# ACADEMIC REGULATIONS FOR TAUGHT COURSES OF STUDY FOR STUDENTS REGISTERING FROM 1 JANUARY 2027

The National Film and Television School's Articles of Association provide for the establishment of these regulations, which define the conditions that must be satisfied in order for an award of the School to be made to a student. The regulations are part of a comprehensive regulatory framework, which includes the Quality Assurance and Enhancement Handbook, and policies and procedures, and are the responsibility of the Academic Board.

These regulations apply to all students who register on a Master of Arts or Master of Fine Art course of the School after 1 September 2026.

For students who registered on an MA or a Postgraduate Diploma course prior to 1 September 2026, the academic regulations that apply can be found here.

Students follow the academic regulations that were in place at the time of their registration. The School reserves the right to amend these regulations. Such changes will be made in response to national quality and standard frameworks, requirements of Professional, Statutory and Regulatory bodies, or when they are of benefit to students.

The School Director or authorised nominee is allowed to use their discretion when applying these regulations in exceptional circumstances, as long as any variation is reasonable and is agreed with the members of the Academic Board.

These regulations should be read in conjunction with the School's policies and procedures in relation to:

- Admissions
- Fees
- Equality, Diversity and Inclusion
- Health and Safety
- Harassment, bullying and sexual misconduct
- Data Protection
- Intellectual Property
- Freedom of Speech
- Fitness to Study
- Student Complaints
- Academic Appeals
- Attendance
- Student Misconduct
- Academic Misconduct
- Social Media
- Extenuating Circumstances

# PART 1- GENERAL REGULATIONS

## Admission and registration

1. Offers of admission to the School are made in accordance with the Admissions Policy.

2. Students who are admitted to the School must have accepted a formal unconditional offer of a place from the School, and have paid their tuition fees for the year in full prior to the start of their first term of study. Students must register within the first week of term.

3. Any request to record a change of name must be made in writing and supported by appropriate documentary evidence. The School shall not issue revised documents for those who change their names after receiving an award except where there has been an administrative error or following gender reassignment.

4. The School reserves the right to withdraw the registration of students who have failed to disclose relevant information, or who have presented misleading or false information, in applying for a course of study. The School also reserves the right to decline or withdraw the registration of students who do not hold the appropriate immigration status, or who fail to comply with the conditions of their visa.

5. Students may not be registered for more than one award simultaneously.

## Recognition of prior learning

6. Due to the unique nature of its courses, the School cannot offer exemptions from any part of its courses based on credit achieved through previous postgraduate study or through non-academic work experience.

## Fees

7. The fees for each course are published on the course pages of the School's website: https://nfts.co.uk/courses

8. All students are required to pay tuition fees in accordance with the School's Student Fee Policy.

9. Non-payment of fees may result in the School taking legal action to recover the outstanding amounts and students may be suspended from their course until the debt is cleared in full. Additionally, students with unpaid tuition fees will not be permitted to participate in the course graduation event and certificates will be withheld until all tuition fee debts are paid in full. The School will not confirm that an international student has successfully completed their course to the Home Office if they have outstanding fee debt.

10. Students who withdraw from their course after the end of the first term will be liable for the full fees for that year of study. Students who interrupt their studies (for example because of illness) will be liable for their course fees up to the end of the term that the interruption takes effect.

## Change of Course of Study

11. A student may request to transfer to a different course of study within the School. All requests for transfer shall be considered by the Registrar in conjunction with the

relevant Heads of Department or Course Leaders taking into account the student's academic achievement, course entry criteria and availability of places.

**Attendance**

12. Students are expected to attend regularly and punctually and to be present at all seminars, tutorials and other taught sessions as directed by their Head of Department or Course Leader, in accordance with the School's Attendance Policy. Students must obtain written prior approval from their Head of Department or Course Leader for absence from the School for any reason, wherever practicable.

13. In the case of illness, a medical certificate is required after seven continuous days of absence from a course.

14. Students holding a Student visa are required to follow the policy on regular in person attendance set by the Home Office. Curriculum coordinators have to report any unauthorised non-attendance to Registry. A student who fails to attend their course without being granted authorised absence or without producing a medical certificate in accordance with paragraph 13 above may be withdrawn by the School, and their sponsorship will then be withdrawn. This must be reported to the Home Office and will lead to the Student visa being curtailed and the right to stay in the UK revoked.

15. Instances of unauthorised absence or failure to attend will be dealt with under the School's Student Misconduct Policy.

**Interruption of Studies**

16. Students may apply to their Head of Department or Course Leader to take a break from their studies on the following grounds:

    - Financial issues
    - Physical or mental health
    - Personal or family issues
    - Accommodation problems
    - Immigration status matters

17. The Head of Department or Course Leader will decide upon the merits of the application and make a recommendation to the Registrar or their nominee. An interruption of studies is normally restricted to a maximum of one year.

18. Students should contact the Registrar by email no later than one month before their intended date of return to confirm that they are ready to resume their studies on the agreed date. They should also communicate with their Head of Department or Course Leader at this stage about how they should prepare for the resumption of their studies. They may need to prove that they are fit to study, in line with the School's Fitness to Study policy, or meet any other conditions that have been set.

