assessment strategy and guidelines. Additional evidence was provided through meetings with staff and students, and the scrutiny of assessed student and associated verification and moderation documentation.

The review team also considered the provider's use of the relevant external reference points:

- *Subject benchmark statement: Communication, media, film and cultural studies* (2008)
- the Academic Infrastructure.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the Glossary.

Met Film School was founded in 2003. In 2007, the School entered into a collaborative partner relationship with Thames Valley University (which subsequently became the University of West London in May 2011), and delivered the BA (Hons) in Film: Video Production and Film Studies. In 2009, the School developed and designed its own bespoke two-year intensive BA (Hons), Dip HE and one-year Cert HE programmes in Practical Filmmaking, Digital Cinematography and Visual Effects and Animation, also validated by the University of West London. At the beginning of 2011, the School, in collaboration with Bournemouth University, introduced a Postgraduate Diploma in Filmmaking.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding bodies, with full-time equivalent student numbers in brackets:

University of West London
- BA (Hons) Practical Filmmaking (84)
- Dip HE Practical Filmmaking Diploma (3)
- Cert HE Practical Filmmaking (33)
- Cert HE Cinematography (7)
- Cert HE Visual Effects and Animation (2)

Bournemouth University
- PgDip/MA Filmmaking (54)

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[1] www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4.
[2] www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

The provider's stated responsibilities

The School has collaborative arrangements with the University of West London and Bournemouth University and is also accredited by the British Accreditation Council. In addition, the School has an advisory relationship with the National Film and Television School, which was an active adviser in the development of the original provision.

In its relationship with the University of West London, the School has sole responsibility for strategic and curriculum development, the setting and first marking of assignments and student feedback. There is a shared responsibility for the development of programme specifications, programme handbooks, module report forms, programme annual reporting, periodic review, peer observation and processes for ensuring the accuracy and completeness of public information.

In its relationship with Bournemouth University, the School is responsible for the first marking of student work and the provision of student feedback. There is a shared responsibility for curriculum development, programme specifications, learning outcomes, setting assessments, moderation and second marking, annual unit and programme monitoring, and ensuring the accuracy and completeness of public information.

Recent developments

During the summer of 2011, the School made substantial improvements to Building A, including a new production centre, kit room, common room and study area. It also acquired the ground floor to Building B, and built a studio area with a TV gallery, and three additional multi-purpose teaching spaces. The IT infrastructure underwent some changes in 2011. Developments, operational from October 2012, include new software systems for managing students from enrolment to graduation, alumni support, resource management and financial control.

The School aims to introduce two new programmes in October 2013 subject to validation with the University of West London. These include a programme in business media and a blended-learning version of the practical filmmaking programme. The School has recently restructured the BA (Hons) Practical Filmmaking programme from 18 modules of 20 credits each and irregular duration (three to seven weeks) to six taught modules of 60 credits lasting 15 weeks each. Subject to University of West London approval, the School will be offering a range of full-time and short-duration programmes at the Havel Studios, Berlin from October 2012.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. Their contribution to the review was coordinated through the School's Student Representative Body with support from the School's Director of Quality, resulting in the production of the written submission.

The process began with a presentation on the Review of Educational Oversight by the Director of Quality to the Student Representative Body meeting in February 2012. A student representative attended the QAA briefing event in February 2012 along with the School's Director of Undergraduate Programmes, the School's Director of Quality, and the University of West London's Director of Quality and Academic Standards.

The structure and schedule for the student submission was compiled at the monthly Student Representative Body meeting on 14 March 2012. Focus groups for each programme cohort were held and alumni feedback was gathered from the results of a survey questionnaire.

Before the student focus groups took place, the Student Representative Body invited the School's management staff, Chief Executive, Director of Undergraduate Programmes, Director of Quality and Director of Educational Operations and Development to a Question Time-style panel event. Staff engaged in a question-and-answer session about the School's management of academic standards, quality of learning opportunities and public information. This event assisted the Student Representative Body in structuring the questions for each focus group.

