



QUALITY ASSURANCE & ENHANCEMENT (QAE) HANDBOOK V9.0



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1. INTRODUCTION

1.1 LONDON FILM ACADEMY

The London Film Academy (LFA) is an exciting and innovative venture in practical film training based in the hub of one of the world's leading film capitals. LFA runs professional-standard practical training in all the key areas of filmmaking with tutors who are freelance working professionals.

LFA is producing a new generation of filmmakers meeting the industry demand for individuals who are multi-skilled, collaborative and innovative. LFA graduates have successfully entered the film and television industry with an unparalleled breadth of experience and specialised knowledge, proving they have a unique advantage over those graduates who have focused knowledge in only one area. The LFA's commitment to teaching a wider range of practical skills, working on both film and digital mediums, allows students to find their creative voices whilst also enhancing their chances of making a living and forging a successful career in this field.

In addition to gaining employment, LFA graduates also find themselves with the appropriate set of practical, academic and transferable skills that enables advancement on to higher level studies. Previous Diploma graduates, depending on their prior background, have progressed with or without credit transfer to a masters degree, occasionally they have progressed into the second/third year of an undergraduate degree. In 2018 LFA launched its first 2-year fast track BA (Hons) Filmmaking.

The London Film Academy is a private Higher Education Alternative Provider that offers a variety of Diploma courses for students undertaking qualifications equivalent to those at RQF 7 and a BA (Hons) Filmmaking at RQF level 6.. The Academy's higher education provision has been reviewed by a number of universities and agreements secured recognising progression and/or articulation. Current collaborative partners include University of Derby and University of Hertfordshire.

This Quality Assurance and Enhancement Handbook provides guidance on the academic structures, policies and regulatory frameworks that have been developed by the Academy to maintain academic standards and enhance the quality of students' learning experiences in all courses operating across the institution.

In addition to the QAE handbook, all staff, tutors and students are advised to review regulations and procedures published within general Student Handbook and courses specific guidelines, as individual courses may have course-specific procedures and regulations that have been approved by an external body or agency.

LFA course design, delivery, assessment and review has been guided by reference to The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), Regulated Qualifications Framework (RQF), and the QAA UK Quality Code for Higher Education, Subject Benchmarks Statements, Qualifications and Credit Framework.

NB LFA Staff do not include tutors:

LFA Staff = LFA employees (mainly administrative roles)

LFA tutors = freelance teachers (working professionals)



1.2 VISION AND PRINCIPLES FOR QUALITY ASSURANCE AND ENHANCEMENT

In order to achieve our vision for providing Quality Education for ALL, the LFA has established a system of quality assurance and enhancement processes and procedures. Underlying these, however, is a set of principles that informs our approach. Clear understanding and acceptance of these principles by all staff members will ensure that our quality assurance and enhancement system works effectively.

- We aim to assure and enhance the quality of the student's learning experience

The focus of our approach to quality assurance and enhancement extends much further than the maintenance of academic standards. We aim to enhance as well as to assure the quality of the students' learning experiences whilst they are studying at LFA. In this context, we recognise the fact that all areas of the Academy's operations impact significantly upon the quality of that experience and are likely to influence students' future prospects for success in the world of work.

- All staff members and tutors are responsible for quality

Quality is the responsibility of every staff member and tutor. Everyone has a contribution to make. In order for this approach to be successful, clear lines of responsibility have been established. Within the structure, adequate support at all levels must be provided to enable staff to achieve their quality objectives.

- We aim to improve quality standards at all levels across the Academy

We aim to provide students with the best possible experience on all of our courses, within the constraints of the resources available. We also aim to foster quality improvement in academic delivery and in the provision of all support services.

- We are committed to the principles of internal and external peer involvement in assuring and enhancing the quality of our academic provision

We recognise that assuring and enhancing the internal quality our systems requires the constant re-examination of our own approaches and comparing those against ideas put forward by our peers, as well as external reference points established by recognised external bodies: in particular, benchmark standards set out by the QAA in the UK Quality Code for Higher Education and the quality standards established by our external partners. By so doing, we develop the rigour of our internal quality processes and demonstrate accountability to external bodies.

- We take the views of our students into account

We recognise that students can make a valuable contribution to the assurance and assessment of quality within LFA. We are therefore committed to seeking the views of our students and using the feedback gained to improve the quality of their experience.