**Withdrawal**

19. Students who wish to withdraw permanently from the School should express this in writing to the Registrar. Students who withdraw permanently will not usually be allowed to return to their course.

20. There may be fee implications for withdrawing from a course, as set out in the

Student Fee Policy.

21. International students on Student visas should be aware that the School will notify the UKVI of their withdrawal or their interruption of studies, in line with its statutory duty. This is likely to affect their entitlement to stay in the UK. Students receiving a loan or funding should inform their funding body or finance source. For students in receipt of Student Finance England funding, the School will notify the body of the suspension.

**Student Conduct**

22. All students of the School are required to conduct themselves in a manner that is responsible and respectful to other people, including students, members of staff, visitors to the School, and members of the public. The School is committed to the fair and equal treatment of all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, race, pregnancy or maternity, religion or belief, or sexual orientation.

23. Any improper activity or behaviour which may give a student an advantage in an assessment is considered to be an act of academic misconduct and unacceptable within the School community. Students are required to take responsibility for the integrity of their work, including asking for clarification where necessary.

24. Any allegations of student misconduct (academic or non-academic) will normally be dealt with in accordance with the Student Misconduct Policy and the Academic Misconduct Procedure.

**Fitness to Study**

25. The School is committed to supporting and responding to student needs and to seeking to ensure a positive student experience which assists students to engage with their studies and with the School community. The School seeks to maintain an enabling environment which is safe and conducive to teaching and learning and the wellbeing of all. There may be instances where a student's health or wellbeing causes the School concern regarding the student's fitness to study on a course, including within a placement, and/or as a member of the School community. Such cases will be dealt with in accordance with the School's Fitness to Study Policy.

**Temporary Suspension of Studies**

26. The School reserves the right to suspend a student from attending the School, and/or from the use of any or parts of its premises, whilst it investigates any alleged misconduct under the Student Misconduct Policy, or when there are serious concerns about a student's fitness to study. This suspension is not a penalty, but a measure taken on the grounds that a student poses a potential risk to themselves or to members of the School community or its premises. The impact on a student and their studies of any suspension should not be more than is necessary to protect the student or others from harm.

# PART 2- ACADEMIC REGULATIONS

## Awards

27. The NFTS may grant awards as set out in its Articles of Association and as approved by the Academic Board.

28. An award is a School qualification granted to a student for successful completion of the requirements as set out in the approved programme specification. The specification states the award title, learning outcomes, and learning and teaching methods and assessment requirements.

## Maximum period of registration

29. The expected and maximum periods of registration, including any agreed periods of interruption of studies or periods of suspension, are set out below:

| Award | Expected period of study | Maximum period of study |
|---|---|---|
| Master of Fine Art | 2 years | 4 years |
| Master of Arts | 12 – 15 months | 24- 30 months |

30. For students on part time courses, the total time a student may take to complete the course is twice the usual course length.

31. If the maximum period of registration has been reached before the student has fulfilled the requirements for the award to which their course leads, the Final Examination Board shall at the next opportunity confirm the withdrawal of the student from the course, consider their eligibility for any intermediate award to which they are entitled, and make recommendations to the Academic Board.

32. Requests for extensions to the maximum period of registration can be made to the Chair of the Academic Board.

## Awards

33. Each postgraduate award has a minimum credit requirement that must be met in full. No condonement or compensation of failed modules is permitted.

| Award | Credit requirement |
|---|---|
| Master of Fine Art | 300 credits at Level 7 |
| Master of Arts | 180 credits at Level 7 |
| Postgraduate Diploma | 120 credits at Level 7 |
| Postgraduate Certificate | 60 credits at Level 7 |

## Assessment

34. Each student shall be assessed in accordance with the published programme specification, the Course Handbook and module outlines. In order to pass any element of assessment, students must demonstrate that they have met the associated learning outcomes.

35. The design and setting of all assessment shall be the responsibility of the Head of Department or Course Leader, who should refer to the School's key attributes, learning outcomes and generic grading criteria when developing methods of assessment for student work.

**Coursework**

36. All coursework, including the Dissertation or Master's Portfolio and Final Year Project, shall be completed by the student in accordance with the requirements published in the approved programme specification and module outline and to the notified deadlines.

37. Where an assessment requires a student to engage in group work, the assessment shall be of each individual student's achievement of the module learning outcomes.

38. A student who fails to submit any required written work by the defined deadline shall be subject to the penalties as defined in the School's Policy for Coursework Submission.

**Examinations**

39. Examination papers shall be held in a secure environment until the time for release to the candidates.

40. The author of an examination paper shall normally be available at the examination venue for immediate consultation before, and for at least the first half-hour of, the examination. The author will remain contactable for the duration of the examination.

41. Examinations shall be supervised. Candidates who fail to comply with the instructions given by the invigilator or who otherwise impede or disturb the examination may be required to leave the examination room. Such a candidate may be subject to disciplinary action under the School's Student Misconduct Policy.

42. A student who does not undertake any required test or examination shall be deemed to have failed the assessment in the absence of accepted extenuating circumstances.