Detailed findings about Met Film School

1 Academic standards

How effectively does the provider fulfil its responsibilities for the management of academic standards?

1.1 The responsibilities of the School for the management of academic standards are clearly identified in its partnership agreements with the University of West London and Bournemouth University. The School systematically aligns awarding bodies' rules and regulations to its own processes and procedures and has the responsibility for all aspects of academic delivery. The School's Administration and Quality Processes Manual provides a comprehensive overview of the framework required to fulfil its collaborative obligations. Staff demonstrate an effective utilisation of the manual and welcome the guidance it provides to tutors, which relates to the quality management handbooks of the awarding bodies. The awarding bodies have responsibility for the oversight and monitoring of the quality of their respective awards. In addition, the School also receives accreditation by the British Accreditation Council.

1.2 The School has an organisational structure and managerial responsibilities that provide a basis for the management of all aspects of provision. Standards and quality issues are discussed up to, and including, Board of Directors level. The Board of Directors delegates strategic and operational responsibilities to the Chief Executive. The Chief Executive discharges these duties through the chairing of the Strategy Team meeting and the Senior Management Team meetings. Feeding into Senior Management Team meetings are matters raised by the School Management meetings, which, in turn, deal with issues raised at Senior Faculty Team meetings.

1.3 The terms of reference for both committees indicate that there is a degree of duplication between School Management meetings and Senior Faculty Team meetings. Notes from the School Management meetings reveal that arising action points are not recorded in subsequent meetings as being complete or outstanding; however, the team was told that decisions made, or completion of action points, were communicated to staff via email, project management software or verbal communication. This was verified at the meetings with academic staff.

1.4 The team found a lack of clarity relating to issues concerning the consideration of academic standards and how these are satisfactorily progressed through the committee structure within the School. Although the School Management meeting sets the agenda of the Senior Faculty Team meeting, and minutes are produced, the team found no evidence of these being reported or considered at the School Management meetings. Nor was there evidence of Senior Management Team meetings considering issues raised from the School Management meetings. It is advisable that the School reviews the effectiveness of the committee structure to strengthen its oversight of academic standards and the quality of learning provided.

1.5 Senior Management and Senior Faculty away days offer the opportunity to discuss both academic standards and academic quality issues. The agenda for a Senior Faculty away day, described in the minutes of a School Management meeting on 30 May 2012, includes discussion of external examiners' and programme annual reports, peer observation of teaching, student attendance and risk assessment. Other examples demonstrated extensive discussion of issues relating to the management and monitoring of quality and standards of the provision throughout the whole School. The comprehensive sharing of information is a clear strength.

1.6   The oversight by the validating universities is effective. The University of West London validates undergraduate provision, while Bournemouth University validates postgraduate programmes. The University of West London holds monthly link tutor meetings, an annual review and periodic review. School staff confirmed that the University of West London link tutor meetings were extremely helpful and effective in the oversight of the academic standards and quality assurance of the provision. The periodic review meeting held by the University in 2012 confirmed confidence in the management of academic standards of its awards delivered by the School. Bournemouth University holds annual partnership boards at which its validated programmes are discussed. Minutes from the Bournemouth University Partnership Board meeting in December 2011 confirm that a thorough and successful review of the collaborative partnership was undertaken.

How effectively are external reference points used in the management of academic standards?

1.7   Specific reference to the honours level subject benchmark statement: Communication, media, film and cultural studies (2008) is made in both BA programme specifications. Reference is also made to *The framework for higher education qualifications in England, Wales and Northern Ireland* descriptors in both specifications. Staff demonstrated a clear and thorough understanding of the Academic Infrastructure. The PGDip/MA programme is part of Bournemouth University's Framework Specification, delivered at the School. Academic delivery is consistent with guidance given in the *Code of practice for the assurance of academic quality and standards in higher education* and the partnerships with the two validating universities ensure that this is monitored and maintained.

How does the provider use external moderation, verification or examining to assure academic standards?

