Policy 5
Teaching, Learning and Assessment Policy

1. Introduction

London Film Academy (LFA) regards the systematic organisation, careful management, continuous review and planned enhancement of teaching and learning and the management of assessment as crucial to its success. Effective teaching and learning, and well designed, transparent and effective assessment arrangements are crucial to a successful student learning experience.

2. Terminology

In the context of this policy:

Teaching is taken to apply to all the ways in which LFA delivers curriculum to its students and may include a range of both face-to-face and electronic methods of delivery.

Learning is taken to refer both to student learning and also to learning on the part of teaching specialists.

Assessment is taken to apply to all the ways in which LFA appraises a student's knowledge, understanding, abilities or skills and also provides supportive feedback to improve student performance.

3. Scope

This policy articulates LFA's approach to teaching and its expectations of systematic planning and preparation in order to meet learning outcomes (peer observation arrangements are covered under this policy and its associated procedures). The policy also sets out expectations for the development and maintenance of an effective learning environment, including tutorial arrangements, and for encouraging independent learning.

All matters relating to academic misconduct, plagiarism and programme specifications are covered in *LFA Policy 6 Academic Management.*

This policy articulates LFA's assessment strategy and its expectations of assessment that promotes learning and is conducted with rigour and fairness. Arrangements for the administration of assessment, including internal verification, are covered, together with expectations about feedback to students and the recording of assessment decisions.

4. Aims

The overall aim of the policy is to ensure that LFA takes all appropriate measures to ensure that effective and student-centred teaching is delivered, that teaching delivery methods are varied and designed to encourage student engagement and that content is related to real world examples. In addition, the aim is that varied learning opportunities, which foster and encourage independent learning, are provided.
In terms of assessment, the policy aims to ensure that LFA takes all appropriate measures to ensure that students have the opportunities to achieve the intended learning outcomes of their programmes and that assessment across all programmes is robust, valid, fair and reliable.

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5. Objectives

The objectives of the Teaching Learning and Assessment Policy and its related procedures are:

Teaching and Learning

- to foster among staff, tutors and students a strategic approach to learning which recognises the importance of active engagement, reflection and the development of independent learning skills
- to select and recruit only appropriately qualified teaching staff and tutors
- to ensure that teaching and learning is informed by scholarship
- to encourage reflective practice among teaching staff, tutors and students
- to deliver teaching and organise learning resources in such a way as to ensure that every student can attain the learning outcomes
- to ensure appropriate and effective management and peer support of LFA staff and tutors involved in teaching and learning
- to maintain effective and supportive physical and virtual learning environments
- to provide clear and current information to every student about learning opportunities and support available
- to foster and encourage reflection and independent learning
- to enable regular and planned engagement between students and teaching staff and tutors in order to monitor progress and reflect on development needs
- to ensure that tutors always use varied and imaginative teaching methods

Assessment

- to establish appropriate assessment procedures which ensure that academic standards meet the learning outcomes as detailed in the module specifications
- to regularly review assessment practices and procedures and to evaluate their effectiveness
- to ensure that assessment arrangements are fair, reasonable, valid and reliable and secure and to publicise them appropriately to students
- to promote effective learning by well-designed and varied assessment practice
- to ensure that formative assessment is used whenever appropriate so as to enhance student learning
- to ensure that assessment is conducted with rigour, probity and fairness
- to ensure that assessment is both timely and balanced in its demands upon students
- to establish and publicise to students clear and fair assessment and grading schemes
- to ensure that internal verification arrangements are effective and rigorous and that roles and responsibilities relating to the management of assessment are well-defined
- to publish and implement clear progression pathways both within and between programmes
- to provide appropriate, timely and supportive feedback, of both a general and a specific nature, to students on their assessed work
- to ensure that all assessors are competent and have opportunities to develop further assessment skills
- to encourage students to adopt good academic conduct in assessment, including timely submission of assessed work
- to provide appropriate support for those students who may seek recognition of their prior learning - *LFA Procedure 2.2 - Recognition of Prior Learning*

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6. Related procedures, internal and external reference points

6.1 Related procedures

- *LFA Procedure 5.1 - Delivering effective learning*
- *LFA Procedure 5.2 - Student feedback*
- *LFA Procedure 5.3 - Independent learning*
- *LFA Procedure 5.4 - Assessment*
- *LFA Procedure 5.5 - Internal verification-moderation and external examining*
- *LFA Procedure 5.6 - Peer observation*
- *LFA Procedure 5.7 - Online learning etiquette*
- *LFA Procedure 5.8 - Course and technical support*

Additional procedures may be issued if an identified need for further guidance or clarity emerges.

6.2 Relevant external reference points

- UK Quality Code for Higher Education and QAA guidance
- Advance HE: guidance on academic management
- Office for Students guidance and regulations

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