**Students with Additional Needs**

43. Reasonable adjustments will be made where necessary for disabled students or students with long-term medical or mental health conditions. Students should notify their Head of Department or Course Leader or Student Support and Wellbeing in good time of any disabilities that may require reasonable adjustments to be made for the conduct of any assessment. The advice of Student Support and Wellbeing should be sought where this is appropriate.

**Extenuating Circumstances**

44. An extenuating circumstance is a significant event that significantly affects a student's ability to complete an assessed piece of work or project, or prevents a

student from undertaking an assessed piece of work or project altogether. These circumstances should normally be unforeseen and unpreventable.

45. Claims for extenuating circumstances together with evidence should be submitted to the Registrar within five working days after the assessment event or assessment submission deadline to which it relates.

46. An Extenuating Circumstances Panel chaired by the Registrar and comprising of the student's Head of Department or Course Leader and a minimum of two other members shall consider whether a submission for extenuating circumstances should be accepted.

47. Where a claim for extenuating circumstances is accepted, the Chair of the Panel will report to the Final Board of Examiners the work affected and the likely impact on the student's performance. The Board of Examiners will ensure that due account has been taken of the student's situation overall in determining any recommendation for an award.

48. The actions that can be taken by the Final Board of Examiners in respect of accepted extenuating circumstances are as set out in the School's Extenuating Circumstances Procedure.

**Publication of results to students**

49. Students' results are provisional until they have been confirmed at the meeting of the Final Examination Board and will be communicated to students as soon as possible after that meeting.

**Module Passes**

50. To pass a module, a student must undertake the approved assessment for the module and meet all requirements for a pass as specified in the module brief and/or the Course Handbook. Where the module comprises more than one element of assessment, all elements must meet the required standards.

51. Moderation of students' work is carried out by the Head of Department or Course Leader at the next Progress Review following the conclusion of the module.

**Feedback to students**

52. Feedback on all assessed coursework shall usually be provided to students within one month of the conclusion of the module.

**Retrieval of Failure**

53. If a student's work on a module is incomplete or fails to meet the required standard as set out in the module brief and course handbook, they may be invited to resubmit the work on no more than one occasion for re-assessment by an agreed date. Only one re-submission is allowed to ensure students do not fall behind in their course.

**Progression**

54. Student progression decisions are made at a meeting of a Progress Review Panel which the student must attend. The Panel includes the relevant Head of Department and the Director of Curriculum or their nominee. Other course tutors may be involved as appropriate.

55. Students on Master of Fine Art courses will have a Progress Review every six months as detailed in the Course Handbook. By Progress Review Two, students must have satisfactorily met the first year module learning outcomes in order to progress into year two of the course.

56. Students on Master of Arts courses will have an interim Progress Review as detailed in the Course Handbook. Students must have satisfactorily met the module learning outcomes for the first part of the course in order to progress into the second half of the course.

57. Students whose work does not meet the required standard at the date of the Progress Review may be asked to withdraw from the course.

58. Students may use the Academic Appeals Procedure to appeal against the decision of a Progress Review Panel.

**Unsatisfactory Progress**

59. A student whose work or participation in a course is deemed to be unsatisfactory will be given an oral warning by their Head of Department or Course Leader. If the student's work or participation continues to be unsatisfactory, the student will be given a written warning that unless the work improves, they may be asked to withdraw from the course following the next meeting of the Progress Review Panel for that course.

**Final Review**

60. All students must successfully complete a Final Review which takes place at the end of the student's course. The Final Review Panel includes the relevant Head of Department or Course Leader and a Head of Department or Course Leader from another course. The student's progress on the course and their final project is considered, and subject to the student demonstrating satisfactory achievement of the course learning outcomes they are recommended to the Final Board of Examiners for an award.

**Requirements for award of Postgraduate Certificate**

61. To be eligible for the Postgraduate Certificate, a student must:

    a) take and pass modules to a total value of 60 credits at Level 7, and

    b) successfully complete the interim Progress Review.

**Requirements for award of Postgraduate Diploma**

62. To be eligible for the Postgraduate Diploma, a student must:

    a) take and pass modules to a total value of 120 credits at Level 7, and

    b) successfully complete the interim (in the case of a student on an MA course) or second Progress Review (in the case of a student on an MFA course).

**Requirements for award of Master of Arts**

63. To be eligible for the Master of Arts award, a student must:

    a) take and pass all modules as set out in their Course Handbook to a total value of 180

credits at Level 7 including the 50 credit Master's Portfolio, and

b) achieve a Pass overall in each of the learning outcomes set out in the relevant programme specification, and

c) successfully complete the Final Review.

**Requirements for award of Master of Fine Art**

64. To be eligible for the Master of Fine Art award, a student must:

a) take and pass all modules as set out in their Course Handbook to a total value of 300 credits at Level 7 including the 50 credit Dissertation, and
b) achieve a Pass overall in each of the learning outcomes set out in the relevant programme specification, and
c) successfully complete the Final Review.

**Calculation of overall grade**

65. Following successful completion of all modules on their course, a student's overall performance is assessed at a Final Review Panel by the student's Head of Department or Course Leader and an independent Head of Department or Course Leader against the key attributes and learning outcomes as set out in the programme specification and Course Handbook.