1.8   Both the University of West London and Bournemouth University take responsibility for the nomination and appointment of external examiners for their respective programmes. External examiners' reports are comprehensive and appear in programme annual reports, along with responses to comments and suggestions made by the School's academic staff. The quality of academic writing, however, originally raised in the 2009-10 external examiner report, remains an issue. The 2011-12 external examiner report highlights the continuing variability of academic writing across the School's undergraduate provision and while some improvements have been made, progress on improvements remains slow. As a result, it is advisable that the School develops its approach to consideration of, and responses to, external examiners' reports.

1.9   Moderation of assessments is governed by the awarding bodies. For Bournemouth University programmes, the School marks all assignments and internally moderates a 50 per cent sample. The Bournemouth University Link Tutor also moderates a small sample from the postgraduate programmes, although the sample size or spread is not defined. Assessments and marking criteria specific to the assignment are all approved by the Bournemouth University Link Tutor. A review of student work and assessment documentation indicates that a robust and comprehensive internal verification process is in place. A wider pool of School staff experienced in moderation is now in place as a result of staff training following a University of West London link tutor's report in February 2012.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding bodies.

## 2	Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1	The School's processes for managing and enhancing the quality of learning opportunities are the same as those described in paragraph 1.1.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.2	The School engages effectively with the relevant subject benchmark statement. Staff demonstrated their familiarity with the *Code of practice for the assurance of academic quality and standards in higher education,* confirming that relevant precepts have been considered in the development of the School's policies in admissions, assessment, teaching and learning, personal tutorial and welfare support. The Director of Quality provides regular updates on the Academic Infrastructure. Senior faculty managers and tutors confirmed that the updates were helpful and effective in further developing their knowledge and understanding of quality procedures.

How does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?

2.3	Responsibility for assuring the quality of teaching and learning resides with the School Management Team. This includes the Director of Quality, Director of Student Affairs and Postgraduate Programmes, Director of Undergraduate Programmes, and Director of Educational Operations and Development. The School Management Team works closely with relevant stakeholders across the School and is effective in ensuring a comprehensive understanding and implementation of the Teaching and Learning Strategy. The strategy is reviewed on an annual basis. Staff demonstrated a clear understanding of where responsibility resides for each aspect of the strategy.

2.4	For the University of West London accredited provision, the Programme Leader completes a programme annual report which summarises and reflects upon the continuous monitoring and management of the programmes undertaken during the academic year. In addition, the University of West London Link Tutor prepares an annual report monitoring and assessing the management of academic standards and quality. Staff welcome the Link Tutor's visits to the School. The team confirmed that the annual monitoring of academic standards and quality assurance is thorough, with programme annual reports being produced using data gathered through module review, student feedback, external examiners' feedback and management information. Continuity from year to year is provided by action plans, the previous year's plan being evaluated by the current year's report and a new action plan drawn up. The programme annual reports at undergraduate level are comprehensive and evaluative, utilising student performance data, student feedback and external examiner comments and the Postgraduate Diploma/MA in Filmmaking has an effective annual reporting process to Bournemouth University each academic year. The team, however, considers that it is desirable for the School to develop the annual monitoring and reporting process to provide cross-institutional evaluation of the provision.

2.5	Quality overview is also undertaken of postgraduate provision through Bournemouth University's comprehensive monitoring processes, which includes the Annual Partnership Board chaired by the University's Dean of Postgraduate Programmes. The University Link Tutor and the School pathway leader's reports effectively evaluate the delivery of the programme.

2.6   The Director of Student Affairs and Postgraduate Programmes is responsible for implementing and monitoring the recently introduced Tutor Peer Observation Policy. The policy sets out the guidelines of the peer observation process, training for observers, requirements of the tutor being observed and the areas which will be evaluated as part of the teaching observation. The team noted that, although the process was new, there was extensive and well documented feedback.

2.7   Students stated that they were satisfied with the quality of teaching and learning methods and assessment feedback on both undergraduate and postgraduate programmes. Furthermore, they confirmed that assignment briefs, assessment guidelines and modular criteria, available on the virtual learning environment well in advance of submission dates, were transparent, informative, succinct and clear. Students were unanimous in confirming that this provided effective support for the learning process.