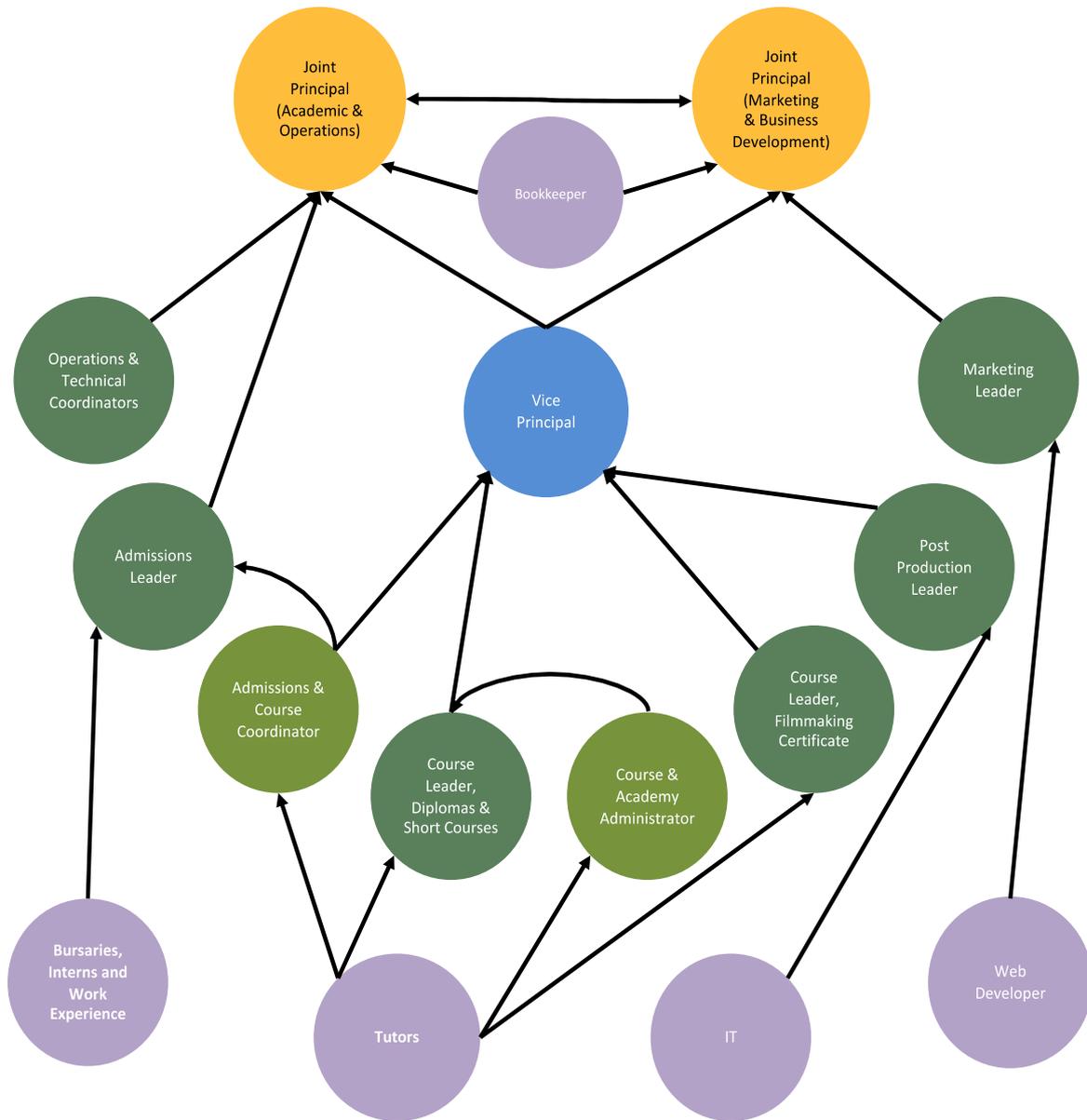


2. KEY STAFF AND COMMITTEE STRUCTURES

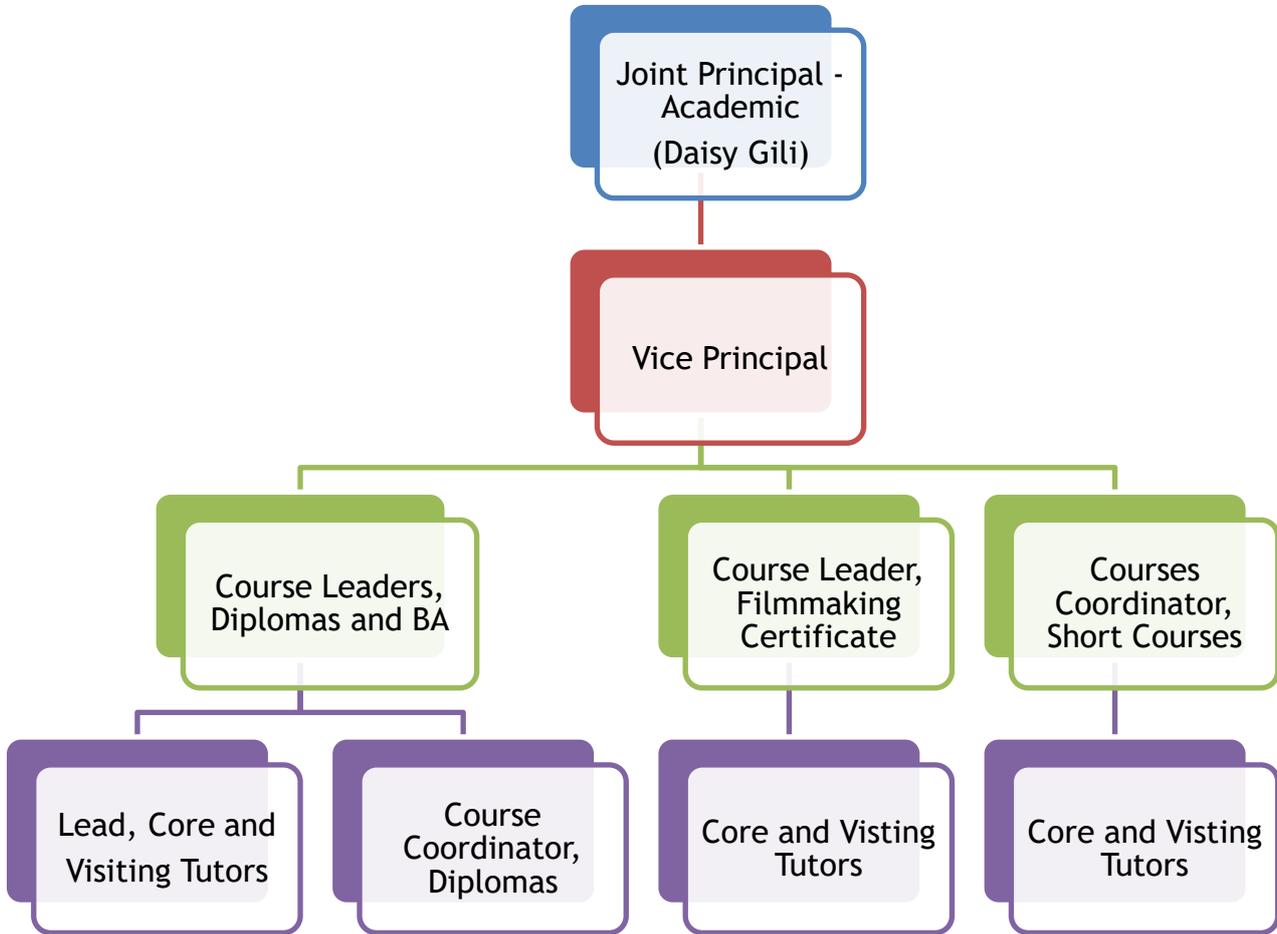
2.1 LFA MANAGEMENT STRUCTURE



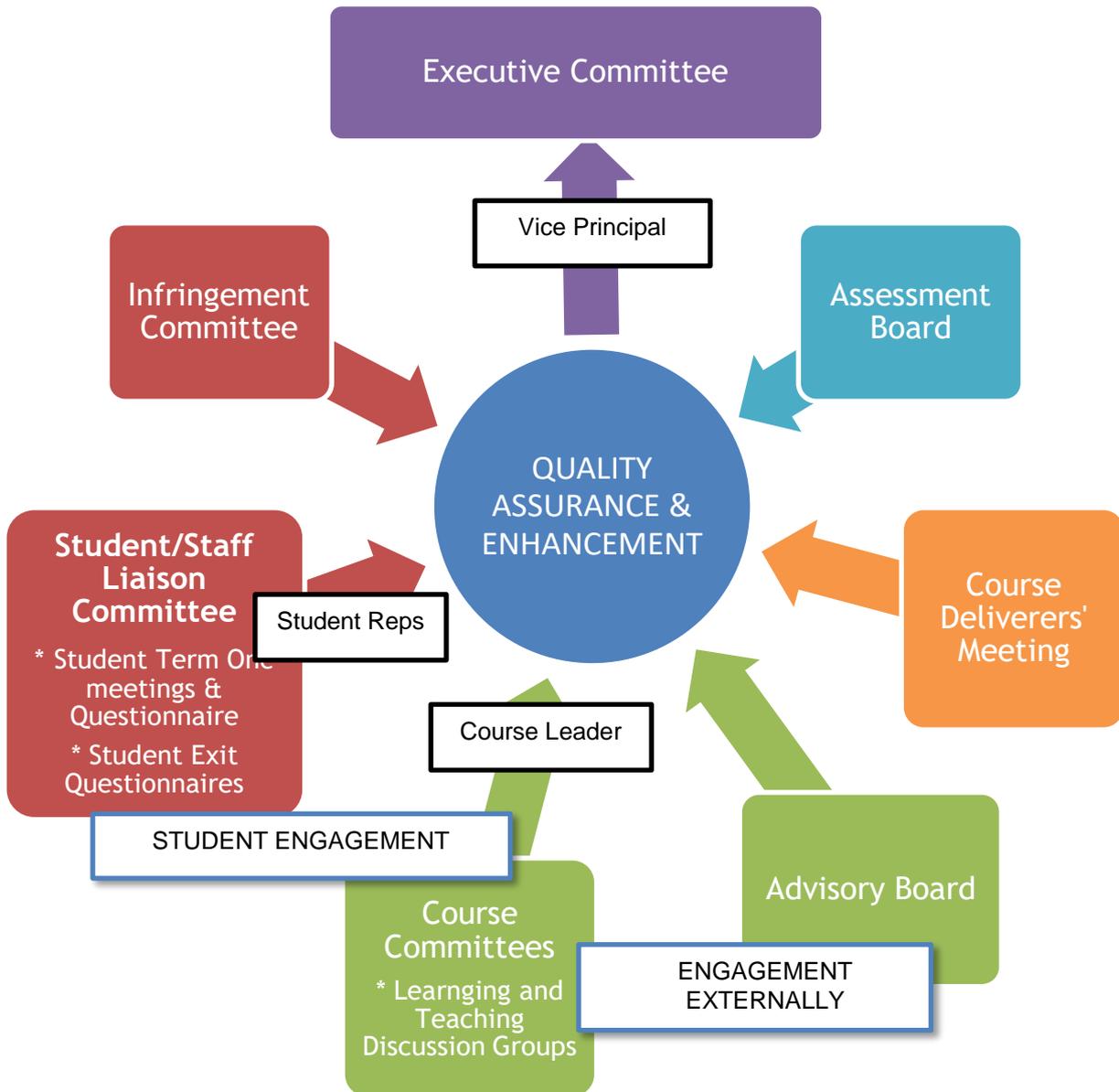
LONDON FILM ACADEMY STAFF STRUCTURE



2.2 ACADEMIC OPERATIONS MANAGEMENT STRUCTURE



2.3 ASSURING & ENHANCING ACADEMIC QUALITY - LFA BOARD & COMMITTEE STRUCTURE



2.4 SETTING & MAINTAINING ACADEMIC STANDARDS – QAA QUALITY CODE MAPPING



Note: A1 and B1-10 refer to Quality Assurance Agency Quality Code (External Reference)
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/QUALITY-CODE/Pages/default.aspx>
 See Appendix 2 – QAA Quality Code Mapping - for more details



FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

The Framework for Higher Education Qualifications (FHEQ) describes the achievement represented by higher education qualifications. It applies to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers. The LFA, although it does not have degree awarding powers, also references the FHEQ in the assurance processes of its own academic standards.

The main purpose of the FHEQ is to provide public assurance that qualifications bearing similar titles represent similar levels of achievement and to help students and employers understand the meaning and level of qualifications.

It is an important reference point for all higher education providers and has been written to assist in the maintenance of academic standards; to inform international comparability of academic standards, especially in the European context; to ensure international competitiveness; and to facilitate student and graduate mobility.

It also provides a broad benchmark or reference point for institutions, course teams and external examiners as to the kind of attainment which should be expected in students exiting an award. Full details can be found on the QAA webpage:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

In the development of new courses or review of existing ones, the LFA Joint Principals in consultation with the Course Leaders will ensure that the overall programme learning outcomes and also those of each individual module map onto the FHEQ level descriptors for the award (or equivalent level) which they are delivering.

The Academy has produced proforma templates to assist in this process that have standardised the content and format when writing both Programme Specifications and Module Descriptors.

Furthermore, in developing a course's assessment strategy, processes are in place to ensure that the assessment requirements of a course adequately demonstrate that it meets the appropriate level descriptor in the FHEQ. Typically, when designing a Programme Specification, a grid mapping learning outcomes and where they are assessed against each module within the course, ensures this. This is then further extended within the Module Descriptors where the assessment of learning outcomes is contextualised.

FHEQ LEVEL	LFA COURSE/QUALIFICATION
FHEQ Level 4 (Certificate)	Short courses and certificates (TBC)
FHEQ Level 5 (Diploma)	Short courses and certificates (TBC)
FHEQ Level 6 (Honours)	BA (Hons) Filmmaking
FHEQ Level 7 (e.g. MA, MSc)	LFA Filmmaking Diploma LFA Screenwriting Diploma LFA Feature Film Development Lab (TBC)
FHEQ Level 8 (e.g. PhD)	N/A

THE APPLICATION OF THE UK QUALITY CODE AT THE LONDON FILM ACADEMY

Quality Code

The UK Quality Code for Higher Education (the **Quality Code**) sets out the **Expectations** that all providers of UK higher education are required to meet.

The Quality Code gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide. Providers use it to design their respective policies for maintaining academic standards and quality.

Academic standards at the London Film Academy are managed through the adherence to institutional policies and procedures, a series of committees and observance of the Quality Code. Reference to the



Quality Code guides all aspects of the LFA's management of academic standards and activity with regards to the management and enhancement of the learning opportunities available to its students.

Course design is guided by reference to subject benchmark statements, the FHEQ level descriptors, notes on writing the programme specification and the Quality Code in general. Policies on Admissions, Assessment, External Examining and Course Monitoring & Review assure academic standards are managed effectively and improvements achieved through the internal verification process and input from external examiners, external audits and an industry advisory board.

Programme Specifications

Programme Specifications are the sets of information that an institution provides about its courses. Each specification clarifies what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific course. It also provides details of teaching and learning methods, assessment and subsequent career opportunities, and sets out how the course relates to the qualifications framework and subject benchmarks. This information allows prospective students to make comparisons and informed choices about the courses they wish to study and provides useful guidance for recruiters of graduates.

In accordance with the QAA's guidance, the Academy has now produced a common template for its programme specifications following detailed discussions with its university partners in 2012 and 2013. Standardised templates for Module Descriptors have been introduced to ensure consistency across the institution and ease of reference for external agencies and bodies when conducting audits/inspections.

Subject Benchmark Statements

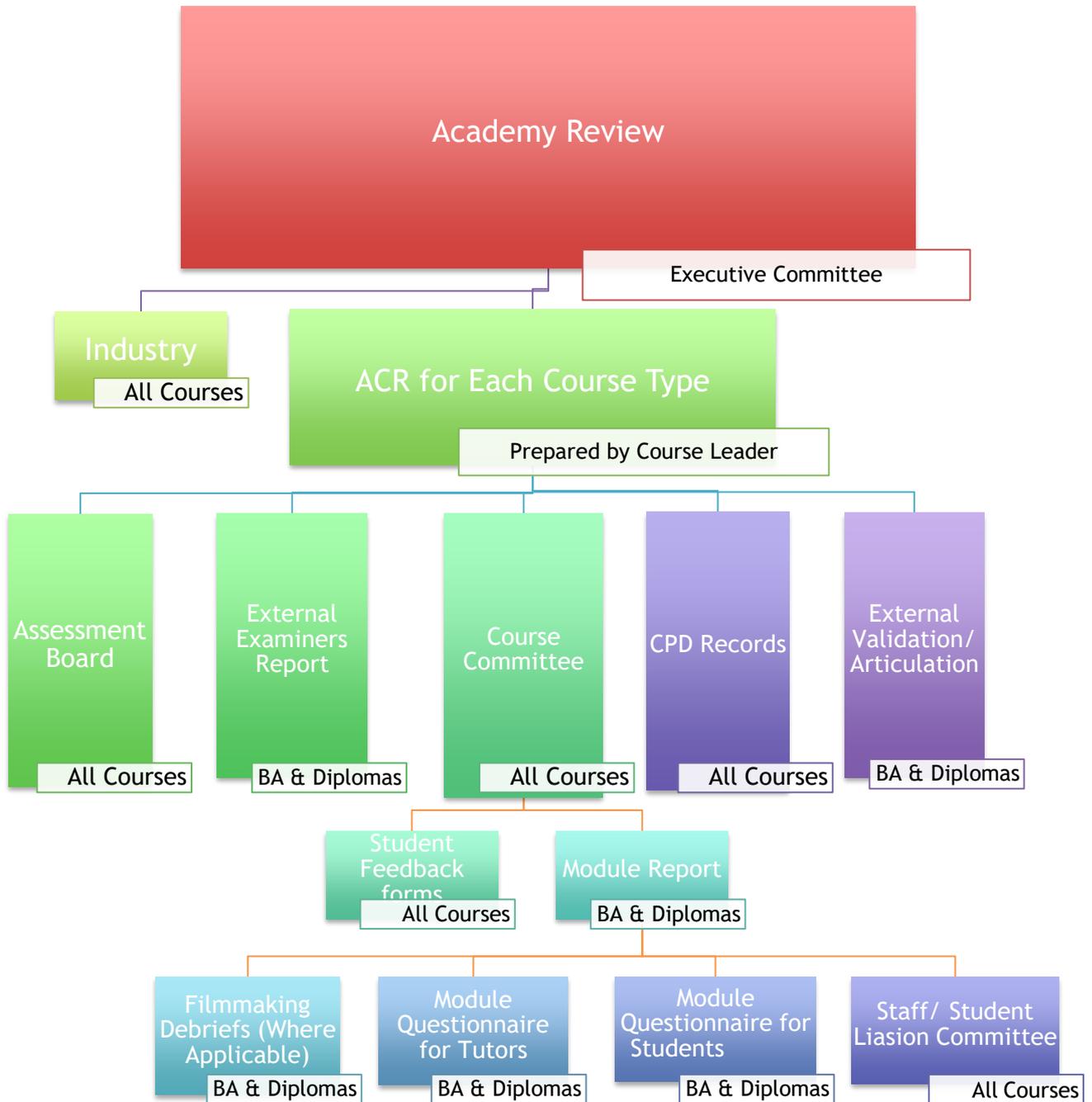
Subject benchmark statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

BA (Hons) Filmmaking are referenced against FHEQ level 6 descriptors and Filmmaking and Screenwriting Diplomas are referenced against FHEQ level 7 descriptors and there are no relevant subject benchmark statements yet written for LFA course subject areas at this level 7, the LFA Course Teams still reference the honours degree benchmark statements when developing and reviewing courses since they provide a very helpful tool for contextualising and framing course outcomes. Most LFA courses relate to the honours degree benchmark statements for Communication, Media, Film & Cultural Studies although some statements from the Art and Design benchmarks are also relevant.

In addition, the Masters degree (level 7) Subject Benchmark Statements: Business and Management, also provide a useful reference point in that they offer generic statements on levels of achievement in cognitive and intellectual skills, that combined with the FHEQ level 7 descriptors and the honours degree subject benchmark statements help in painting a fuller picture with regards to learning outcome expectations.



2.5 ANNUAL ACADEMY REVIEWS STRUCTURE



2.6 THE JOINT PRINCIPALS

The Joint Principals are the chief executives of the Academy and together manage the strategic, administrative and academic direction of the institution. Particular responsibilities include:

- Making recommendations to the Executive Committee about the educational character and mission of the Academy
- Implementing decisions rendered by the Academy's Executive Committee
- Organising and managing the Academy
- Leading staff members of the Academy
- Preparing and managing budgets and resources
- Maintaining student discipline

As the CEO's of the Academy, the Joint Principals ensure that the Executive Committee is informed, as appropriate, of any matters relating to academic standards, quality assurance or quality enhancement raised by the Head of Academic Governance (HoAG), discussed in Course Committee meetings, or brought forward as an issue at any level within the Academy.