66. Students' achievement is graded against each of the key attributes by the Final Review Panel using the generic grading criteria, as set out in Appendix A and an overall grade is determined based on these and their achievement in the dissertation. Students are notified of the overall achievement grade following the meeting of the Final Board of Examiners.

67. If at the Final Review Panel, a student is not considered to have demonstrated that they have fulfilled the learning outcomes for the course and achieved the required standard, they may, at the discretion of the Director of the School, be invited to produce further evidence of their skills and abilities within an agreed timescale. The additional work will be considered by a further Final Review Panel. If the required standard has by that time been met the student will be recommended for the appropriate award otherwise the student will be required to withdraw.

**Industry Reviewer**

68. An Industry Reviewer who is an external industry practitioner and independent from the School is appointed for each course to review student work. The Industry Reviewer will produce a report on each student's produced work. At the end of each year of study, every student will meet with the Industry Reviewer.

69. For students on Master of Fine Art courses the Industry Reviewer's report contributes to the student's end of year Progress Review and the Final Review.

70. For students on Master of Arts courses the Industry Reviewer report contributes to their Final Review.

**Master of Fine Art Dissertations**

71. All students on a Master of Fine Art course must successfully complete a dissertation

which must be between 7,000 and 10,000 words (in the case of a written dissertation) and of 15 to 20 minutes in duration with an accompanying 1000-word research appendix (in the case of a video dissertation).

72. Dissertations are marked twice, once by a subject specialist first supervisor and second marked by a Screen Arts Tutor. An agreed grade will then be reached. Where the assessors cannot reach an agreement, a third internal assessor shall be appointed to moderate the work and shall be provided with both assessors' comments on it. The decision of the third assessor will be final.

73. Students will be awarded one of the following grades using the grade descriptors set out in the Dissertations Handbook:

    - Excellent
    - Very Good
    - Good
    - Pass
    - Fail

74. Students will not receive a percentage mark for the dissertation but will receive two sets of feedback, one from each marker.

75. Students whose dissertations are marked as Fail will be given one further opportunity to revise and resubmit their dissertation for a grade capped at Pass on a date to be agreed with the student. If on resubmission the dissertation still does not achieve a Pass grade, the student will be deemed to have failed.

76. Requests for an extension of time to submit the dissertation should be made in accordance with the School's Coursework Submission Policy.

77. Failure or non-submission of the dissertation will disbar the candidate from consideration for the award of a Master of Fine Art degree.

78. Students must be awarded at least a grade of Good in the dissertation in order to be eligible to be awarded an overall achievement grade of Excellent.

**Master of Arts Master's Portfolio**

79. All students on a Master of Arts course must successfully complete a Master's Portfolio which must be the equivalent of 5,000 - 7,000 words.

80. Master's Portfolios are marked twice, once by a subject specialist first supervisor and second marked by a Screen Arts Tutor. An agreed grade will then be reached. Where the assessors cannot reach an agreement, a third internal assessor shall be appointed to moderate the work and shall be provided with both assessors' comments on it. The decision of the third assessor will be final.

81. Students will be awarded one of the following grades using the grade descriptors set out in the Master's Portfolio Handbook:

    - Excellent
    - Very Good
    - Good

- Pass
- Fail

82. Students will not receive a percentage mark for the Master's Portfolio but will receive two sets of feedback, one from each marker.

83. Students whose Master's Portfolios are marked as Fail will be given one further opportunity to revise and resubmit their Master's Portfolio for a grade capped at Pass on a date to be agreed with the student. If on resubmission the Master's Portfolio still does not achieve a Pass grade, the student will be deemed to have failed.

84. Requests for an extension of time to submit the Master's Portfolio should be made in accordance with the School's Coursework Submission Policy.

85. Failure or non-submission of the Master's Portfolio will disbar the candidate from consideration for the award of a Master of Arts degree.

86. Students must be awarded at least a grade of Good in the Master's Portfolio in order to be eligible to be awarded an overall achievement grade of Excellent.

**Examination Sub-Board and Final Examination Board**

87. All papers giving grades or recommendations or other information about a student's performance shall remain confidential and shall be returned at the end of the meeting.

88. A record of the decisions and/or recommendations of an Examination Sub-Board or Final Examination Board shall be made by the Chair or his/her nominee.

89. The Examination Sub-Board is responsible for the approval of final assessment marks for each student, and for recommending to the Final Examination Board recipients of awards of the School in line with the School's Academic Regulations and approved programme specifications.

90. The Examination Sub-Board shall comprise the School's Director, the Director of Curriculum, all Heads of Departments and Course Leaders. The School's Director (or their nominee) shall act as Chair of the Examination Sub-Board.

91. The Final Examination Board is responsible to the Academic Board for decisions to be taken about the academic performance and progression of students, including recommendations for awards and their classification in accordance with the School's Academic Regulations and approved programme specifications.

92. The Final Examination Board shall comprise the School's Director, the Director of Curriculum, all Heads of Department, Course Leaders, the Registrar, the Quality Assurance Manager and the External Examiners. The School's Director (or their nominee) shall act as Chair of Final Examination Board.

