

INITIAL ASSESSMENT POLICY

Policy Statement

Screen and Film School (SFS) is committed to maintaining an initial assessment process that is effective, consistent, ensures fair assessment and identifies support needs to enable effective student progression, which is carried out for each individual student during the application process. This is achieved in one-to-one meetings between prospective students and SFS staff to discuss the applicant's portfolio of work and potential learning support requirements.

Application Process

All applicants who demonstrate the potential to meet course entry requirements will be asked to submit a portfolio of their own work in support of their application. This can either be done at an applicant day, where applicants showcase their portfolio of work to a film tutor and partake in a number of interactive workshops, or through submitting an electronic portfolio to be reviewed by a film tutor. Applicants will be considered who meet the academic entry requirements, demonstrate a good standard of portfolio work and provide a compelling personal statement.

Examples of portfolio work include showreels, short films, screenwriting pieces, academic film analysis, photography and anything that reflects passion and enthusiasm to study Film Production at Screen and Film School.

Purpose

Screen and Film School regards the initial assessment of a student as a vital component to building a clear, accurate and realistic picture of a student's:

- current attainments
- potential to complete their chosen qualification
- learning needs
- learning styles
- skills gaps

This process enables the identification of:

- appropriate advice and guidance
- an appropriate qualification at an appropriate level

This allows the school, and the student, to understand each individual's requirements and to support the student to achieve the best result possible from their chosen course



Scope

All employees and students.

Roles and Responsibilities

SFS is responsible for ensuring that all employees involved in the assessment of students receive appropriate training, supervision and support regarding the policy and their responsibilities.

The Quality Assurance Committee is responsible for ensuring that a copy of this document is available to all employees and that the policy and procedures are reviewed annually. The College Principal and Head of Education are responsible for ensuring the adherence of this policy by all employees

Individual employees are required to act in accordance with the policy, to enable appropriate support to the student(s), failure to do so may be considered as an act of misconduct and may result in disciplinary action.



Policy Implementation – Procedures

It is essential that all employees put the student at the centre of the initial assessment process, the process is an important part of the assessor gaining and understanding a rounded picture of the student as a person.

1. Each student will complete an SFS application form or UCAS form
2. The student's current and predicted qualification results will be reviewed and assessment will be made on the most appropriate course
3. If the student declares any learning difficulties or any other issues that may be a barrier to learning they will be referred to the Head of Student Support(HoSS).
 - The HoSS will review the application and decide on the next steps.
 - If the review does not flag up issue then the student will be progressed to the admissions process
 - If the HoSS identifies potential issues they will contact the student and request
 - Information of previous/current support received
 - Evidence of previous/current support received
 - The student's view on their support requirement
 - If the student states that they do not want any support then the HoSS will respect this view but will ensure that this is noted.
 - If the student indicates they want support then the HoSS will help with their DSA application
4. If support is identified the HoSS will work closely with the academic team to discuss those needs to ensure a plan is in place to support the student and that appropriate resources are allocated. Not all needs may be met by SFS and, where appropriate, students may be referred to specialist, partner organisations.
5. Students progress will be monitored through regular (fortnightly at least) meetings between the HoY and HoSS as well as informal catch ups to ensure that students progress are monitored and supported.
6. Each qualification based course will have a set of entry criteria that will need to be met before an offer is made with Head of School having the ultimate say on offers.

Developing a Relationship.

You need to build on the trust and cooperation garnered during the initial assessment process, remember your role includes a measure of pastoral support.

In conclusion initial assessment helps you to ascertain the student's learning and support needs including ways in which the student is likely to learn most happily and effectively and the kind of help they will most value.