How does the provider assure itself that students are supported effectively?

2.8   A robust and comprehensive admissions procedure provides clarity for both staff and students and offers an opportunity for student aspiration and expectation to be addressed along with responsibilities and obligations to the School's procedures. Feedback on individual performance at interview is available to all students. There is a formal tutorial policy which entitles students to three personal tutorials per year. In addition to the formal tutorial entitlement, an open-door policy allows access to tutors on demand. Students welcome this informal opportunity to engage with staff, which enhances their learning experience. The Director of Student Affairs and Postgraduate Programmes implements and monitors the Personal Tutorial Policy. The policy gives clear guidance on the role of the personal tutor. Regular review sessions between the Director of Student Affairs and Postgraduate Programmes and personal tutors are effective in ensuring adherence to the policy. The Director of Student Affairs and Postgraduate Programmes is also responsible for Student Welfare and the Well-Being Policy. The policy clearly sets out welfare guidance, support and advocacy for students, in addition to guidance for staff in dealing with issues of student welfare.

2.9   Formal student representatives meetings are held once a month, with Senior Faculty and Quality Team staff in attendance. The students confirmed the effectiveness of this process and the responsiveness of the School. The University of West London collaborative Link Tutor also meets with a cross-section of students annually in preparation for the annual monitoring process. The School receives regular verbal and written feedback from students from personal tutorials, end-of-induction feedback, end-of-module and programme feedback and through student representation. All information is collated and discussed at end-of-programme meetings and as part of the annual monitoring process. The University of West London Link Tutor submits an annual report, following meetings with students and visits to the School. Additionally, the Director of Undergraduate Programmes holds three meetings per year with all undergraduate students discussing a range of issues, including forthcoming modules and feedback on previous modules. The students were appreciative of the opportunity to engage in this process.

What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

2.10   The Tutor Recruitment and Development Policy includes tutor recruitment, training and professional development for the School's Senior Faculty Team and academic staff, and is documented effectively. There is a requirement for tutors to be educated to BA/BSc degree level and to have a minimum of five years' experience working professionally in their specialist field. Curricula vitae of new members of teaching staff are sent for approval to the link tutor of the relevant validating university. Tutors have either accredited lecturer status

with the University of West London or an honorary contract with Bournemouth University. Most tutors employed are active in the broadcast media industry. The School implements a robust and comprehensive staff induction procedure, with all new staff allocated a mentor on commencement of duties.

2.11   In partnership with the University of West London, the School has developed a Certificate of Personal and Professional Development in Learning and Teaching. This course is available to all teaching staff, members of senior faculty and key module leaders. Successful achievement of the certificate facilitates the acquisition of Associate Fellowship of the Higher Education Academy. Staff confirmed their appreciation of the opportunity to engage with this course and the associated external developments. The team considers the use of the Certificate of Personal and Professional Development in Learning and Teaching, which enriches the continuing professional development of staff, to be an example of good practice.

2.12   Students acknowledged that they place high value on industry practitioner tutors. However, the students expressed concern about the lack of consistency in the tutors' ability to effectively deliver the theoretical components embedded within the modular structure. Students were appreciative of the valuable practical skills, knowledge and experience that these tutors brought to their learning experience, but recognised that the teaching skills of some practitioners were not so well developed. The School confirms that it has an informal system in place for identifying the continuing professional development needs of industry practitioner staff and has moved to implement a strategy to support staff through a buddy system. Nonetheless, the team considers it desirable that the School implements a formal system for administrating and evaluating the continuing professional development of industry practitioner staff.

How effectively does the provider ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

2.13   The School provides high-quality, industry-standard resources. This has been highlighted as a strength by external organisations and awarding bodies. The students welcome and value the wide variety of industry-standard resources available, and confirmed that these enhanced their learning experience. Each of the curriculum pathways at undergraduate level has an Education Lead who ensures that the delivery of modules within their pathway meets the learning aims and objectives of the modules and that students are provided with appropriate learning resources and support to complete the modules. Students also valued the ability to book equipment for personal projects out of timetabled sessions. They confirmed that this supports and further develops the skills and knowledge acquired in the studio, contributing to building a strong production portfolio of work and resulting in higher technical standards for festival entry and film competitions.

