

LFA Procedure 5.2

Student Feedback

1. Introduction

This procedure looks at

- the ways London Film Academy (LFA) seeks feedback from students
- the ways LFA provides feedback to students.

2. Feedback from students

There are a number of ways in which LFA seeks feedback from students.

2.1 Staff/Student Liaison Committee

The LFA Student/Staff Liaison Committee (SSLC) provides a forum for the discussion of student issues which may arise in relation to academic and support services. The committee's purpose is to strengthen communication between staff and students and to identify matters which need to be brought to the attention of the Senior Management Committee (SMC).

The terms of reference of the committee are set out in *LFA Procedure 1.2 Boards and committees: terms of reference*. The committee provides a convenient and efficient means of receiving and considering feedback from students.

2.2 Course Committees

There are student representatives on Course Committees, providing an opportunity for feedback from the student body upon each course to be considered and discussed. The terms of reference of the committee are set out in *LFA Procedure 1.2 Boards and committees: terms of reference*.

2.3 Academic Board

One or two student representatives are invited to serve on the Academic Board, providing an opportunity for broader student feedback upon LFA's academic arrangements to be presented and considered. The terms of reference of the committee are set out in *LFA Procedure 1.2 Boards and committees: terms of reference*.

2.4 Board of Governance

The Chair of the Student Council has the important role of representing the interests and concerns of the student body to the LFA Governance Board and of ensuring that such concerns receive appropriate consideration by the Board. The terms of reference of the Governance Board are set out in *LFA Procedure 1.2 Boards and committees: terms of reference*.



2.5 Evaluation of enrolment and induction

At around six weeks into the beginning of a student's course, LFA will set up a one-to-one meeting to enable the student to comment upon the effectiveness of the enrolment and induction processes and whether the course is meeting the student's expectations.

2.6 Evaluation of modules and of course overall

Formal opportunities are provided, by means of questionnaires, for students to comment upon and evaluate individual modules and their completed courses.

2.7 Evaluation of whole course

At end of a course students are expected to complete an exit questionnaire where they can provide feedback on the course as a whole.

2.8 National Student Survey

An independent evaluation of the course is conducted by the National Student Survey for BA students only. These are conducted in the final year of the student's time on the course and 18 months after graduation. This information is published on the LFA website for perspective students to view.

2.9 Focus Groups

These are convened as a means of seeking, determining and considering student views whenever a significant issue arises.

3. Feedback to students

There are a number of ways in which LFA provides feedback to students.

3.1 Staff/Student Liaison Committee

As noted in Section 2, this committee receives and considers feedback from students but it also provides a convenient and efficient means of transmitting and discussing LFA feedback to the overall student body.

3.2 Assessment feedback and tutorials

At the start of each academic year students should be informed of the feedback opportunities available in that year and the main goals of feedback at that stage in their studies. Information must be provided in programme handbooks and course materials to inform students of the mechanisms by which they will receive feedback and the forms it will take for both formative and, where appropriate, summative work. At the start of each module, the teacher should explain how and when feedback will be provided. Students should also be given clear information on the assessment and grading process.

A range of academic, practical and personal feedback is provided to students by means of LFA's tutorial system, which is described in [LFA Procedure 5.5 - Course and Technical Support](#).



Written assessment feedback provides a critical review of students' strengths and weaknesses based upon assessment (both formative and summative) of work during their course.

Assessment feedback is required to be:

- timely
- personal (to allow individual students to reflect upon performance)
- constructive (building upon strengths and indicating ways to improve)
- detailed (providing enough information to show clearly how the assessment decision has been made)
- developmental (enabling students to move ahead on the basis of what has been learned).

3.4 Focus Groups

LFA convenes Focus Groups on an occasional ad hoc basis, for the purpose of informing the student body about a particular approach or issue. An example of this was the Focus Group organised to set out LFA's approach to Covid 19.

3.5 Outcomes from LFA committees

All LFA committees and boards have formal minutes which record action points for review at the next meeting. Student representatives are invited to participate as members of the Student-Staff Liaison Committee, Academic Board and Course Committees, so the student body is informed of the outcomes of these meetings through its representatives.

3.6 Outcomes from the Board of Governance

Governance Board members may attend the Student-Staff Liaison Committee meetings to ensure that the student body will be well informed, via the representative, about strategic issues considered by the Governance Board

3.7 Career/employment support to students

LFA arranges careers meetings with each student and where possible a follow up meeting six months after students leave, when the course team complete their Annual Course Review or Continual Monitoring Report.

