

LFA Procedure 6.8

Course and Annual Monitoring Procedures

1. Introduction

All courses delivered by London Film Academy (LFA) are subjected to periodic review. All credit bearing courses are subjected to a formal, comprehensive review on an annual basis and documented in the Annual Course Review (ACR) or validating partner Continual Monitoring Reports (CMR). These reviews and reports include feedback from students, module reports and Course Committee meetings. In cases where interim changes are desired, proposals advocated by Course Teams are reviewed internally by the Head of Courses (HoC), in consultation with the Head of Academic Governance (HoAG), for resourcing and quality assurance purposes.

After internal approval has been secured with the HoAG, HoC is expected, where 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 organisation
- learning, teaching and assessment strategies
- student guidance and support
- learning resources and facilities
- provision for quality management and enhancement, including annual monitoring and evaluation reports.

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

- student feedback
- Course Committee meetings
- Module/Tutor reports.

Course Monitoring Reports should include:

- quantitative data on student numbers, retention and achievement, together with a commentary upon the data
- features of good practice/key strengths in teaching, learning and assessment that appear to be having a positive impact upon the student learning experience
- areas for development, focusing upon the enhancement of the quality of teaching and learning
- student feedback, particularly about the quality of teaching and assessment
- information, resources and support (e.g. clarity and accessibility of information about the course; appropriate provision of resources and support)
- an action plan, identifying issues that have arisen during the year, together with action to address any shortcomings and enhance the academic quality and standards of the course.

2. Withdrawal and suspension of courses procedures

Requests for withdrawal and/or suspension of any course made by HoC should be submitted to the HoAG for review in the first instance before being presented at the Academic Board. In all cases, however, the final decision will be 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.

LFA makes good use of the Course Committee to evaluate current practice. It also consults with external experts and conducts audits as a means of reaffirming effectiveness of policy and procedures.



3. Periodic review cycle of LFA-wide course provision

Periodic review of LFA-wide course provision assures quality assurance and enhancement procedures and processes, in line with LFA quality framework; and providing high quality, valid, relevant and inclusive learning opportunities that enable students to achieve LFA's awards and qualifications. The quality framework aims to support LFA in the continuing evaluation and enhancement of their provision. Courses are reviewed on a four-year cycle as follows:

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| 2021/22 | Short Courses |
| 2022/23 | BA Filmmaking |
| 2023/24 | MA Filmmaking and Screenwriting |
| 2024/25 | Filmmaking Diploma |

Periodic Review of LFA-wide course provision is organised by the HoC, approved by a review panel chaired by HoAG and presented to the Senior Management Committee and Academic Board. Periodic Review of LFA-wide course provision enables LFA 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.

3.1 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 LFA 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 LFA'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 |
|---|---|
| 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>The approach of LFA's senior management team to the development, implementation and evaluation of quality management procedures</p> <p>Implementation and monitoring of LFA's quality management framework</p> <p>Approaches to meet the ambitions of LFA's strategic plan</p> <p>The operation of LFA's strategies, policies and processes at course level</p> <p>The extent of shared awareness and understanding of the LFA'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> |



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| | <p>The extent to which LFA 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 LFA 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 LFA'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 LFA's or validating partner's external examiner processes and procedures to the QAE/Quality Handbook</p> <p>The external examiners' contribution to the maintenance and enhancement of standards</p> <p>The use of external examiner comments in course development</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 LFA 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>LFA's processes to assure continuing validity and currency of courses</p> <p>LFA's mechanisms to ensure ongoing reflection and enhancement of quality management processes</p> |
| <p>6. Students are genuinely involved in a range of activity related to quality management and enhancement, and understand relevant processes and practice</p> | <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 LFA 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 LFA'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 LFA's 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 | <p>The quality and effectiveness of communication with students and partners</p> <p>The opportunities for sharing practice across collaborations and partnerships</p> <p>Staff, Module Leader and Tutor induction, development and support for LFA and partner staff</p> |
| 6. The quality of learning opportunities delivered through work-based learning and placements is managed effectively. | <p>The extent of opportunities provided for work-based learning, placements and professional learning</p> <p>The management of work-based learning and placements, including monitoring, review and enhancement</p> |
| 7. Effective arrangements are in place to support students in their learning | <p>Career education, information, advice and guidance</p> <p>Pastoral support for all students</p> <p>Student induction</p> |

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 LFA, 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 LFA in the past three years;
- Internal Tutor, Module Leader 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 LFA and UK expectations;
- Requires improvement to meet LFA and UK expectations
- Does not meet LFA 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 Review Report which includes the action plan and is approved by Senior Management Committee.

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



| Framework for Periodic Review Judgement | | | |
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| 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. |
| <p>Likely to be characterised by at least some of the following:</p> <ul style="list-style-type: none"> • Compelling evidence of the LFA'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. | <p>Likely to be characterised by at least some of the following:</p> <ul style="list-style-type: none"> • Evidence that the LFA 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. | <p>Likely to be characterised by at least some of the following:</p> <ul style="list-style-type: none"> • Significant weakness(es) in some LFA processes, or which have some shortcomings. • A lack of awareness by the LFA 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. | <p>Likely to be characterised by at least some of the following:</p> <ul style="list-style-type: none"> • Ineffective operation of LFA 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 LFA about the problem(s) identified by the panel. |



4. Annual Review

The Annual Review process particularly focuses upon:

- standards and quality management
- the quality and enhancement of student learning opportunities.

The purpose of the Annual Academy Report (AAR) is to:

- provide an overview of academic standards, quality of teaching and learning and information provided to students
- provide evidence for senior management and LFA stakeholders of the issues facing the quality and standards of programmes and of action being taken to enhance the student learning experience
- identify areas of good practice across LFA and suggest ways of widening this good practice
- identify areas for development or enhancement across LFA
- provide a comprehensive report for staff, students, stakeholders and interested external agencies on LFA's activities over the past academic year
- The Annual Academy Report (AAR) will be drawn up by the HoC, using a standard template. It should be drafted during the summer, approved by HoAG with the intention of bringing a draft to the Academic Board for consideration during the autumn.

Once approved, the AAR should be disseminated for information to all academic staff and to student representatives. Copies should be provided for information to awarding bodies and external review and regulatory organisations.

The AAR should include/take account of:

- the conclusions of all Annual Course Report (ACR) or University of Derby (UoD) Continual Monitoring Reports, with an analysis of collective issues arising from these
- cross-Academy student satisfaction data
- recruitment data and trends
- overall retention and achievement rates
- progress in equal opportunities and diversity
- progress in student engagement initiatives
- progress in student support initiatives
- progress in enhancement initiatives
- external factors impinging upon the LFA (OfS, new legislative requirements, etc.)
- relevant organisational factors (e.g. staff recruitment, use of premises)
- training and development of academic and other staff
- strategic issues (e.g. new approvals, course termination, collaborative partnerships, etc.)
- commentary about how LFA is meeting objectives set out in its Strategic Plan.

Programme and annual monitoring are critical processes which enable LFA to review and assure the quality and standards of its provision in a coherent and systematic manner. The processes highlight areas for development, celebrate success in teaching and learning, support enhancement of the student learning experience and identify and disseminate good practice.