2.14   Undergraduate students have full access to the University of West London library, which holds an extensive range of books and journals in film and media studies. Students on undergraduate programmes can also access the library's online catalogue and e-resources. Undergraduates are also supported by the University's subject Librarian for Media, Art and Design who provides individual help to both tutors and students relating to online databases, e-journals, or advice on appropriate sources and services relevant to a particular project or assignment. Students on postgraduate programmes have access to Bournemouth University library catalogue and e-resources. They identified an excellent e-book facility available through Bournemouth University, which supports their research and enhances their learning experience.

2.15 Students commented on the benefits of extra-curricular master classes with leading industry professionals, most notably leading directors and experienced actors. These master classes allow students to interact with industry professionals, ensuring the enhancement of employability skills. The students also valued the opportunity to work with professional actors, particularly in modules such as Directing Actors and Advanced Screenwriting. They confirmed that working with professional actors allows them to develop their creative sensibility and the well constructed feedback they receive from actors accelerates their development as directors. The team noted the strength of these human resources and considers that the provision of master classes with leading industry professionals enriches the student learning experience and constitutes good practice.

2.16 All students undertake first aid training and, on completion, receive a First Aid Training Certificate. Students welcome this training, which equips them effectively for working in a professional film set environment. In addition, a Professional Practice Certificate is available to all students in addition to their normal programme of study. The award defines, promotes and rewards practice-based skills, which are considered to be a prerequisite for success in the film, television and other moving-image media industries.

2.17 Graduates achieving a Professional Practice Certificate score of 75 per cent or above are entered into the School's Industry Placement Scheme. The scheme seeks to place students from the School's one and two-year programmes on placements within the film, television and media industry. Placements provide valuable experience and contacts within the film and television industry and are seen by students as a first step to their professional career. The team considers that the provision of the Professional Practice Certificate enhances graduate opportunities in the workplace and is an example of good practice. The School also holds a Graduate Showcase, celebrating the best in student work during the previous year. This is an industry event normally held at the British Film Institute at South Bank to showcase the emerging talent and success of the School's graduate filmmakers.

2.18 The Graduate Support Coordinator collates availability of graduate opportunities from local links and networks, and makes them available for graduates and former graduates. Former graduates confirmed that this provided valuable support to their careers. The team considers that the strength and wide-ranging industrial links that support the development of the curriculum and promote graduate opportunities constitute good practice.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Public information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1 The prospectus and website clearly describe the academic provision and the educational environment of the School. The website is the key source of information, with programme costs clearly articulated and information on student entry, how to apply and admissions criteria comprehensively set out. The website is managed and approved by the Commercial Director of the School who, along with the Chief Executive, checks for accuracy on a regular basis. Students confirmed that the website was accurate and helpful, providing a useful source of information in support of both academic and pastoral issues.

3.2   The School publishes an annual prospectus. The responsibility for the management and development of the prospectus lies with the School's Commercial Director, who, along with the Chief Executive, checks all content for accuracy and completeness. Additionally, the website and prospectus are reviewed and approved by the University of West London and Bournemouth University before publication and release to students.

3.3   Students welcome the pre-programme information they receive. They confirm that it is accurate and comprehensive, helping to further develop their understanding of the essential requirements necessary for programme-specific and wider professional and vocational study. Pre-programme information is compiled and reviewed before each intake by the Director of Undergraduate Programmes, Director of Quality and the Chief Executive.

3.4   Students speak positively about their experience of the induction process, confirming that the information they receive is accurate and helpful, and that it facilitates a smooth transition into their academic studies. Induction focuses upon the information found in the student and programme handbooks, which explain key information relating to their programmes, such as how to use the virtual learning environment and a module study guide. All students confirmed that they are made aware of the complaints and appeals procedure and that plagiarism is explained to them and clearly articulated in the Student Handbook.