93. Where an External Examiner is unable to attend a scheduled meeting of the Final Examination Board, the Chair may, subject to the agreement of the External Examiner concerned, allow the meeting to proceed provided that full moderation of the assessments by the External Examiner has taken place.

94. Having considered each student's eligibility to be recommended for an award, the

Final Examination Board shall determine one of the following actions:

a) that the student has satisfactorily completed the course in accordance with the requirements for it and may be considered for an award;

b) that a decision regarding the completion of the course should be deferred because the student is permitted a further assessment opportunity due to accepted extenuating circumstances;

c) that the student has not satisfactorily completed the course and is not entitled to reassessment but may be considered for another award for which they fulfil the requirements;

d) that, due to extenuating circumstances, the student fulfils the requirements for an aegrotat award;

e) that the student has not satisfactorily completed the course and is not entitled to reassessment and shall be withdrawn from the course.

95. Decisions of the Final Examination Board constitute the recommendations to the Academic Board for awards and shall be recorded by the Quality Assurance Manager. This list shall be the definitive record against which results are entered into the Student Record, and notified to students.

96. A record of the meeting shall be given to the Chair of the Final Examination Board and must be presented to members at the next meeting.

97. Recommendations to the Academic Board may normally only be made at a meeting of the Final Examination Board, but the Final Examination Board may empower the Chair in consultation with the External Examiners to take such action as he/she sees fit at a later date when decisions are deferred.

98. Where a student is eligible for an intermediate award, the decision to make such a recommendation to the Academic Board may, if no meeting of the Final Examination Board is scheduled within a reasonable time, be made by the Chair of the Final Examination Board and reported to the next meeting of the Final Examination Board.

**Academic Appeals**

99. Students may use the Academic Appeals Procedure to appeal against the decision of the Final Examination Board.

**External Examiners**

100. The School shall appoint External Examiners for any course leading to the award of the School in accordance with its published External Examiners Policy and Procedure.

**Aegrotat Awards**

101. Students who are unable to complete their course due to ill-health may be considered for an aegrotat award.

102. Aegrotat awards may be made by the Academic Board on the recommendation of the Examination Sub-Board and the Final Examination Board.

103. In order to be considered for an aegrotat award, the Final Examination Board will consider the body of work which has been completed together with records of the student's performance and progress during the course of study. The Final

Examination Board shall determine whether the evidence demonstrates that the student would have been likely to have reached a standard qualifying them for the appropriate award under normal circumstances.

104. If, on the recommendation of the Final Examination Board, the aegrotat award is conferred upon a student by the Academic Board, he or she will not be eligible thereafter to re-enter for examination for the award.

105. An aegrotat award does not carry an overall achievement grade.

**Readmission**

106. If a student is withdrawn from a course for any reason, readmission to the School at a future date is at the discretion of the School's Director in consultation with the Head of Department or Course Leader in which the applicant wishes to study. The applicant's previous academic record will be taken into account.

**Revocation of Degrees**

107. Where information is provided that an award was made in contravention of the regulations in force at the time, or where an award is found to have been obtained by fraud or deception, then the Registrar may apply to the Academic Board to have that award revoked.