The Vice Principal (Deputy HoAG) supports the Joint Principals in areas outlined above. Particular responsibilities include:

- Quality Assurance and Enhancement
- Management of academic staff and tutors
- Preparing and managing course budgets and resources

2.7 THE ACADEMY EXECUTIVE COMMITTEE

The Academy Executive Committee sets the strategic direction for the Academy. Their remit encompasses all functions of the business, including quality management. Membership includes the Joint Principals and the other Executive Directors.

AGENDA

- Welcome and instructions
- Apologies of absence
- Statement of confidentiality
- Declaration of conflicts of interest
- Approval of minutes from previous meeting and matters arising
- Operational
 - Staff appraisals/Development
 - Staff leave of absences
 - Equipment Purchasing
 - Equipment/Building repairs and maintenance
 - Student and Tutor feedback via "comments box"
- Marketing
 - Events
 - Website
- Quality Assurance and Enhancement
 - Issues raised in committee meetings (see diagram above)
 - Tutor CPD/Learning and Teaching Enhancement
 - Appeals & Complaints Procedures



- Student Support
- Periodic review
- IV and External Examining
- QAA Review
- LFA Operational Plan
- Any other business

MEMBERSHIP

All membership is ex officio:

- Joint Principals
- Vice Principal
- Admissions Leader
- Marketing Leader
- Operations Leader

The members of the Executive Committee meet every four months, at least one of these meetings annually have a particular focus on the management of academic standards and academic quality.

2.8 HEAD OF ACADEMIC GOVERNANCE

Ultimate authority for assuring the maintenance of quality standards across the Academy is vested with the Joint Principals (Principals' Office). Specific responsibility for educational oversight is delegated to the Joint Principal (Daisy Gili) acting as Head of Academic Governance (HoAG), who reports directly to the Principals' Office. The HoAG (or Deputy HoAG) sits on all key committees and exercises quality management through the Course Committee structure and the Executive Committee meetings.

The three primary responsibilities of the HoAG are:

- Setting and maintaining threshold academic standards
- Assuring and enhancing academic quality
- Assuring public information is valid, reliable, useful and accessible

Particular responsibilities in order to fulfil the above include:

- Developing, implementing and managing all aspects of quality assurance and enhancement, and academic standards across the Academy
- Leading the development of systems in order to satisfy QAA Educational Oversight requirements, in consultation with the Principals, and assuring on-going enhancement activity and action plan implementation to assure commendable annual returns and successful outcomes from monitoring inspections
- Ensuring compliance with the quality requirements of validating and accrediting bodies such as the QAA and partner Universities
- Establishing, co-ordinating and maintaining academic quality assurance and enhancement functions across all courses
- Supporting Heads of Department with the annual cycle of Internal and External Assessment Boards in respect of governance and process
- Exercising responsibility for Student Committees and liaison function across all Courses
- Chairing the Academic Misconduct and Infringement Committee in the context of course regulations and Academy policy



- Developing and implementing Academy-wide appraisal and staff development strategies and introducing a programme of annual CPD events / seminars for lecturers/tutors

The Head of Academic Governance will monitor and review the quality and standards of all academic courses within LFA, and, in the light of this, will initiate progressive movements to raise quality standards and promote quality enhancement on an Academy-wide basis.

This will be achieved through embedding discussion on standards and quality management in the Course Committee Meetings agenda. Dissemination of information and sharing of good practice will be actioned by the HoAG's participation in all Committees. This is a change from the previous structure where the operation of a separate Quality Assurance & Enhancement Committee (QAEC) held Academy-wide oversight. It is felt that given the relatively small size of the Academy and the predominance of the Filmmaking Diploma, which is the main driver for change and enhancement, it was unnecessary to retain the QAEC as a stand-alone entity. However, the previous QAEC terms of reference are very relevant and therefore still exercised by the HoAG at Executive Committee meetings and also within Course Committees as set out below:

HOAG'S TERMS OF REFERENCE FOR STANDARDS & QUALITY MANAGEMENT

- To monitor and review the quality and standards of all courses within LFA
- To identify issues relating to the assurance and enhancement of quality across the Academy and to recommend viable strategies for resolution to the Executive Committee
- To monitor and review the Academy's academic policies, systems, activities and procedures, making appropriate recommendations for improvement, as required
- To ensure that the management of the Academy's academic provision takes appropriate account of the requirements of all relevant higher education and further education professional and statutory bodies. In respect of higher education, the QAA UK Quality Code is deemed to be particularly important
- To develop a collegiate culture committed to the principles of self-evaluation and critical reflection which supports and encourages the sharing of good practice within and between departments and courses across the Academy
- To monitor and review all external accreditation and validation activities, including the preparation of required documentation, thereby ensuring that uniform quality standards across the Academy are maintained
- To assess the robustness of all annual course monitoring reports and all other reports sent to external bodies, with the aim of ensuring that content meets the requirements of the recognizing and accrediting bodies in respect of quality matters
- To establish clear audit trails for quality management over time which can be used as evidence to demonstrate to external bodies, such as the partner universities and the Quality Assurance Agency (QAA) that robust internal quality procedures within LFA are developing
- To ensure that information relating to Academy policies and activities which is destined for public consumption is accurate, transparent and disseminated in an appropriate and timely manner
- To ensure that the regulatory framework governing academic administrative procedures within the Academy (e.g., student admission, progression, assessment regimes, and appeals and complaints procedures) remains appropriate and is implemented fully and consistently across the Academy
- To review the quality of learning and teaching throughout the Academy and make recommendations for enhancing the value of the students' learning experiences
- To ensure that the Academy's staff/tutor development programme remains fit for purpose in enabling the learning and teaching aims and objectives of the Academy to be met
- To review the learning resource provision within the Academy, making recommendations for improvement, as appropriate



- To review and evaluate student and tutor feedback on the quality of the Academy's academic provision and to ensure that recommendations to the Principals are made in an appropriate and timely manner. Thereafter, to implement and monitor the effectiveness of procedures set in place for closing the feedback loop
- To act as a forum for raising the levels of staff, tutor and student awareness of quality issues within the Academy and to facilitate the development of a common 'Academy Culture' committed to the notion of assuring academic standards and enhancing the students' learning experiences

2.9 VICE PRINCIPAL

Vice Principal has responsibility to oversee all aspects of course delivery which involves leading Course Leaders/Coordinators. *Particular responsibilities include:*

- Quality Assurance and Enhancement
- Liaising with external examiners and representatives of recognising and accrediting bodies to resolve academic issues raised regarding the effectiveness of the teaching and assessment strategy in modules and courses delivered, in consultation with the appropriate Lead Tutor
- Managing and appraising academic staff members within their remit and recommending areas for staff development and training
- Monitoring, reviewing and reporting on the quality of module delivery within the various courses, in consultation with Lead Tutor (where applicable) and the Head of Academic Governance
- Setting the annual financial departmental budgets with the agreement of the Joint Principals and monitoring the use of resources
- Ensuring that the quality standards of design and delivery are maintained on all modules within the specific course
- Ensuring that recognised structures for meetings and boards are in place
- Implementing Academy procedures for annual monitoring and review of the course, providing recommendations, where appropriate
- Convening monthly meeting with Course Deliverers to report on Course matters, including feedback from students
- Implementing the Academy-wide teaching and learning strategy in ways that facilitate the delivery of the particular course
- Preparation and presentation of student results for Course Assessment Boards

2.9 COURSE LEADERS

Course Leaders (CL's) have responsibility for ensuring that operations run smoothly within their course. CL's have line management responsibilities for Course Coordinators and tutors within the programme. They report directly to the Joint Principals.

In respect of assuring the maintenance of threshold academic standards and enhancing academic quality within the Academy, CL's form essential links in the quality assurance chain, as a consequence of their strategic positioning between the Executive Committee and the Head of Academic Governance on the one hand, and Lead Tutors and tutors teaching on the course on the other.

Course Leaders are responsible for all matters pertaining directly to the course, including module design, assessment strategies and procedures, and regulatory structure, in consultation with the Head of Academic Governance.



Course Leaders are responsible for managing the day-to-day operations of a specified course. Post-holders work closely with the Course Coordinator and tutors responsible for various areas. They also function as the chief liaison points between Academy management and the students registered on their particular course.

Course Leaders play a vital role in maintaining quality standards on their designated Courses. They are expected to liaise with relevant external bodies and to produce reflective annual reports that outline the progress made over the previous year and summarize the strengths and weakness of the course, with a view to enhancing prospects for improvement.

A crucial responsibility of Course Leaders rests in assuring and enhancing the quality of the learning experience for all students registered on their courses. To assure links between staff, tutors and students are effective, all Course Leaders organise their respective Course Committees. *Particular responsibilities include:*

- Providing strong leadership and guidance for tutors working within the department in ways that facilitate the formation of a strong team, committed to improving the students' learning experiences
- Ensuring the smooth running of all courses delivered within their respective field, at operational levels
- Monitoring the teaching effectiveness of staff and tutors delivering modules on their courses
- Managing and monitoring the activities of tutors, including annual workloads, teaching allocations and contractual matters
- Recruiting and assigning tutors to deliver taught modules, as and when required
- Liaising with the Course Coordinator/Administrator to ensure that Tutors have performed the necessary administrative tasks
- Engaging in course development, in consultation with Vice Principal and Lead Tutors
- Ensuring that communications between staff and students are effective, with appropriate pastoral care for students
- Liaising with the Line Manager on resource requirements for the course
- Overseeing curriculum development specific to the course
- Ensuring that correct and appropriate Health and Safety procedures are operational at course level
- Monitoring situations warranting academic counselling and/or tutorial support
- Representing the interests and needs of students to the Academy
- Providing additional sources of advice, guidance and support to students registered on the course
- Arranging appropriate induction procedures for students and tutors within the course
- Managing and overseeing appropriate work placement opportunities for students, in courses where placements are applicable
- Overseeing arrangements for organising exhibitions of students work (where appropriate)
- Leading validation and revalidation efforts relating to the course
- Moderating assessment results within the course

In addition, Course Leaders will work closely with Vice Principal/Lead Tutors/tutors and the teaching team in such areas as:

- Preparing and reviewing module implementation plans
- Monitoring, reviewing and developing module content
- Monitoring and reviewing teaching and learning strategies
- Monitoring and implementing assessment procedures



- Providing feedback to students in good time
- Meeting deadlines appropriate to the conduct of the course assessment boards
- Supporting appropriate induction procedures for students within the course
- Preparing an end of term/semester 'Module Report' for submission to the Course Leader

2.10 LEAD TUTORS

Primary responsibilities of the Lead Tutors are to:

- Interviewing potential participants
- Course Introduction
- Course design & content including timetables.
- Identifying Tutors and monitoring their effectiveness
- Managing Academic Standards/Setting assessments that relate to approved module descriptors/assignment briefs
- Primary Tutor on course

2.11 COURSE COORDINATOR/ADMINISTRATOR

Primary responsibilities of Course Coordinator are:

- Room/Equipment Bookings
- Booking/liasing with tutors
- Checking/chasing attendance
- Assisting with pilot productions
- Assisting with all course administration (incl. student files, assessments)
- Maintaining student files on LFA database and hard copies of files
- Acting as first port of call for student enquiries

2.12 THE COURSE COMMITTEE (ONE PER COURSE)

Course Committees ensure that all aspects of the student experience, both academic and social, are reviewed on a regular and timely basis. Within specific courses, members of the Committee meet as a team, both formally and informally to monitor and review the quality of course design, development and delivery, and to generate new ideas and operationalize plans aimed at course improvement. Members are responsible for assuring that courses delivered in the LFA remain fit for purpose and that course design and learning and teaching strategies continue to add value to the student's learning experience.