3.5   The School utilises three virtual learning environment platforms, its own and those of the respective validating partners. The School's virtual learning environment platform is the central source of information for both staff and students. Students were clear about this multiple electronic resource and confirmed that they understand which virtual learning environment they have access to for their studies. Postgraduate students have access to the Bournemouth University virtual learning environment and the undergraduate students have access to the University of West London virtual learning environment. The School has recently developed a pre-induction virtual learning environment site for students, which introduces them to the School, informs them about how to use the virtual learning environment and pre-programme exercises, and introduces them to their personal tutor. The School's virtual learning environment is clearly structured and adheres to a common format for each module that is delivered.

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.6   The Student Handbook, compiled by the School's Commercial Director, conforms to a University of West London template and is adapted to the School's quality assurance requirements. The Director of Quality implements a robust process for ensuring the accuracy of the Handbook prior to publication. In addition, the Handbook is checked for accuracy by the awarding bodies before release to students. Module guides are written by the relevant module tutor and approved by the Director of Quality in conjunction with awarding bodies' representatives. The Director of Quality also ensures the quality control of each programme and module site on the virtual learning environment. The Director of Educational Operations and Development has overall responsibility for the School's virtual learning environment.

3.7   At the start of each module, students are given comprehensive information relating to the assessment process. Programme and module specifications explicitly detail the aims and objectives, learning outcomes, and the timings and methods of assessments. Students confirmed that they are clear about what they have to do in each assessment and how to attain a specific grade. They were complimentary about the quality of formative and summative feedback, which was received in a timely manner. Following the assessment boards, students are informed, in writing, of their results and transcripts are produced by the relevant awarding body.

3.8   The School is responsible for the marketing of all postgraduate programmes validated by Bournemouth University. All marketing materials are approved by the University's Link Tutor in accordance with the University's marketing protocols.

3.9   The School interacts with the students in a variety of ways, including email, the virtual learning environment, and social media networks. While this is acknowledged to be a positive development, the team note that guidance to staff and students on engaging with electronic communication is limited. The team considers it desirable that the School develops a mechanism to ensure that guidance on the use of social media is clear and comprehensive.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action plan[3]

Met Film School action plan relating to the Review for Educational Oversight September 2012						
Good practice	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The review team identified the following areas of **good practice** that are worthy of wider dissemination within the provider:						
• the Certificate of Personal and Professional Development for staff (paragraph 2.11)	Continue to develop the Certificate of Personal and Professional Development in Learning and Teaching programme in liaison with awarding organisation ensuring that members of senior faculty and senior tutors complete the Certificate of Personal and Professional Development programme and obtain Associate Fellowship of the Higher Education	September 2013	Director of Quality	Members of Senior Faculty and senior tutors have at least Associate Fellowship of the Higher Education Academy	School Management Team	Evaluation of the Certificate of Personal and Professional Development in Learning and Teaching programme within annual monitoring report

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[3] The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the provider's awarding bodies.

	Academy					
• master classes with leading industry professionals (paragraph 2.15)	Further develop the master classes strategy in order to establish a recognised and well publicised Met Film master classes programme with high profile industry speakers representing a cross-section of the film and media industries	March 2013	Director of Quality	Master classes schedule, at least one master class a month	Senior Management Team	Annual review of student and staff feedback of master classes programme Evaluation of master classes programme within annual monitoring report
• the Professional Practice Certificate which enhances graduate opportunities (paragraph 2.17)	Continue existing activity and further improve range, quality and quantity of MetGo (Graduate Opportunities)	March 2013	Graduate Opportunities Manager	MetGo section of website	Chief Executive	MetGo evaluative section within annual monitoring report
	New initiative to maximise exposure of student films at a high level at international festivals and elsewhere	June 2013	Graduate Opportunities Manager	Festival submission, acceptance and award tracking	Chief Executive	Monthly report to Met Film Board
• strong and wide-ranging industrial links (paragraph 2.18).	Continue to work with and increased number of high profile companies ensuring a broad cross-section	March 2013	Graduate Opportunities Manager	Employment statistics Maintain level of employer contact	Chief Executive	Monthly report to Met Film Board