108. All cases shall be considered on a case-by-case basis by the Academic Board.

**Approved by the Academic Board September 2026**

**NFTS Grading Criteria**

**APPENDIX A - Level 7 Generic Grading Criteria**

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
|---|---|---|---|---|---|---|
| **Excellent** | The student's work is outstandingly accomplished. A full range of exceptional practical skills have been demonstrated;<br>Discipline-specific practical skills are refined and accurate;<br>Outcomes are very close to or indistinguishable from professional work;<br>Techniques of making and/or sharing stories are understood and practised to an exceptional degree. | The student's work is frequently innovative, displaying imaginative approaches to disciplinary practice;<br>Ideas exhibit originality and are translated into practice with exceptional skill;<br>Creative risks are frequently taken in the student's practice, which displays an avoidance of 'safe' or obvious strategies. | The student demonstrates an exceptional ability to evaluate their own work and that of others;<br>Problem solving and planning skills are evident to an exceptional degree;<br>Theories, concepts and principles relating to their discipline are understood in depth;<br>The knowledge of their discipline, and understanding of the position of their own work within it, is exceptional. | Communication skills are evident to an exceptional level.<br>Written and verbal communication is pitched appropriately and conveys intentions and wishes without ambiguity;<br>Communication is characterised by an exceptional degree of integrity, honesty and consistency;<br>Creative decisions are persuasively justified with reference to evidence;<br>Feedback given to others is thoughtful, well-considered, clear and respectful;<br>Feedback from others is considered, acknowledged and responded to constructively;<br>All communication is accurate, fluent and sophisticated; | Team work is characterised by an exceptional degree of collegiality and respect for all involved;<br>Responses to problems and difficulties are characterised by maturity and sophistication – setbacks are managed, and an exceptional ability to manage them is evident;<br>The student demonstrates the confidence to contribute to decision-making processes with authority, and has the emotional intelligence to assess the extent to which their position should be defended;<br>Personal responsibility is exceptional – the | Professional responsibility is understood and practised to an exceptional degree:<br>The student's understanding of their professional field is exceptional, underpinned by knowledge of the past, present and possible future developments in their discipline;<br>There is evidence of a very high level of independence in researching particular career paths and their implications;<br>Professional contacts are identified, approached and maintained with independence and discernment;<br>The student's professional profile is dynamic, engaging, accurate, regularly |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
|---|---|---|---|---|---|---|
| | | | | Differences of opinion are managed skilfully and respectfully. | student manages their goals, resources and time with outstanding independence and efficiency, responding to changing circumstances swiftly and skilfully; Reflection on personal responsibility is evident to an exceptional level – the student is able to acknowledge their strengths and weaknesses, to admit to failures, and to identify and follow through personal development strategies with exceptional focus and purpose. | maintained, and pitched with sophistication; The notion of 'professionalism' in the student's field is understood in depth, communicated with clarity, and practised with great skill. |
| **Very Good** | The student's work is accomplished. A full range of very good practical skills have been demonstrated; Discipline-specific practical skills are accurate; Outcomes | The student's work is often innovative, displaying imaginative approaches to disciplinary practice; Ideas exhibit some originality and are | The student demonstrates a very good ability to evaluate their own work and that of others; Problem solving and planning skills are | Communication skills are evident to very good level. Written and verbal communication is pitched appropriately and conveys intentions and wishes | Team work is characterised by high degree of collegiality and respect for all involved; Responses to problems and difficulties are | Professional responsibility is understood and practised to high degree: The student's understanding of their professional |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
|---|---|---|---|---|---|---|
| | are close to professional work;<br>Techniques of making and/or sharing stories are understood and practised to a very good degree. | translated into practice with skill;<br>Creative risks are often taken in the student's practice, in which 'safe' or obvious strategies are frequently avoided. | evident to a very high degree;<br>Theories, concepts and principles relating to their discipline are understood in some depth;<br>The knowledge of their discipline, and understanding of the position of their own work within it, is very good. | with a high degree of clarity;<br>Communication is characterised by a high degree of integrity, honesty and consistency;<br>Creative decisions are convincingly justified with reference to evidence;<br>Feedback given to others is well-considered, clear and respectful;<br>Feedback from others, is listened to, acknowledged and built upon.<br>All communication is accurate and fluent;<br>Differences of opinion are managed respectfully. | characterised by maturity – setbacks are managed, and a very good ability to manage them is evident;<br>The student has the confidence to contribute to decision-making processes with some authority, and frequently demonstrates the emotional intelligence to assess the extent to which their position should be defended;<br>Personal responsibility is very good – the student manages their goals, resources and time with independence and efficiency, responding to changing circumstances skilfully;<br>Reflection on personal responsibility is evident to high degree – the student | field is very good, underpinned by knowledge of the past, present and possible future developments in their discipline;<br>There is evidence of a high level of independence in researching particular career paths and their implications;<br>Professional contacts are identified, approached and maintained independently;<br>The student's professional profile is accurate, regularly maintained, and appropriately pitched;<br>The notion of 'professionalism' in the student's field is understood very well, communicated with clarity, and practised effectively. |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
|---|---|---|---|---|---|---|
| | | | | | is able to acknowledge their strengths and weaknesses, to admit to failures, and to identify and follow through personal development strategies systematically. | |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
|---|---|---|---|---|---|---|