Particular responsibilities include:

- Monitoring the academic standards of the course
- Reviewing assessment activities in various modules across the course
- Reviewing and supporting measures for enhancing the quality of academic provision
- Promoting the enhancement of student learning in the courses
- Sharing good practice amongst tutors delivering on the course
- Monitoring levels of student satisfaction on modules within the course
- Considering and recommending proposals for course and module changes
- Participating in recognition, articulation, validation and revalidation exercises



- Considering student learning resources and levels of student support
- Receiving and responding to student feedback on issues arising in respect of design, development or delivery on a particular course
- Standards & Quality Management – taking a broader view of the various systems and committees that contribute to the maintenance of academic standards and the enhancement and quality of the learning opportunities available to students, by addressing fully the responsibilities of the Head of Academic Governance

AGENDA

- Welcome and instructions
- Apologies of absence
- Statement of confidentiality
- Declaration of conflicts of interest
- Approval of minutes from previous meeting and matters arising
- Module Review and discussion
- Learning & teaching and CPD
- UK Quality Code for Higher Education updates
- Tutor Questionnaire Summary
- Any other business

MEMBERSHIP

Ex-Officio:

- Head of Academic Governance
- Deputy Head of Academic Governance (Chair)
- Course Leader
- Course Coordinator (minute taker)
- Lead Tutor (Where applicable)
- Tutors delivering modules on the course
- Operations leader
- Technical and Post Production Staff
- Student Representative

Co-optees by invitation (when appropriate):

- Member(s) of the Industry Advisory Board
- Tutors from other courses
- Other administrative staff

The Committee meets formally once course, although informal sessions take place more frequently.

It is recognised that there may be items of reserved business from which student representatives will be asked to withdraw.

- The Committee shall not be considered quorate if fewer than half its members are present.
- Co-optees and observers will participate in the deliberations of the Committee as required by the Committee, but they will not be entitled to vote on motions proposed at the committee
- Where necessary, members of the Committee may appoint alternates to attend meetings at which they are unable to be present
- The chair shall be the Head of Academic Governance



2.13 MODULE REPORTS

Module reports, amongst other things, aim to identify best practices that could be shared college-wide and possible areas of development.

2.14 INDUSTRY ADVISORY BOARD

Collaboration between academia and industry is essential and is of course a two-way process. Regular industry liaison ensures relevance in course provision and will therefore enhance the employability of LFA graduates. Guest lectures, presentations and workshops, industry-focussed group projects and visits to film sets, etc., enable students to develop contacts with companies and to tap into potential partnership and employment opportunities for the future.

Primarily LFA aims to develop links and partnerships with business and industry to:

- Enhance the students' learning experience
- Ensure courses reflect current developments and industry skills requirements
- Support and guide the strategic direction of the Academy
- Foster relationships in order to secure work experience opportunities for students
- Initiate collaboration to develop future networking contacts

These aims are achieved in a number of ways, not least by ensuring that practising film industry professionals form a significant part of the teaching team that deliver all LFA programmes and that students are provided with every opportunity to engage, through their project work at LFA, with a broad network of people and organisations that make up the film industry. The formalisation of input into how LFA maintains and enhances its provision is achieved through the establishment of an Industry Advisory Board.

The Advisory Board is made up of industry personnel with extensive experience that enables them to advise on course content in the context of industry trends and employment prospects in order that the curriculum remains relevant and hence strengthens the ties and opportunities between LFA, the community and the film industry at large.

LFA Industry Advisory Board members consist of a group of highly experienced and in many cases world-renowned film professionals, with local, national and international representation. Membership also seeks to include a recent graduate from the LFA in order that a student perspective can offer insight into how to best shape the practical and academic delivery of course content.

The Advisory Board is formally convened once a year. Typically, a meeting in May where its input and recommendations make a valuable contribution the Course Committee and Academy's ACR (Annual Course Review). Individual members however, may be contacted on an informal basis throughout the year as and when required.

AGENDA

- Welcome and instructions
- Apologies of absence
- Statement of confidentiality
- Declaration of conflicts of interest
- Approval of minutes from previous meeting and matters arising
- Course Delivery
 - Diploma courses
 - Certificate courses
 - Quality Assurance



- LFA premises resources and facilities
- Current developments in the industry and how they impact the LFA
- Strategic direction of the academy
- Work opportunities for students/graduates
- Staff/Tutor development opportunities
- What the competition are doing
- Any other business

MEMBERSHIP

Ex-Officio:

- Jan Harlan (Film Producer)
- Mark Carey (Cinematographer & Academic) – Northern Film School
- Richard Kwietniowski (Film Writer/Director & Academic)
- Gavin Humphreys (Film Producer & Film Policy) – Nowness & Creative Skillset
- Freya Billington (Film Editor & Academic) – University of Gloucestershire
- Christine Kretschmer (External Examiner & Academic) – City University
- Rob Hall (Film Editor) – LFA graduate
- William Tennant (Film Development & Acquisitions) – LFA graduate
- Tania Sarra (Director of International Sales) – Carnaby International
- Terence Bergin (Queen's Council, Lawyer)
- Ian Hydan Smith (Film Journalist)

NB: Not all members will be available to attend all meetings but a minimum of three is expected.



3. ACADEMIC STANDARDS AND QUALITY ASSURANCE PROCEDURES

This section describes the procedures in place at London Film Academy to ensure the effective management of:

- Course design and approval
- Course monitoring and review

Reference has been made to the Quality Assurance Agency for Higher Education (QAA) UK Quality Code (Chapters B1 and B8) for the assurance of academic quality and standards in higher education: Programme design, approval, monitoring and review.

3.1 COURSE DESIGN AND APPROVAL

Should LFA introduce validated programmes, which is its longer-term objective, it will be guided by reference to subject benchmark statements, the FHEQ level descriptors, notes on writing the programme specification and the Quality Code in general. Existing policies on Admissions, Assessment, External Examining and Course Monitoring & Review assure academic standards are managed effectively and improvements would be achieved through the internal verification process and input from external examiners, external audits and any other relevant external sources.

The courses at LFA fulfil a range of purposes including the provision of personal academic development, preparation for knowledge creation and research, and preparation for specific employment. LFA designs and delivers programmes that reflect current knowledge and best practice and meet the requirements of the student target group and the goals and strategic plans of the institution.

When designing a programme/module the team at LFA considers a number of factors including: Design; Level; Progression; Flexibility; Coherence; Integrity and External Reference Points.

DEVELOPMENT AND APPROVAL OF NEW MODULES AND COURSES AT LFA

In the case of all full-time courses, whether externally validated by a University, or customised courses similar to the existing provision, **new modules** are initially outlined by Course Leaders in consultation with the Deputy Head of Academic Governance (HoAG) and then further developed by members of the teaching staff. Once a first draft has been produced, the Course Leader makes an initial recommendation to the HoAG. If the recommendation is positive, then the HoAG submits the proposal to the Executive Committee, who will review the proposal for quality and resourcing implications. Subsequently, the proposal will be subject to further approval by the Joint Principals, or their designated representative, and finally the new module will be presented for review and confirmation at the next Executive Committee meeting.

The development process for **new courses** that lead to the award of an internal LFA Certificate/Diploma has been guided by that which is typically followed by universities and hence the relevant quality code. Senior management, in the form of the Executive Committee, would firstly consider the relevance, demand and marketability of a proposed programme. Then consider the resource/staff implications and costs, and how the new course fits with the institution's academic and strategic goals. Course/module development would draw on a number of internal sources (students, academic peers, alumni, etc) and external sources (professional bodies, industry experts, external examiners, collaborative partners, etc) and external reference points (QAA Subject benchmark statements, FHEQ level descriptors, etc). Once introduced the course would be subjected to suitable monitoring systems (external examiners, student feedback, student progress data, employer feedback, etc) and periodic review (Course Committee meetings, Annual Course Review, etc).

Procedures for **externally validated new courses**, are set out in the validating partner's Quality Handbook and this would always be referenced during the development process. In the case of



module revisions and or changes in regulations, the same procedures are followed in respect of internal channels. Once internal quality assurance standards have been met and the module and or course content has been tentatively agreed, then procedures, as set out in the relevant Quality Handbook, would be followed.

3.2 MONITORING AND REVIEW

PERIODIC REVIEWS OF EXISTING COURSES

All courses delivered within LFA are subjected to periodic review.

All full-time courses delivered at LFA are subjected to a formal, comprehensive review on an annual basis and documented in the Annual Course Review (ACR). The ACR includes feedback from module reports and the annual Course Committee Meetings (see section 2 of this handbook). In cases where interim changes are desired, proposals advocated by Course Teams are reviewed internally by the Course Leader, in consultation with the Deputy HoAG, for resourcing and quality assurance purposes. After internal approval has been secured with HoAG, Course Leaders would be expected when appropriate to consult the awarding body should any decisions potentially create an external impact.

Whether developing new modules/courses or as part of a periodic review all aspects of the course are considered, including:

- Aims, objectives learning outcomes and course specifications
- Curriculum design, content and organization
- Learning, teaching and assessment strategies
- Student guidance and support
- Learning resources and facilities
- Provisions for quality management and enhancement, including annual monitoring and evaluation reports

Other activity that contribute to the on-going monitoring and review of LFA courses include:

- Student feedback – see section 4 of this handbook
- Course Committees – section 2 of this handbook
- Module Reports – section 2 of this handbook
- Annual Course Review (ACR) – section 2 of this handbook

PROCEDURES FOR WITHDRAWAL AND SUSPENSION OF COURSES

Requests for withdrawal and/or suspension of any course made by Course Committees should be submitted to the HoAG for review in the first instance. In all cases, however, the final decision is made by the Joint Principals. Furthermore, in all cases of course withdrawal, provision must be made to allow the 'teach-out' of the course to ensure students have the opportunity to complete the course on which they were originally enrolled. Where this is not possible a similar alternative must be made available.

EVALUATION OF PROCESSES

LFA makes good use of the annual Course Committee and Industry Advisory Board to evaluate current practice. It also consults with external experts and conducts audits as a means of reaffirming effectiveness of policy and procedures. It is also expected that the QAA educational oversight review process will present a welcome further opportunity for self-reflection and evaluation.

PERIODIC REVIEWS OF ACADEMY WIDE COURSE PROVISION



Periodic Review of Academy-wide course provision assures are: effectively managing quality assurance and enhancement procedures and processes, in line with the Academy quality framework; and providing high quality, valid, relevant and inclusive learning opportunities that enable students to achieve the Academy's awards and qualifications. The framework also aims to support the Academy in the continuing evaluation and enhancement of their provision.

Courses are reviewed on a five-year cycle as follows:

2017/18	Filmmaking Diploma
2018/19	Screenwriting Diploma
2019/20	Certificate Courses
2020/21	Other Short Courses
2021/22	BA Courses

Governance

Periodic Review of Academy-wide course provision is organised by the Head of Academic Governance, approved by a review panel and presented to the Executive Committee.

Periodic Review of Academy-wide course provision enables the Academy to undertake a broad periodic review of quality management processes, and the opportunities afforded to students, beyond the routine monitoring of the effectiveness of courses, which takes place via the process of interim reporting (including external examiner reporting) and Annual Course Reviews.

Requirements

Periodic School Review focuses on two aspects:

- Aspect 1: Standards and quality management;
- Aspect 2: The quality and enhancement of student learning opportunities.

These aspects are assessed through:

- Consideration of the Academy Reflective Analysis Document, produced in preparation for the review;
- Review of key quality metrics related to all courses provisioned, benchmarked against sector expectations, where available.
- Discussion with the Academy's senior management, current students, tutors and other external stakeholders
 - Academic quality represents the effectiveness of the learning opportunities provided to the students in order for them to achieve their award.
 - We are concerned here with the quality of the learning opportunities offered (in terms of, for example; teaching, learning resources, assessment, academic and personal support).
 - Enhancement of these learning opportunities reflects strategic and deliberate steps at Academy level to improve the quality of learning opportunities.
 - formal preparations to start six months before the review takes place

Aspect 1: Standards and quality management

Expectations	Factors
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<p>1. The governance and quality management strategy and processes ensure that academic standards are secure, and provide a sound framework for course development and enhancement</p>	<p>The approach of the Academy’s Senior Management team to the development, implementation and evaluation of quality management procedures</p> <p>Implementation and monitoring of the Academy’s quality management framework</p> <p>Approaches to meet the ambitions of the Academy’s strategic plan</p> <p>The operation of the Academy’s strategies, policies and processes at course level</p> <p>The extent of shared awareness and understanding of the Academy’s approach to, and processes for, quality management.</p> <p>The use of student representation in course quality management and decision-making, and the support provided for students for this purpose</p> <p>The strategic management of staff development.</p> <p>The extent to which the Academy is able to reflect on and develop quality management processes</p> <p>The extent to which information about courses for prospective and current students is fit for purpose, accessible and trustworthy</p>
<p>2. Course design, development and approval: enables standards to be set; allows students to demonstrate learning outcomes; and meets University goals and strategies</p>	<p>The way(s) in which the Academy ensures courses are fit for purpose and current</p> <p>The use of benchmarks requirements to inform the course curriculum and level</p> <p>The use of externality to inform course design and curriculum</p> <p>The extent to which course structures and curriculum meet the Academy’s strategic aims, values and initiatives</p> <p>Student input to inform course design and development</p>
<p>3. Design, approval, monitoring and review of assessment is effective in ensuring that students have the opportunity to demonstrate learning outcomes</p>	<p>How assessment tasks and schedules are designed and agreed</p> <p>The processes for marking and moderation</p> <p>How feedback on assessment is provided to students</p> <p>How assessment tasks, schedules and feedback are monitored and reviewed</p>
<p>4. The use of external examiners is strong and appropriate</p>	<p>The alignment of the School’s external examiner processes and procedures to the Quality Handbook</p> <p>The external examiners’ contribution to the maintenance and enhancement of standards</p> <p>The use of external examiner comments in the development of courses</p> <p>The process for feedback to external examiners</p>
<p>5. Monitoring and review processes are effective and inform enhancement activity</p>	<p>The alignment of interim and periodic monitoring, review and reporting (course and Academy level) to the Academy framework.</p> <p>The clarity and transparency of monitoring and reporting processes to all parties</p>