	of film and media industry					
Advisable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **advisable** for the provider to:						
• review the effectiveness of the committee structure (paragraph 1.4)	Audit of committee structures to refine focus and ensure suitability of membership, terms of reference, clarify management responsibilities and reporting mechanisms Consideration at Executive Team meeting	March 2013 July 2013	Chief Executive	All committees have appropriate membership/focus to ensure effective and efficient management of area of responsibility Sign-off by Executive Team	Executive Team	Audit report and revised terms of reference New charts, showing clearer structures, circulated within institution
• develop its approach to consideration of, and response to, external examiners' reports (paragraph 1.8).	External examiners' feedback will be evaluated and an annual action plan drawn up following receipt of report External examiner report discussed and evaluated with link	May 2013	Director of Quality	All recommendations identified by external examiner are addressed in a timely manner Production of specific report and external examiner action plan	School Management Team	Minutes of School Management Team meeting Include consideration of external examiner recommendations

	tutor Timely response to external examiner report within 4 weeks of receipt			All recommendations and actions are checked and signed off by School Management Team Senior Faculty meeting and Student Representative meeting to receive full response to external examiners' reports		and evaluation of action plan to external examiner report in annual monitoring report Minutes of Senior Faculty meeting, minutes of Student Representative meeting
Desirable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **desirable** for the provider to:						
• develop the annual monitoring and reporting process to provide cross-institutional evaluation of the provision (paragraph 2.4)	Develop process for establishing a cross-institutional annual monitoring report for all accredited programmes in liaison with awarding organisations in order to support the wider oversight of academic standards and quality assurance of the provision	March 2013	Director of Quality	Cross-institutional annual monitoring report produced annually Report considered by Senior Management Team and action plan monitored on a quarterly basis	Senior Management Team	Annual monitoring process

	Evaluation of the process	July 2013	Director of Quality			Annual monitoring report for the year 2012 for all programmes Feedback from awarding bodies on new over-arching report
• implement a formal system for administrating and evaluating the continuing professional development of industrial practitioner staff (paragraph 2.12)	Develop induction programme for industrial practitioner staff/visiting tutors	May 2013	Director of Quality	Induction programme	School Management Team	Feedback from visiting tutors regarding online induction programme
	Introduce continuing professional development record to identify and track continuing professional development and teaching needs for industrial practitioner staff	June 2013	Director of Quality	Continuing professional development records monitored annually and incorporated into staff appraisal		Include evaluation of continuous professional development of industrial practitioner staff in annual monitoring report
	Ensure freelance visiting tutors have access to the Certificate of Personal and Professional Development in Learning and	September 2013	Director of Quality	Increased uptake by 20% for freelance tutors for Certificate of Personal and Professional Development in Learning and Teaching		Review annually uptake and completion rate of the Certificate of Personal and Professional Development in Learning and

	Teaching programme in liaison with awarding organisation			programme		Teaching programme
	Run a series of learning and teaching seminars for faculty heads and tutors to inform academic practice on effective lesson planning, assessment	July 2013	Director of Programmes	Strong attendance from faculty heads and tutors at seminars, evidence of sharing good practice		Review and evaluate action points from tutor peer observations forms
• develop a mechanism to ensure that guidance on the use of social media is clear and comprehensive (paragraph 3.9).	Create a formal social media policy	March 2013	Commercial Director	Formal policy communicated to both staff and students and implemented	Senior Management Team	Annual review of social media policy

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/institutionreports/types-of-review/tier-4.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the *Review for Educational Oversight: Handbook*[4]

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels 1 to 8, with levels 4 and above being classed as 'higher education').

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks:

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[4] www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and *The framework for qualifications of higher education institutions in Scotland.*

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reports.

programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes of study**, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.