| **Good** | The student's work is effective. A range of good practical skills have been demonstrated; Discipline-specific practical skills are accurate; Outcomes are sometimes close to professional work; Techniques of making and/or sharing stories are understood and practised to a good degree. | The student's work is sometimes innovative, displaying imaginative approaches to disciplinary practice; Ideas have some original dimensions and are translated into practice effectively; Creative risks are sometimes taken in the student's practice, in which 'safe' or obvious strategies are often avoided. | The student demonstrates a good ability to evaluate their own work and that of others; Problem solving and planning skills are effective; Theories, concepts and principles relating to their discipline are understood; The knowledge of their discipline, and understanding of the position of their own work within it, is good. | Communication skills are evident to good level. Written and verbal communication is pitched appropriately and conveys intentions and wishes with effective clarity; Communication is characterised by an effective degree of integrity, honesty and consistency; Creative decisions are effectively justified with reference to evidence; Feedback given to others is well-considered, clear and respectful; Feedback from others, is listened to, and responded to appropriately. All communication is accurate; Differences of opinion are managed respectfully. | Team work is characterised by effective collegiality and respect for all involved; Responses to problems and difficulties are characterised by maturity – setbacks are managed, and a good ability to manage them is evident; The student has the confidence to contribute to decision-making processes and generally demonstrates the emotional intelligence to assess the extent to which their position should be defended; Personal responsibility is good – the student manages their goals, resources and time with independence and efficiency, responding to changing | Professional responsibility is understood and practised effectively: The student's understanding of their professional field is good, underpinned by knowledge of the past, present and possible future developments in their discipline; There is evidence of independence in researching particular career paths and their implications; Professional contacts are identified, approached and maintained independently; The student's professional profile is accurate, regularly maintained, and generally effective; The notion of 'professionalism' in the student's field is understood, communicated with |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
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| | | | | | circumstances effectively;<br>Reflection on personal responsibility is evident – the student is able to acknowledge their strengths and weaknesses, to admit to failures, and to identify and follow through personal development strategies effectively. | some clarity, and practised effectively. |
| **Pass** | The student's work is generally effective. A range of practical skills have been demonstrated;<br>Discipline-specific practical skills are | The student's work is occasionally innovative, displaying imaginative approaches to disciplinary practice; | The student demonstrates an ability to evaluate their own work and that of others; | Communication skills are generally effective. Written and verbal communication is pitched appropriately and conveys | Team work is characterised by collegiality and respect for all involved;<br>Responses to problems and | Professional responsibility is understood and practised with some consistency;<br>The student's understanding of |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
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| | accurate; Outcomes are informed by professional work; Techniques of making and/or sharing stories are understood and practised with some consistency. | Ideas have some original dimensions and are translated into practice; Creative risks are occasionally taken in the student's practice, in which 'safe' or obvious strategies are sometimes avoided. | Problem solving and planning skills are evident; Theories, concepts and principles relating to their discipline are understood; The knowledge of their discipline, and understanding of the position of their own work within it, is sufficient. | intentions and wishes with some clarity; Communication is characterised by a degree of integrity, honesty and consistency; Creative decisions are justified with reference to evidence; Feedback given to others is clear and respectful; Feedback from others is acknowledged respectfully; All communication is accurate; Differences of opinion are handled respectfully. | difficulties are effective – setbacks are managed, and an ability to manage them is evident; The student has the confidence to contribute to decision-making processes and sometimes demonstrates the emotional intelligence to assess the extent to which their position should be defended; Personal responsibility is evident – the student manages their goals, resources and time with independence, responding to changing circumstances; Reflection on personal responsibility is sometimes evident – the student is able to acknowledge their strengths and weaknesses, to admit to failures, and to | their professional field is sufficient, underpinned by knowledge of the past, present and possible future developments in their discipline; There is some evidence of independence in researching particular career paths and their implications; Professional contacts are identified, approached and maintained; The student's professional profile is accurate and regularly maintained; The notion of 'professionalism' in the student's field is understood, communicated, and practised to an adequate degree. |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
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| | | | | | identify and follow through personal development strategies. | |
| **Fail** | The student's work is generally flawed. A limited range of practical skills have been demonstrated but not sufficiently to meet the pass threshold; Discipline-specific practical skills lack accuracy; Outcomes show little awareness of professional work; Techniques of making and/or sharing stories show little evidence of understanding and are practised inconsistently. | The student's work lacks innovation, displaying few imaginative approaches to disciplinary practice; Ideas lack originality; Creative risks are rarely taken in the student's practice, in which 'safe' or obvious strategies predominate. | The student demonstrates little ability to evaluate their own work and that of others; Problem solving and planning skills are basic; There is little understanding of theories, concepts and principles relating to their discipline; The knowledge of their discipline, and understanding of the position of their own work within it, is inadequate. | Communication skills are basic. Written and verbal communication is rarely pitched appropriately, and intentions and wishes lack clarity; Communication lacks integrity, honesty and consistency; Creative decisions are rarely justified with reference to evidence; Feedback given to others lacks clarity and may not be respectful; Feedback from others is rarely acknowledged respectfully; Communication is often inaccurate; Differences of opinion are rarely handled respectfully. | Team work is rarely characterised by collegiality and respect for all involved; Responses to problems and difficulties are ineffective – setbacks are managed poorly, and there is little evidence of ability to manage them; The student has little confidence to contribute to decision-making processes and rarely demonstrates the emotional intelligence to assess the extent to which their position should be defended; Personal responsibility is lacking – the student manages their goals, resources and time poorly – there is little evidence of | Professional responsibility is not understood fully nor practised with any consistency; The student's understanding of their professional field is basic – there is little knowledge of the past, present and possible future developments in their discipline; There is very little evidence of independence in researching particular career paths and their implications; Professional contacts are poorly identified, approached and maintained; The student's professional profile lacks accuracy and regular maintenance; The notion of 'professionalism' in |