	<p>The use of quantitative and qualitative data to inform strategic planning, review and understanding of student outcomes including external examiner comments, student feedback and module reports</p> <p>The Academy's processes to assure continuing validity and currency of courses</p> <p>The Academy's mechanisms to ensure ongoing reflection and enhancement of quality management processes</p>
6. Students are genuinely involved in a range of activity related to quality management and enhancement, and understand relevant processes and practice	<p>The collection, reflection on, and impact, of student feedback on modules and courses</p> <p>The engagement of students with course and Academy-level committees</p> <p>The extent to which the students voice informs decision-making and change</p> <p>The extent to which students understand processes and practices by which they are particularly affected, for example student appeals, academic irregularities</p>

Aspect 2: The quality and enhancement of the student learning opportunities

Expectations	Factors
1. Deliberate steps are taken to improve the quality of students' learning opportunities	<p>The strategic planning of, and evidence base for, enhancement initiatives</p> <p>The use of quality assurance processes to identify opportunities for enhancement</p> <p>The extent to which the Academy expects and encourages enhancement of student learning opportunities</p> <p>The opportunities for the identification, support and dissemination of good practice</p>
2. Professional standards for teaching and learning are supported	<p>The extent to which professional practice informs teaching</p> <p>Staff induction, support, and development strategy and practice</p> <p>The extent to which there is a shared understanding of the Academy's learning and teaching strategy</p> <p>The extent to which curriculum design, content and structure are informed by recent pedagogic developments, external sources and Academy goals</p>
3. The quality of learning resources is appropriate	<p>The expertise of tutors and staff for effective delivery of the curriculum and assessment of learning outcomes and Staff development opportunities</p> <p>The facilitation of learning through the provision of appropriate resources, including academic support and a range of appropriate teaching methods</p>
4. The quality of learning opportunities meets the needs of protected groups, international students, and 'hard-to-reach' students	<p>The arrangements for monitoring the effectiveness of the provision for protected groups (including disabled students), international students and 'hard-to-reach' students</p> <p>The systems used to evaluate these students' progress and to identify opportunities for enhancement</p>



5. The quality of learning opportunities delivered with others is managed effectively to enable students to achieve their awards	The quality and effectiveness of communication with students and partners The opportunities for sharing practice across collaborations and partnerships Staff and tutor induction, development and support for Academy and partner staff
6. The quality of learning opportunities delivered through work-based learning and placements is managed effectively.	The extent of opportunities provided for work-based learning, placements and professional learning The management of work-based learning and placements, including monitoring, review and enhancement
7. Effective arrangements are in place to support students in their learning	Career education, information, advice and guidance Pastoral support for all students Student induction

The Review Panel

The review panel ensures that externality, seniority, quality management expertise and subject specialist knowledge informs the discussion and review outcomes. Prior to review panel meeting the report produced by Course Team is circulated and any requests for evidence requested by panel and supplied by Course Team.

The review panel comprises five members:

- Review Chair: Joint or Vice Principal;
- Review Manager: Head of Academic Governance;
- External Member: a senior academic member of an institution external to the Academy, whose knowledge is based in a similar area, who has experience in Higher Education (HE) quality management, and who has had no employment connection with the Academy in the past three years;
- Internal tutor or course leader not affiliated to course under review
- Student Member:

The Timetable for the day (3 hours):

- Panel introduction, opening discussion and agree lines of questioning (20 mins)
- Panel meet Course Delivery Team (30 mins)
- Panel confer (15 mins)
- Panel meet student representation (30 mins)
- Panel confer (15 mins)
- Panel meet Course Delivery Team for clarifications (up to 30 mins)
- Panel confer and make recommendations, commendations and affirmations (40 mins)

Review outcomes

The review panel arrives at a judgement about each of the aspects that has been considered, based on evidence from the documentation provided in advance, and the discussions that take place during the review event itself.

For each aspect, the following four judgements are possible:

- Commended;
- Meets the Academy and UK expectations;
- Requires improvement to meet the Academy and UK expectations



- Does not meet the Academy and UK expectations.

The panel will use the framework provided at the end of this section in order to come to the review judgement for each of the two aspects under review.

The panel also agrees any recommendations, commendations and affirmations.

A follow-up meeting between the Review Manager (HoAG) and Course Team takes place in order to agree any action plan related to the recommendations made by the panel.

The rationale and evidence base for these judgements, recommendations and commendations are articulated in the Periodic School Review Report which includes the action plan and is approved by Executive Committee.

Progress on these actions is reported at the Executive Committee and all actions should be completed as reported a year after the Review event.

Framework for Periodic School Review Judgement			
Commended	Meets LFA and UK expectations	Requires improvement to reach LFA and UK expectations	Does not meet LFA and UK expectations
The majority of expectations have been fully met. Any expectations that are not fully met are mostly met.	All, or nearly all, expectations have been fully or mostly met.	Most expectations have been fully, mostly or partly met.	Several expectations are not met, or are only partly met, and/or there are serious gaps in one or more expectations.
There may be some minor omissions or oversights in some of the evidence provided to the panel, but these do not compromise the overall quality of the approach and provision.	Any expectations not fully or mostly met are not considered to present significant risk.	Those expectations that are not met, may not present significant risk at present, but if unaddressed have the potential to compromise quality.	Those expectations that are not met, or partly met, do pose serious risks. There is concern about the adequacy of the control mechanisms in place to mitigate these risks.
Likely to be characterised by at least some of the following: <ul style="list-style-type: none"> • compelling evidence of the Academy's commitment to achieving excellence in standards and quality management and in the quality and enhancement of student learning opportunities. • numerous and widespread examples of good practice. • a strategic approach for building on good practice. • where appropriate, examples of developments, planned or in train, which seek to address issues previously identified. 	Likely to be characterised by at least some of the following: <ul style="list-style-type: none"> • evidence that the Academy is able to maintain and promote the quality and standards appropriate for its provision. • several examples of good practice. • the need to give further thought to a particular factor(s) which contributes to an expectation not being fully met. • the need to address details in documentation which do not materially affect practice. • the need to update or amend minor omissions or oversights. • the need to further develop activity already planned, to more fully meet expectations. 	Likely to be characterised by at least some of the following: <ul style="list-style-type: none"> • significant weakness(es) in some Academy processes, or which have some shortcomings. • a lack of awareness by the Academy about the potential consequences of those problem(s) identified by the panel. • failure to take prompt and appropriate action to address a problem previously identified. 	Likely to be characterised by at least some of the following: <ul style="list-style-type: none"> • ineffective operation of Academy quality management processes. • significant gaps in process, structures or procedures relating to quality management. • a lack of evidence of following LFA quality assurance policy. • a lack of awareness by the Academy about the problem(s) identified by the panel.

3.3 ASSESSMENT AND PROGRESSION

INTERNAL REVIEW OF ASSESSMENTS PRIOR TO DISTRIBUTION TO STUDENTS

All assessment activities that are set in the Assignment Briefs are reviewed by the Vice Principal and approved by HoAG. The monitoring process is intended to ensure that tasks set in all assessments meet the following criteria:

- The assessment fulfils the requirements of the stated learning outcomes in the module or unit specification for the module concerned
- All stated learning outcomes are actually assessed



- Instructions to the students are clearly stated in the assessment brief
- Standard coversheets are used for formal assessments
- Standard feedback sheets are issued to students that provide commentary on each student's performance based upon meeting the desired learning outcomes of the assessment activity (end of module examinations excepted)

Standardised assessment pro-formas have been developed in order to ensure consistent procedures are maintained across the Academy. The form currently in use includes a section stating that the assessment activity has been both externally moderated by the appointed External Examiner and internally verified, and requires confirmation that the HoAG and/or her/his designated representative has approved the assessment for distribution to students.

EXTERNAL REVIEW OF ASSESSMENTS PRIOR TO DISTRIBUTION TO STUDENTS

As stated above, and in particular for all summative assessments, the Academy makes provision for 'External Examiners' from an independent institution/body to review the content of assessments prior to distributing the work to students. Based upon the feedback they provide, amendments will be made as required.

FINAL ASSESSMENTS – EXAMINATION AND SUMMATIVE ASSESSMENT: SUBMISSION PROCEDURES AND RESULTS

All summative written coursework and film projects are submitted directly to the Diploma Office. Any examinations are invigilated and time based.

Under the direction of the Course Teams, statistical analyses of student results are standardised across all modules.

All reports relating to student performance are subject to review by the Head of Academic Governance.

INTERNAL QUALITY ASSURANCE SYSTEMS FOR MARKING AND REVIEWING ASSESSMENTS

Across the Academy, first marking is carried out by the appropriate Tutor in accordance with the assessment criteria associated with each learning outcome. Markers are expected to assess students on the basis of criteria set out in the assessment information that has been provided to students and in accordance with the marking scheme that has been developed.

Thereafter, all summative assessments and examinations are subjected to internal verification/moderation to ensure that quality standards are maintained at internal and external levels in the respect of marking processes and procedures.

At the commencement of the verification/moderation process, an information pack containing the final marks sheet, the module syllabus, details of the specific assessment and the Course Leader's Module Report is issued to the HoAG. The Module Report will normally include:

- Details of any variations in module delivery against the published scheme of work
- Comments on student attendance at timetabled sessions
- A statistical analysis of student performance in the module
- An appraisal of module delivery and resources used and required
- Recommendations and action plan for the future delivery and assessment of the module

The module report facilitates the verifier's/moderator's understanding of the context of the assessment. Equipped with these details, verifiers/moderators proceed to review the sample.

A representative sample of marked assessment activities is typically moderated by another course team-member; the Course Leader, the Lead Tutor, or her/his designated representative. The



representative sample includes examples of student work across the range of marks awarded for the particular module. The sample represents some 10% of work submitted by the student cohort with a minimum of 5 pieces of work sampled. Distinctions and All failed/referred work are to be included.

At the completion of the moderation exercise, the moderator may approve the marks as they stand, recommend that the marker revisit the work, or request that the assessments be remarked by another marker. Moderators also evaluate the standard of the marking demonstrated within the sample. Comments accompanying the marks awarded are deemed to be particularly important.

In the case of an assessment activity that requires the presentation of a portfolio of artwork, screening of an audio/visual piece of work or similar activity (critique), the First Marker (often the Lead Tutor) would be joined in the class/studio by the Moderator in order that the moderation process could be conducted in a 'live' setting. If this is not feasible due to availability or resource limitations then a recording of the event may be made and presented to the moderator at a later date.

The Academy's internal moderation procedures ensure that:

- Marking reflects the requirements of the assessment activity
- Marks are appropriate to the work reviewed and fairly distributed
- Feedback to be issued to students reflects the quality of work submitted and addresses the intended learning outcomes of the assessment activity.

EXTERNAL EXAMINERS (SELECTION AND ROLES)

Under the current arrangements, since LFA courses are not externally validated, but only 'approved/recognised' via universities that have agreed progression opportunities for LFA students, External Examiners are nominated by teaching team members and Course Leaders but selection is actioned by the Head of Academic Governance.

Should courses be validated by a university in future, the Academy would normally have the right to nominate External Examiners, but in this case the final approval rests with the university. Additionally, the university also typically appoints a Moderator who exercises oversight responsibilities for individual courses.

The main purposes of external examining are:

- To verify that academic standards are appropriate for the award or part thereof which the external examiner has been appointed to examine;
- To help institutions to assure and maintain academic standards across higher education awards;
- To help institutions to ensure that their assessment processes are sound, fairly operated and in line with the institution's policies and regulations.

Please see the LFA Internal Verification and External Examining Handbook, for full procedural details.

ASSESSMENT BOARDS

Interim Assessment Boards (by course)

The purpose of the Interim Assessment Board is to review and confirm student marks and to discuss special issues relating to individuals and claims for mitigation. Results from this event are fed into the Final Assessment Board, and will include recommendations made by members of the Interim Assessment Board. In the case of a course that is not externally validated and therefore does not require a formal event attended by representatives from the validating university, the Interim Assessment Board findings will be presented as final and approved.



The Interim Assessment Board may be chaired by the Vice Principal or Head of Academic Governance. Membership consists of the relevant Course Leader, Lead Tutor and/or tutor delivering modules on the course.

Final Assessment Boards (by course)

A Final Assessment Board is typically chaired by Head of Academic Governance. Membership is comprised of the Course Leader, Lead Tutor, two Tutors and external parties.

If the Academy were to introduce university validated degree courses, board sessions would also typically be attended by the Collaboration Representative, the Course Moderator and External Examiners. Prior to the meeting, external examiners review sampled work for each level of the course to confirm grading.

Final assessment Boards take place annually. Outcomes from a Final/External Assessment Board results in reports being submitted to the Validating/Awarding body. Minutes of a meeting (both Internal or External), along with confirmation of the final results are added to LFA Database. Feedback provided by external representatives may be raised at the next Executive Committee .

AGENDA

- Welcome and instructions
- Apologies of absence
- Statement of confidentiality
- Declaration of conflicts of interest
- Approval of minutes from previous meeting and matters arising
- Main business
 - Consideration of results and progression of decisions
 - Personal/ individual/ general extenuating circumstances
 - Report of instances of unfair practices and plagiarism
 - Notification to candidates of results and of arrangements for deferral, referral and resit assessments
 - Summary report of general cohort progression and issues (for final assessment board only and report to be signed by all members present)
- Any other business

INTERIM ASSESSEMENT BOARD MEMBERSHIP

- Head of Academic governance
- Course Leader
- Course Coordinator
- Tutor

FINAL ASSESSMENT BOARD MEMBERSHIP

- Head of Academic governance
- Course Leader
- Course Coordinator
- Two Tutors
- External Examiner

3.3 INTERNAL MONITORING AND EVALUATION PROCEDURES



The LFA exercises primary responsibilities in respect to designing and developing course specifications, including learning outcomes and assessment strategies across all modules. Diploma Team are required to produce and develop proposals that take the QAA UK Quality Code firmly into account: with particular emphasis on, the Framework for Higher Education Qualifications (FHEQ); Subject Benchmarks and Programme Specifications.

All Diploma courses are subject to annual monitoring in order to ensure that academic standards are maintained and the quality of students' learning experiences is enhanced. This applies to both internal and externally validated courses.

In the case of courses validated by a university (were they to be introduced), annual monitoring would be a formalized process dictated by the university. Vice Principal is typically required to submit an Annual Course Review (ACR), which provides specific and detailed information about course activities, recruitment and enrolment in the preceding year. Discussions relating to reports issued by externals, in particular, External Examiners and Course Committee are also provided.

3.4 COLLABORATIVE WORKING POLICY

LFA Diploma Courses with a level equivalent to a Masters at university and are therefore suited to students who have already completed their undergraduate studies or the more mature applicant with relevant work experience.

LFA aims to guide and prepare students to become multi-skilled and adaptable professionals either for employment within the Film and TV Industry or for further study progression.

In its mission to achieve these objectives LFA recognises the benefit of working with other like-minded institutions and developing collaborative arrangements that will be of mutual benefit to all stakeholders.

Potential benefits that are of particular interest to LFA when considering collaborative proposals include: Knowledge exchange (staff); Activity exchange (students); Resource sharing; Portfolio expansion; Course level (FHEQ) extension; Validations; Franchising; Cooperative projects (including research and publishing); Networking (student careers and work placement opportunities) and increased marketing exposure/brand awareness.

STRATEGIC CRITERIA FOR PROPOSED COLLABORATIVE ARRANGEMENTS

In general, the Academy takes a pro-active approach to developing collaborative arrangements and is therefore often the initiator in any such discussions. Whilst it has an on-going agenda to extend develop links with industry the Academy's academic growth and advancement very much lies within its ability to link with higher education institutions and universities. Typical considerations, whether the Academy should enter into partnership with an organisation, will take account of a number of key strategic issues, most of which are likely to be shared by the proposed partner, and may provide the following opportunities:

- The opportunity to widen access to, and participation in, higher education and/or the other courses available at the Academy;
- The establishment or enhancement of student progression routes for further study;
- Access to new markets;
- Engagement with business and industry to develop provision that meets the skills development needs of a particular sector;

EXISTING LINKS

At present LFA offers their own FHEQ level 7 programmes with articulation and progression agreements with recognised HEIs and in September 2018 introduced a FHEQ level 6 validated programme.



EXTERNALITY

The Academy recognises the benefits and essential contribution that external referencing can bring. The UK Quality Code for Higher Education is LFA's main point of reference in how it looks to manage its academic standards and the quality of the learning opportunities available to its students. Its adherence to the code also provides potential collaborative partners with the confidence that it has deliberative structures in place to ensure good academic governance.

COLLABORATIVE OPTIONS

The following collaborative arrangements all figure in the future development plans of the College:

- Progression
- Articulation
- Validation
- Franchising
- General cooperation

FUTURE PLANS FOR COLLABORATIVE WORKING

LFA intends to take a measured approach to the way in which it extends its existing partnerships and the introduction of new collaborative ventures. It's priority in the medium-term is to consider obtaining validation for its FHEQ level 7 courses.



4. STUDENT REPRESENTATION IN LFA'S INTERNAL QUALITY SYSTEM

4.1 STUDENT ENGAGEMENT

Students form the heart of the London Film Academy. The LFA is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution. The core principle is that all students should have the opportunity to contribute to the quality of their learning experience whilst studying at the Academy.

Student representation within the Academy encompasses a wide range of activities and structures. Student feedback can be provided by a number of different means, for example, through course evaluation questionnaires, the tutorial system or through students attending and participating in various committee meetings. Representation facilitates constructive dialogue between students and staff, which, in turn, enhances the level of student experience and the quality standards of the institution as a whole. This dialogue can take place in both informal and formal structures.

Informally, small class sizes ensure that there is daily interaction between individual students and their teachers. Moreover, all students are free to discuss any matter concerning their course directly with the Vice/Joint Principal(s) and/or their Course Leader.

Formally, in every term, students are asked to complete an on-line survey evaluating their quality of their learning experiences in each module. Their feedback provides Course Leaders and tutors with pointers to possible improvements in the delivery and contents of their course. Survey results are reviewed and acted upon by the Head of Academic Governance. Students also have an additional 'voice' through duly elected Student Representatives who liaise directly with the Course Leader, contribute feedback within Course Committee meetings, participate actively in the Academy's Staff-Student Liaison Committee and engage voluntarily in any student focus groups that may be activated by the Course Committee or the Head of Academic Governance.

4.2 STUDENT REPRESENTATIVES

Student representatives are chosen by their peers to represent the interests of their peer group on Staff-Student Liaison Committees and other appropriate groups or committees within the Academy.

Student representatives are responsible for providing feedback on various aspects of the Academy and the student experience to the Academy and to the student body. They are also expected to serve as advocates for a particular student or group of students when necessary. Representatives are also encouraged to take an active role in recommending and planning, particularly in respect of the course design, development and delivery.

The Academy's underlying principles of student representation and staff responsibilities to elected representatives are set below.

- Forums are to be provided for enabling discussions between students and staff
- All students should have opportunities to become Student Representatives and represent their peers.
- Student Representatives are to be invited to relevant meetings. If a student representative is unable to be present, then the Chair of the meeting should ensure that the representative is fully informed of the proceedings.
- Student representatives are encouraged to discuss common issues together.



- Academy staff are to ensure that open, fair elections are organised with all students having an equal opportunity to put themselves forward to become representatives.

4.3 THE ACADEMY STUDENT-STAFF LIAISON COMMITTEE

The Student/Staff Liaison Committee provides a forum for discussing student issues arising in respect to the quality of the academic and support services provisions of the Academy. The purpose is to strengthen lines of communication between staff and students and to identify matters of concern that should be brought to the attention of the Principal or the Head of Academic Governance. The Committee meets once in every term and is chaired by the Head of Academic Governance or their deputy. Minutes are reviewed and recommendations are discussed at Executive Committee. Student and staff members are informed of outcomes at the next Committee meeting, or earlier, depending upon the time required for investigation.

Responsibilities for students include:

- Presenting the views and concerns of the students registered on their courses to staff members and their peers that may not necessarily be their own
- Establishing effective lines of communication with Course Leaders, Coordinators, tutors and peers across the Academy
- Acting as links between staff and students, conveying committee discussions back to the students whom they represent
- Displaying a professional attitude towards colleagues at all times
- Responsibilities for staff members include:
 - Providing the correct information in respect of queries raised
 - Investigating situations in cases where the truth is unknown and more information is required
 - Investigating concerns raised to assess prospects for resolution or compromise
 - Conveying management decisions and positions to students and colleagues in a clear and concise manner
 - Projecting a caring but unbiased position in respect of issues discussed
 - Displaying a professional attitude towards colleagues at all times

AGENDA

- Welcome and instructions
- Apologies of absence
- Declaration of conflicts of interest
- Approval of minutes from previous meeting and matters arising
- Items for discussion raised by the Academy
 - Collaborative partnerships
 - Building repairs and improvements
 - External additional student projects
 - Staffing/Resourcing updates
 - Intranet and other software
- Items for discussion raised by the students
- Any other business
- Date of Next Meeting
- Meeting closed [insert time]

MEMBERSHIP

- Head of Academic Governance (Chair)
- Course Leader



- Course Coordinator (minute taker)
- Student representatives (at least one per course)
- Operations Leader

By invitation

- Other staff members



5. STAFF/TUTOR PARTICIPATION IN QUALITY ENHANCEMENT PROCEDURES

5.1 STAFF ENGAGEMENT

The London Film Academy is committed to developing and improving the standards and quality of its educational provision. It is also committed to investing in its staff by providing opportunities for training and development that will enable all staff members to respond positively to the changing needs of students.

Staff engagement in the quality assurance and enhancement procedures of the Academy is vital to the maintenance of academic standards. Full commitment to the system is particularly important for tutors developing and delivering modules on the various courses. In addition to undertaking annual appraisals and participating in staff development activities, all tutors are expected to engage in peer-observations of teaching.

5.2 STAFF APPRAISAL (PERFORMANCE REVIEWS)

Staff appraisal systems have operated for some time within the Academy but the process has, in the main been for full-time members of staff – which is typically the administrative team, course coordinators and course leaders – who need to be given the space and opportunity to grow and development.

The Academy's appraisal procedures for staff and tutors are designed to:

- Improve the quality of services and hence the educational experience for students, by helping staff/tutors to realise their potential and to carry out their duties more effectively
- Help staff/tutors to recognize the value of their achievements throughout the student life-cycle and to identify ways of improving and enhancing their professional skills, performance capabilities and prospects for job satisfaction
- Assist in planning the training and professional development of staff both individually and collectively
- Enhance the overall management and development of the Academy.

5.3 STAFF DEVELOPMENT POLICY

Staff Development is recognised as being essential to the successful provision of all courses designed, developed and delivered in the Academy. By developing the talents and skills of staff members, prospects for enhancing the quality of the student experience at LFA are improved substantially.

The need to provide and/or encourage opportunities for individual growth and development applies to all staff members.

At the LFA full-time staff benefit from the availability of supported training activity, which is typically identified through the appraisal process.

The Academy's staff development policy is underpinned by the Management's commitment to allocate financial resources, specifically targeted at staff development, as an on-going provision in the annual



budget, administered by either Joint Principal and the implementation of a formal appraisal system, applicable to all staff members across the Academy.

The appraisal system will ensure that the development needs of individual staff members are met in ways that facilitate the aims, objectives and strategic direction of the Academy whilst enhancing the quality of the student's learning experience.

5.4 TUTOR APPRAISAL AND DEVELOPMENT

LFA tutors are practicing professionals, many of whom also undertake teaching at other institutions, are subjected to a monitoring approach of their external staff development activity (CPD Record) and are required to evidence such on an annual basis. There is also a budget to involve tutors in a number of internal in-house training workshops and seminars.

The quality of teaching profoundly impacts upon the student's learning experience and, as such, is a vital factor in assuring that academic standards are maintained within the Academy. In addition to ensuring that tutors are properly qualified to perform such tasks, mechanisms must exist for the review of face-to-face delivery to ensure that approaches are suitable and remain fit for purpose.