| Grade | Practical skills | Creativity and innovation | Knowledge and understanding | Communication | Personal development | Professionalism |
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| | | | | | independence and responsiveness to changing circumstances; Reflection on personal responsibility is rarely evident – the student is generally unable to acknowledge their strengths and weaknesses, to admit to failures, and to identify and follow through personal development strategies. | the student's field is poorly understood, communicated, and practised. |

**Appendix B- MFA Dissertation Grading Criteria**

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| Excellent | Outstanding work. The topic has been well-chosen and the approach is original. The value of the research is evident and makes a significant contribution in its field. The research process has been carried out meticulously and ethically, and the quality of analysis is deep and sophisticated. There is an exceptional level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce original insights. The quality of communication is exceptional, pitched appropriately, structured logically, and characterised by persuasive arguments. Personal reflection is sophisticated. Academic integrity is evident to an excellent degree – all arguments are supported with evidence and all sources are fully referenced. The presentation of the dissertation, whether written or video, is excellent in terms of appearance, format, and clarity. |
| Very Good | Accomplished work. The topic has been well-chosen and the approach is distinctive. The value of the research is evident and makes a contribution in its field. The research process has been carried out rigorously and ethically, and the quality of analysis has depth. There is a high level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce useful insights. The quality of communication is very good, pitched appropriately, well-structured, and characterised by convincing arguments. Personal reflection is highly developed. Academic integrity is evident to high degree – most arguments are supported with evidence and sources are fully referenced. The presentation of the dissertation, whether written or video, is very good in terms of appearance, format, and clarity. |

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| Good | Competent work. The topic has been well-defined and the approach is effective. The value of the research is evident and makes some contribution to its field. The research process has been carried out systematically and ethically, and the quality of analysis has some depth. There is a good level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce insights. The quality of communication is good, pitched appropriately, structured clearly, and characterised by solid arguments. Personal reflection is good, but sometimes superficial. Academic integrity is evident to good degree – arguments are generally supported with evidence and sources are mostly referenced. The presentation of the dissertation, whether written or video, is good in terms of appearance, format, and clarity. |
| Pass | Adequate work. The topic is clearly described and the approach is generally effective. The value of the research is generally evident and makes a minimal contribution to its field. A research process has been carried out ethically, and the quality of analysis has some depth but may be superficial in places. There is an adequate level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce some insights. The quality of communication is effective, generally pitched appropriately with a discernible structure and clear arguments. Personal reflection is evident, but tends to be superficial. Academic integrity is adequate – some arguments are supported by evidence and references are provided for key sources. The presentation of the dissertation, whether written or video, is acceptable in terms of appearance, format, and clarity. |
| Fail | Inadequate work. The topic is not well defined and its value may be unclear. There is little evidence of a process of investigation and/or ethical awareness, and the work is predominantly |

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| | descriptive with little reference to or application of theories, concepts, contexts and principles. The quality of communication is weak, the work may be below the minimum word limit or length, and there may be limited evidence of academic integrity. There is little evidence of personal reflection. The presentation of the dissertation, whether written or video, is flawed in terms of, appearance, format, and clarity. |

**Appendix C- Master's Portfolio Grading Criteria**

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| **Excellent** | **Outstanding work**. The reflection on your creative and professional development is sophisticated and the use of evidence is original. The value of the work is evident and makes an excellent contribution to understanding your discipline. The process has been carried out meticulously and ethically, and the quality of analysis is deep and sophisticated. There is an exceptional level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce original insights. The quality of communication is exceptional, pitched appropriately, structured logically, and characterised by persuasive arguments. Academic integrity is evident to an excellent degree – all statements are supported with evidence and all sources are fully referenced. The presentation of the Master's Portfolio, whether written or in the form of a blog, is excellent in terms of appearance, format, and clarity. |
| **Very Good** | **Accomplished work.** The reflection on your creative and professional development is highly developed and the use of evidence is distinctive. The value of the work is evident and makes a significant contribution to understanding your discipline. The process has been carried out |

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| | rigorously and ethically, and the quality of analysis has depth. There is a high level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce useful insights. The quality of communication is very good, pitched appropriately, well-structured, and characterised by convincing arguments. Academic integrity is evident to high degree – most arguments are supported with evidence and sources are fully referenced. The presentation of the Master's Portfolio, whether written or in the form of a blog is very good in terms of appearance, format, and clarity. |
| **Good** | **Competent work.** The reflection on your creative and professional development is good and the use of evidence is effective. The value of the work is evident and makes a good contribution to understanding your discipline. The process has been carried out systematically and ethically, and the quality of analysis has some depth. There is a good level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce insights. The quality of communication is good, pitched appropriately, structured clearly, and characterised by solid arguments. Academic integrity is evident to good degree – arguments are generally supported with evidence and sources are mostly referenced. The presentation of the Master's Portfolio, whether written or in the form of a blog, is good in terms of appearance, format, and clarity. |
| **Pass** | **Adequate work.** The reflection on your creative and professional development is basic and the use of evidence is generally effective. The value of the process is evident at a basic level and makes some contribution to understanding your discipline. The process has been carried out ethically, and the quality of analysis has occasional depth but may be superficial in places. There is an adequate level of critical engagement with theories, concepts, contexts and principles, which are applied in order to produce some insights. The quality of communication is basically effective, generally pitched appropriately with a discernible structure and clear arguments.. Academic integrity is adequate – some arguments are supported by evidence and references are provided for key sources. The presentation of the |

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| | Master's Portfolio, whether written or in the form of a blog, is acceptable in terms of appearance, format, and clarity. |
| **Fail** | **Inadequate work.** The reflection on your creative and professional development lacks depth and its value may be unclear. There is little evidence of a process of critical reflection and/or ethical awareness, and the work is predominantly descriptive with little reference to, or application of, theories, concepts, contexts and principles. The quality of communication is weak, the work may be below the minimum word limit or length, and there may be limited evidence of academic integrity. The presentation of the Master's Portfolio, whether written or in the form of a blog, is flawed in terms of, appearance, format, and clarity. |