Mechanisms for review:

- Student feedback – information shared in termly debriefs/Student-Staff Liaison Committee covers the effectiveness of the teaching. Actions arising from their feedback forms part of the Module Reports, agenda items for Course Committee Meetings and informs future teaching/choice of tutors.
- Tutor Learning and Teaching Discussion Group – a discussion process that takes place on same day at Course Committee meeting to provides opportunities for tutors to share their teaching practices and to discuss ideas with colleagues in a formative and non-judgmental way.
- Tutor Observation – a process whereby Course Leader appoints most appropriate LFA staff member to observe and provide feedback to Course Leader and tutors about their delivery and learning strategies implemented in the classroom. In so doing, prospects for identifying areas of good practice and areas in need of improvement are increased.
- LFA collects CPD records from tutors to ensure they are current and up-to-date. LFA shares development and training opportunities including courses with its tutors.



6. ACADEMY-WIDE POLICIES TO ENSURE CONSISTENCY AND PARITY OF TREATMENT FOR STUDENTS

6.1 RECRUITMENT, ENTRY REQUIREMENTS AND ADMISSIONS POLICY

Students attending LFA are recruited from both the UK/EEA and abroad, either directly or by designated agents. In addition to completing application forms which require verification of qualifications, international students must also complete a questionnaire that makes an assessment of 'intention to study' as recommended for visa processing by UK Home Office in their guidance documents on 'Best Practice in Recruitment of International Students'.

Requirements for entry vary according to course and are details on our website www.londonfilmacademy.com. In cases where courses are validated by a University, admissions requirements will be set out by the university.

6.2 STUDENT SUPPORT AND GUIDANCE

SUPPORT IN MATTERS RELATING TO ACADEMIC PROVISION

The LFA approach to support in matters relating to academic provision aims to assure and to enhance the quality of the individual student's learning experience.

Responsibilities rest with Course Leaders, who provide guidance and support individually to students on all matters relating to academic progression. Briefings on student progress are subsequently provided to the Head of Academic Governance on a regular basis.

Primary responsibilities include:

- Providing personal and pastoral contact in respect of academic matters
- Ensuring through induction that the student is clear on matters of course procedure, timetabling and assessment regulations
- Liaising between a student and lecturers delivering on the course, in consultation with the appropriate Course Leader or Head of Academic Governance
- Discussing career aspirations in relation to the course

SUPPORT IN NON-ACADEMIC MATTERS

The Admissions Leader (Student Welfare) and/or Course Leader provides guidance in non-academic matters.

Primary responsibilities include:

- Offering general advice and assistance
- Counselling on personal matters such as accommodation, finance and health
- Referring students to other sources of help
- Counselling the student appropriately in the case of issues



In cases where personal problems are judged to be severe and personal counselling is required, students may be referred to external/professional counselling services. Independently of this students are provided with contact details of counselling services in our Student Handbook.

SUPPORT FOR STUDENTS WITH DISABILITIES (OVERVIEW)

The following statements provide an overview of the Academy's policy for assuring that the learning experiences of students with disabilities is commensurate with the quality of provision provided to non-disabled peers. Detailed information about the full policy and operational procedures relating to Disability is provided in the Equal Opportunities section of Student Handbook.

LFA recognises its responsibility under the Special Education Needs and Disability Act of 2001 to ensure that discrimination is not practiced against students or potential students with a disability.

The Academy acknowledges the importance of making reasonable adjustments to ensure that disabled students are not placed at a substantial disadvantage in comparison to others in respect of admissions procedures, the provision of student services and provisions for academic learning. What amounts to a reasonable adjustment varies according to the type of services being provided, the extent to which it is practicable to take that step and the relevant interests of other people.

The Academy welcomes students with disabilities and specific learning difficulties and is committed to the continuing development of an 'enabling environment' and a non-discriminatory culture within the Academy community. The Student Welfare Officer liaises with Course Leaders to ensure that all students with disabilities can make the most of their opportunity to study at the Academy.

PROSPECTIVE STUDENTS

The LFA building is a converted church which may pose difficulties for those with mobility problems. Applicants should therefore make sure before applying that this matter is raised with the admissions staff to check whether the facilities are suitable and to discuss any possible difficulties.

All applicants who have disclosed a disability on their application form and receive an offer of a place are sent a Learning Support Questionnaire. This form gives students an opportunity to tell the Academy about their disability/learning difficulty and the impact it may have on their study. This enables applicants and the Academy to make informed decisions and to plan together how student needs can be met as early as possible. Upon receipt of the questionnaire the student is invited to discuss their individual learning support needs with a Student Advisor.

REGISTERED STUDENTS

Upon arrival at the Academy students are expected to take responsibility for ensuring that the required support is in place. They must make sure that the people who can provide assistance and support are aware of their special needs.

Types of support provided by the Academy for disabled students include:

- Dealing with enquiries from prospective and registered students on matters relating to disability-related support needs
- Liaising with tutors and administrative staff about the support needs of disabled students
- Facilitating dyslexia screening tests and full diagnostic assessments with an Educational Psychologist
- Organising support workers, such as note takers and interpreters (although costs would be the responsibility of the student)
- Providing special arrangements for assessments and examinations. Including, amongst other provisions: extra time, rest breaks, specially printed examination scripts; computer use; and oral/practical exams
- Providing a 'manual' lift service for transporting disabled students to all levels of the building
- Identifying and resolving academic problems experienced on the course, in consultation with the appropriate Course Leader



- Resolving complaints about academic support, in consultation with the appropriate Course leader

SUPPORT FOR STUDENTS WHO NEED ASSISTANCE WITH ENGLISH

Strict entry requirements demand that students are proficient in English so support provision is not normally required. However, where support needs are identified, either with general language support or more specific academic writing and study skills, additional remedial classes may be provided by special arrangement.

6.3 ACADEMIC INTEGRITY AND MISCONDUCT

ACADEMIC INTEGRITY

The Academy considers academic integrity essential to the maintenance of academic standards. From the management perspective this means that students are expected to adopt an honest approach to carrying out academic and scholarly work. Honesty is demonstrated by undertaking and completing one's own work, citing the sources of ideas attributed to others and not relying upon dishonest means to gain advantage.

Procedures aimed at promoting academic integrity include:

- Providing information about academic integrity and academic misconduct policy at student orientations and at staff inductions
- Providing a secure system for handing in student work
- Providing a secure system for returning student work (where applicable)
- Ensuring that appropriate systems of identity check and invigilation are in place for examinations
- Supporting staff development to improve learning and teaching strategies for academic integrity

ACADEMIC MISCONDUCT

Academic Misconduct is commonly defined as any act whereby a person obtains an unpermitted advantage for himself/herself or for another. Misconduct applies whether the candidate acts alone or in collusion with others. The Academy supports the view that any actions falling within the definition maybe construed as academic misconduct, whether it be work undertaken in a formal examination, a piece of coursework, or any form of assessment submitted in pursuit of a qualification. Types of academic misconduct can vary, but the four most common categories are plagiarism, collusion, falsification, and cheating.

To facilitate the development of a collegiate culture committed to the notion of academic integrity, the Academy has developed policies for dealing with academic misconduct. To date, implementation procedures have been carried out largely on a case-by-case basis, and processes have focused primarily upon plagiarism and cheating. In the longer term, it is the intention to ensure that implementation procedures are standardized across the Academy in respect of all four categories.

Please see the LFA Student Handbook – Academic Integrity and Misconduct Policy, for full details.

THE ACADEMIC INFRINGEMENT COMMITTEE

The purpose of the Committee is to ensure that judgments rendered in respect of academic misconduct have been investigated properly and that students have had fair and reasonable opportunities to respond to concerns raised.



AGENDA

- Welcome and instructions
- Apologies of absence
- Statement of confidentiality
- Declaration of conflicts of interest
- Evidence submitted on the allegation of unfair practice
- Conclusion
- Penalty to be imposed
- Any other business

MEMBERSHIP

- The Head of Academic Governance (Chair)
- The Academic Principal or her/his designated representative
- Lead Tutors or Tutor as appropriate
- Course Coordinator (Minute Taker)
- Exam Invigilator and/or marker (or moderator) if appropriate

Invited by the Committee:

- External Representatives, as required by the course
- Tutors, as appropriate

Procedure during the meeting

In cases where two or more candidates are accused of related offences, such as in the case of collusion, the Chair may decide to deal with the cases together. However, each candidate shall be given the opportunity to request that the cases be heard separately.

The Course Leader shall present the case against the candidate, calling such witnesses and presenting such evidence he/she thinks fit. Additional documentary evidence in support of the case against the student may only be presented to the Committee on the day of the hearing, with the express permission of the Chair.

The Head of Academic Governance may question both the candidate and witnesses. The candidate may question the witnesses called by the Course Leader.

The candidate shall have the right to be represented or accompanied, to hear all the evidence brought against him/her, to call and to question witnesses, and to submit other evidence. Additional documentary evidence including evidence of mitigating circumstances may only be presented to the Committee on the day of the hearing, with the express permission of the Chair. The Chair may invite contributions from the person accompanying the student.

Members of the Committee of Enquiry may ask questions of the candidate, the Course Leader and of the witnesses.

Witnesses shall be concerned only with evidence relating directly to the allegation and shall normally withdraw after questioning. The Chair may wish to consider allowing witnesses to remain in the hearing throughout the submission of evidence. The agreement of both parties to this shall be obtained.

When the submission of evidence and the questioning of witnesses are completed, all persons, other than the members of the Committee shall withdraw.

The Chair of the Committee may approve an adjournment of the hearing following a reasonable request from any party.



The Committee of Enquiry shall then consider whether the allegation has been substantiated. The Committee would not normally be required to prove intent on the part of the candidate to engage in an act of unfair practice in order to substantiate the allegation, but additional proof of intent may be relevant to the Committee in arriving at an appropriate penalty.

The Committee of Enquiry shall not normally be informed, before reaching its verdict on the allegation under consideration, of any evidence of previously substantiated allegations of unfair practice. The Committee shall however be so informed before determining the penalty in appropriate cases. In exceptional cases, evidence of previous substantiated acts of unfair practice may be disclosed prior to the verdict of the Committee where such evidence:

- rebuts a claim of previous good character made by the candidate/representative;
- is relevant to the allegation under consideration (other than merely showing that the candidate had a disposition to commit the facts alleged) and that its prejudicial effect does not outweigh its probative value.

If the Committee finds that the case has been substantiated, it shall then consider the penalty to be imposed. Penalties are divided into:

- penalties available for unfair practice in examination/assessment conditions;
- penalties available for unfair practice under non-examination conditions;

When determining the penalty to be imposed, the Committee shall consider the candidate's record, including profile of marks, and any assessment conventions and regulations for the scheme of study in question.

If the Committee finds that the case has not been substantiated the candidate shall be informed of the outcome in writing. All record of the case shall be removed from the student's file.

Penalties available to the Committee for Unfair Practice in Examination/Assessment Conditions

- The issue of a formal reprimand to the candidate, a written record of which shall be kept.
- The cancellation of the candidate's marks in part or in whole for module(s) concerned, or in all of the modules for the year in question or the equivalent for a part-time candidate, with a recommendation as to whether or not a re-assessment should be permitted, either with eligibility for the bare pass mark only or for the full range of marks.
- The reduction of the award result by one grade (pass, merit or distinction) or the non-award of a distinction, as appropriate.
- The disqualification of the candidate from any future London Film Academy examination/assessment.

If a Committee decides that the above penalties are inappropriate, the Committee may use its discretion to decide upon the appropriate penalty.

Appeals by candidates found guilty of unfair practice

The Academy is only prepared to consider appeals that are based on one or both of the following grounds:

1. irregularities in the conduct of the unfair practice procedure, which are of such a nature as to cause reasonable doubt whether the Committee would have reached the same decision had they not occurred;
2. exceptional personal circumstances which were not known to the Committee of Enquiry when the candidate's case was considered and which can be shown to be relevant to the unfair practice. (In appeals based on these grounds the appellant must show good reason why such personal circumstances were not made known to the Committee of Enquiry before its meeting. Where a candidate could have reported exceptional personal circumstances to the Committee prior to its meeting, those circumstances cannot subsequently be cited as grounds for appeal.)

Any appeal against a decision of a Committee (including any penalty imposed) shall be sent in full, in writing to the Joint Principal – Operations, 52a Walham Grove, London SW6 1QR and must reach her not later than one month after despatch to the candidate of the Committee's decision. Simple notice



of appeal given in writing by a candidate within the above deadline shall not be deemed to constitute an appeal proper and shall not be accepted. The Chair shall, at an Appeal Board meeting, have discretion to declare inadmissible any matter introduced by the appellant, or by any member of staff or student accompanying the appellant, if he/she deems it not directly related to the contents of the appeal previously lodged in writing within the stipulated deadline.

6.4 ACADEMIC APPEALS AND GRIEVANCES

ACADEMIC APPEALS

Students who dispute a decision made by an Assessment Board may appeal under certain conditions, in accordance with the Academy's General Regulations and Policies.

No appeal will be entertained on matters of academic judgment. These remain the exclusive prerogative of Assessment Boards. Matters of academic judgment include:

- Confirmation of the final marks awarded
- Decisions taken as to whether or not a student has reached the academic standard required for the particular stage of the Course
- Decisions taken as to whether or not a student would benefit academically from further study on the course

An appeal may be made only on the following grounds:

- The assessment failed to comply with the regulations pertaining to that particular module
- Mitigating circumstances existed that had not been given proper consideration by the Assessment Board
- Revised assessment procedures agreed for a student with a disability or a special educational need had not been implemented

Any student wishing to appeal against a decision or recommendation of an Assessment Board must lodge his or her notice of appeal with the Academic Office, using the relevant pro forma, within ten working days of the publication of results in the relevant module.

ACADEMIC GRIEVANCES

If a student feels that the Academy has not delivered the standard of service which it would be reasonable to expect, a student may be entitled to lodge a complaint, in accordance with Academy's General Regulations and Policies.

The Grievance Procedure should be used for serious matters and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students. Complaints can be lodged by students, prospective students and members of the general public, but cannot be made by a third party.

Separate procedures exist in respect of the following, which cannot form the substance of an academic appeal or complaint:

- Appeals against the decisions of Assessment Boards
- Appeals against decisions taken under disciplinary proceedings
- Grievances relating to personal harassment or discrimination on sexual, religious, racial or other grounds
- Grievances may be raised through three channels:
 - The grievance may be raised informally with the staff concerned at the local level
 - The grievance may be raised formally with the Course Leader
 - The grievance may be submitted formally to the Principal for review either in person or by his designated representative



Every reasonable effort should be made to raise the complaint informally. If no satisfactory outcome is reached, a formal complaint may be lodged, either with the Course Leader or with the Principal. A grievance must normally be lodged within two calendar months of the incident giving rise to the complaint in order to ensure that the people involved still remember the case and the facts can still be established.

Please see the LFA Student Handbook – Academic Appeals and Student Grievance Procedures, for full details.

6.5 EQUAL OPPORTUNITIES

The following statements provide an overview of the Academy's Equal Opportunities Policy. Detailed information about the policy is provided in the Equal Opportunities Policy – Policies & Procedures document as part of Student Handbook.

The Academy is committed to equal opportunities in terms of equal access to and fair treatment of all members of the community regardless of race, ethnic or national origin, age, gender, sexual orientation, disability religion, class, or marital status and will oppose racism, sexism and all forms of unfair discrimination. The policy extends to all aspects of its teaching, courses, administration, management and support.

The Academy works in a wider context and recognizes the existence of widespread institutionalized discrimination, prejudice and oppression and the damage this creates by limiting the prospects for personal development. Consequently, the Academy aims to offer an environment which is safe, supportive and sensitive to the diverse needs of students and staff so that all can achieve their full potential. All members of the Academy's academic community are expected to treat each other with respect and dignity in all of the Academy activities.

6.6 HEALTH AND SAFETY

The following statements provide an overview of the Academy's policy for assuring that quality standards are maintained in respect of Health and Safety. Detailed information about the full policy and operational procedures is provided in the document, issued by the Academy – Health and Safety Policies and Procedures.

GENERAL STATEMENT OF INTENT

People are the most important asset of the Academy. Consequently, the Principals of the Academy are committed to ensuring the health, safety and welfare of staff members and students at all times.

The Academy is committed to ensuring that it complies with all relevant health and safety legislation and, where it is reasonably practicable to do so, the Academy will strive to go beyond the requirements of legislation. To achieve this, the Academy will provide the necessary resources and will seek the co-operation of all its staff and students for the purposes of implementing this policy. Moreover, the Academy will also ensure all staff are adequately qualified and experienced to allow them to carry out their work safely and without risk.

The Academy regards the promotion of Health and Safety as one of its foremost responsibilities and sees this as a mutual objective for management and staff at all levels. Furthermore, the Academy is committed to monitoring and review processes, so that continual improvement in the management of health and safety can be achieved.

General intentions are:

- To provide adequate control of the Health and Safety risks arising from our activities



- To consult with our staff and students on all matters affecting their Health & Safety
- To provide and maintain safe plant and equipment
- To ensure the safe handling and use of substances
- To provide information, instruction and supervision for staff and students alike
- To prevent accidents and cases of work-related ill health
- To maintain safe and healthy working conditions
- To review and revise this policy at regular intervals

KEY STAFF MEMBERS AND RESPONSIBILITIES

The Joint Principals have overall and final responsibility for Health and Safety in the Academy and will ensure that all necessary steps are taken to meet the statutory obligations as required by the Health and Safety at Work etc. Act 1974 and associated regulations. The Operations Leader has been appointed the Key Health and Safety Officer with the day-to-day responsibility for ensuring that this policy is put into practice.

The Operations Leader is responsible for:

- Ensuring the Academy has access to competent Health and Safety advice as required by the Management of Health and Safety at Work Regulations 1999
- Ensuring that there exists an effective policy for Health and Safety management, supplemented by additional documents and safe systems of work as necessary and that this document is implemented throughout the business
- Ensuring this policy is routinely reviewed to ensure the arrangements for health and safety remain current and valid.
- Ensuring that necessary resources and information is made available for the policy to be effectively put into practice.
- Ensuring that Course Leaders carry out their respective duties regarding health and safety within their areas of control.
- Ensuring that all accidents or dangerous occurrences are reported to the Enforcing Authority where required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.
- Co-operating and assisting, as necessary, with all enforcing authorities and any other external body concerned with Health and Safety in the course of their duties.

The Operations Leader is responsible to the Joint Principals for the day-to-day functioning of the Academy's health and safety arrangements. They are in a special position to influence attitudes of staff and students alike and give encouragement to active participation in health and safety good practice.

The Operations Leader is responsible for:

- Liaising and working closely with staff, through the Course Leaders, to ensure a safe and healthy working and learning environment
- Obtaining and communicating to staff members and students competent and professional advice on Health and Safety issues
- Ensuring that routine inspections of the environment and equipment are carried out to ensure that the health, safety and welfare arrangements are effective
- Ensuring that Health and Safety audits are carried out and reported to the Joint Principal (AM) in the form of action plans
- Initiating and reviewing all Health and Safety training needs of the Academy

The Course Leaders are responsible for:

- Managing health and safety arrangements within their area of responsibility.



- Staff and Students are responsible for:
- Exercising their statutory duties to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Familiarising themselves with the Academy's Health and Safety policy and observing any legal requirements, Academy rules, procedures and instructions necessary for ensuring health and safety

STATUTORY INFORMATION

The Health and Safety Law poster and a copy of the Employers Liability Insurance certificate are displayed at Reception.

Exposure to Illegal Drugs and Substances

The Academy has zero tolerance towards illegal drug use on its premises.

Emergency Procedures – Fire and Evacuation

The Academy has procedures in place to follow in the event of emergency. These are communicated to all staff and will be tested on a regular basis.

Welfare Facilities

The Academy is committed to providing suitable and sufficient welfare facilities to staff and students, in accordance with the Workplace (Health, Safety and Welfare) Regulations 1992.

Work Related Stress

The Academy is committed to protecting the health, safety and welfare of all our staff and recognise that workplace stress is a health and safety issue and acknowledge the importance of identifying and reducing workplace stressors.

Security

The Academy has ensured as far as is reasonably practicable, the physical security of staff and students by the implementation of a properly controlled entry system and the installation of CCTV to deter unauthorised intruders.

The responsibility for personal property always remains with the owner of the property. The Academy takes no responsibility for such property left unattended on the premises. However, members of staff or students who have any concerns with security or wish to report an incident are to contact the Course Leader or the Front of House Coordinator in the first instance.

APPENDIX 1 – VERSION CONTROL TRACKING TABLE

London Film Academy - Version Control Tracking (VCT)				
QAE Handbook				
	<i>Written/Edited by</i>	<i>Approved by</i>	<i>Date</i>	<i>Version</i>
Original Document	J Sanders	Joint Principals	June 2012	v1.0
1st Revision	J Sanders	HoAG	September 2012	v2.0
2nd Revision (to satisfy QAA action plan)	J Sanders	Joint Principals	April 2013	V3.0



3rd Revision (due to QAEC changes)	J Sanders	Joint Principals	October 2013	V4.0
Annual Review	Daisy Gili	Anna MacDonald	October 2014	V5.0
Annual Review	Daisy Gili	Anna MacDonald	October 2015	V6.0
Annual Review	Daisy Gili	Anna MacDonald	October 2016	V7.0
Annual Review	Daisy Gili	Anna MacDonald	May 2017	V7.1
Annual Review	Daisy Gili	Anna MacDonald	October 2017	V8.0
Annual Review	Daisy Gili	Anna MacDonald	October 2018	V9.0

APPENDIX 2 – QAA QUALITY CODE MAPPING

QAA Quality Code, Part A	LFA Procedures
<p>Chapter A1: UK and European reference points for academic standards</p> <p>Comprising FHEQ: http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/Quality-Code-Part-A.aspx</p>	<p>UK National Frameworks for Higher Education Qualifications; Qualification Characteristics; Subject Benchmark Statements</p> <p>All above referred to when developing courses and seeking external collaboration</p>
Chapter A2: Degree awarding bodies' reference points for academic standards	n/a
Chapter A3: Securing academic standards and an outcomes based approach to academic awards	<p>Although LFA is not degree awarding body it has followed similar processes in the development of its internal qualification. We have our own programme specification, learning outcomes and assessment. LFA Awards are only granted if students meeting specified learning outcomes, follow specified assessment procedures and their work is subject to external inspection.</p>
QAA Quality Code, Part B	
Chapter B1: Programme design, development and approval	<p>Section 3 of QAE Handbook LFA Course Development and Review Procedure LFA Programme Specifications</p>
Chapter B2: Recruitment, selection and admission to higher education	Section 6 of QAE Handbook Admissions Policy
Chapter B3: Learning and teaching	Section 6 of Tutor Handbook – Learning and Teaching
Chapter B4: Enabling student development and achievement	Section 6 of QAE Handbook



Chapter B5: Student engagement	Section 4 of QAE Handbook
Chapter B6: Assessment of students and the recognition of prior learning	Admissions Policy
Chapter B7: External examining	Section 3 of QAE Handbook
Chapter B8: Programme monitoring and review	Section 3 of QAE Handbook
Chapter B9: Academic appeal and student complaints (April 2013)	Section 6 of Student Handbook
Chapter B10: Managing higher education provision with others	Section 3.4 of QAE Handbook - Collaborative Working Policy
Chapter B11: Research degrees	n/a



APPENDIX 3 – COMMITTEE AND BOARD MEETING TIMETABLE

Executive Committee	4 per year	Jan, April, July, October
Infringement Committee	Only when necessary	Not fixed
Student/Staff Liaison Committee	4 per year	Feb, May, July, Nov
Course Delivery meeting	4 per year	Jan, April, June, Oct
Course Committee	1 per course per year	Aug/Sept All other courses – Dec
Advisory Board	1-2 per year	Nov and May
Assessment Board	5 per year	Full board meeting in Sept prior to graduation Interim in Feb, May, Aug, Oct
Learning and Teaching Session	1 per year	Sept (after Course Committee)

APPENDIX 4 – REPORTS AND FEEDBACK TIMETABLE

Annual Course Review (ACR)	1 per course or course type	Diploma – Oct/Nov All other courses – Jan
Periodic Course Review (PCR)	1 per year	Dec
Course Entry Questionnaire	1 per course or course type	June, Oct
Course Exit Questionnaire	1 per course or course type	April, Sept
Student Module Questionnaires	1 per module	Prior to Module Reports
Tutor Module Questionnaires	1 per module	Prior to Module Reports
Module Reports	1 per module	At the end of each module
Filming Debriefs	3 per course	At the end of each filming period
Annual Tutor CPD records	1 per year	Sept/Oct
Tutor Inductions/Observations	4-6 per year	New tutors and as per timetable for existing tutors
QAA visit preparation	1 per year	July
External Examiners Report	1 per course	Sept/Oct (after Final Assessment Board)
Summary Report of General Cohort Progression and Issues	1 per course	Sept/Oct (for Final Assessment Board)

