

Academic Regulations and Quality Assurance Procedures

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1. Introduction

1.1 Preface

These Academic Regulations and Quality Assurance Procedures (these Regulations and Procedures) express the principles, responsibilities and structures through which LAMDA assures academic standards and the continuous improvement of the student learning experience.

These Regulations and Procedures came into effect on 1 January 2024. There will be a systematic process of review of these Regulations and Procedures on an annual basis.

Academic Board is ultimately responsible for ensuring that arrangements are in place that will:

- stimulate, through regular critical self-evaluation, improvement of the quality of the student learning experience;
- inform and provide assurance to current and potential students, and relevant external agencies and interests, as to the high quality of the student learning experience.

The status and role of Academic Board is set out in Article 44 of the *Articles of Association* of LAMDA Limited, the legal document governing the Objects (*ie* the aims and purposes) of the organisation and the means by which it is governed.

These Regulations and Procedures cover all courses leading to the award by LAMDA of certificates, diplomas and degrees, at undergraduate, graduate and postgraduate level, including those delivered by other institutions. Where appropriate, LAMDA may introduce requirements additional to these minimum requirements for quality assurance, for example in relation to professional body accreditation.

These Regulations and Procedures are reviewed at regular intervals by Academic Board and may be revised from time to time in order to ensure that they continue to represent best practice and are effective.

1.2 Definitions of Terms used

A **module** is a self-contained, separately assessed component of a course.

A **course of study** (a course) consists of an approved set of modules which leads, when successfully completed, to a LAMDA award.

A **validated** or **partner Institution** is an institution which has received approval from LAMDA to offer courses devised, delivered and assessed by the institution, but approved by the LAMDA for LAMDA credit and academic awards.

A collaboration leading to a **dual award** involves the development of a course of study that leads to the granting of separate academic awards by both LAMDA and the partner institution.

A collaboration leading to a **joint award** involves the development of a course of study that leads to the granting of a single award by two or more collaborating partners.

Department means the unit within the Drama School which teaches and assesses a course or module, and within which the Course Leader is based.

1.3 Principles

These Regulations and Procedures are based on the principles that quality assurance procedures will:

- be simple and effective;
- be integrated into the routine management of learning and teaching;
- harmonise, as far as possible, internal and external stakeholder requirements.

1.4 Responsibilities

This section summarises where responsibility lies for the various elements of the arrangements for assuring the quality of the student learning experience provided by LAMDA via taught courses.

Detailed requirements are set out in the various sections below.

The Head of Academic Affairs & Research is responsible for:

- ensuring that modules and courses submitted for approval conform with the requirements of these Regulations and Procedures;
- ensuring that such modules and courses are delivered as approved;
- ensuring the provision of a learning environment which will encourage students to flourish and achieve their potential;
- ensuring that all students are provided in good time with all appropriate information relating to their courses and modules;
- approving minor changes to modules and reporting such changes to Academic Board;
- maintaining a programme of observation of teaching in keeping with LAMDA's policy and guidelines;
- ensuring student engagement in quality assurance activities;

The Director of Actor Training and Drama School is responsible for:

- annual monitoring of relevant modules, courses and student progress, determining action to be taken as a consequence and reporting on these matters to Academic Board;
- responding to annual reports of External Examiners;
- providing academic advice for students;
- obtaining, considering and, where appropriate, acting on, the views of students on their learning experience;
- reflecting critically on the student learning experience, in particular as part of internal or external quality reviews;
- responding to the reports of quality review panels;
- acting upon the decisions and recommendations of Learning Teaching and Quality Committee and Academic Board;
- reviewing and developing LAMDA's Learning, Teaching and Assessment provision in line with the current Strategic Plan and monitoring and evaluating its implementation
- ensuring the provision of pastoral support through the Student Services team.

Academic Board is responsible for:

- approving proposed modules, having ensured that no module is approved unless it conforms to the requirements of these Regulations and Procedures;
- approving proposed courses, having ensured that no such approval is recommended unless the proposed course conforms to the requirements of these Regulations and Procedures;
- approving withdrawal of modules and withdrawal of courses;
- reviewing annually LAMDA's Student Success Strategy;
- ensuring that annual course monitoring conforms to the requirements of these Regulations and Procedures and reviewing the outcome of such monitoring;

- ensuring, in co-operation with the Director of Actor Training & Drama School, Heads of Department and Course Leaders, that all students are provided in good time with all appropriate information relating to their course and its modules;
- overseeing arrangements for periodic reviews and other quality reviews and ensuring the completion of any actions arising from these engagements;
- monitoring the operation of LAMDA's observation of teaching scheme
- considering the summary of recommendations from External Examiners to LAMDA on courses as prepared by Academic Affairs;
- reviewing annually these Regulations and Procedures and their effectiveness.

Learning, Teaching and Quality Committee is responsible to Academic Board for:

- overseeing course validation, monitoring and review;
- oversight of the taught curriculum and its assessment;
- continuous improvement of learning, teaching and assessment activities;
- staff development in relation to learning, teaching and assessment
- reviewing and monitoring academic quality and standards
- overseeing the provision of library and other learning resources

Boards of Examiners are responsible to Academic Board for:

- reviewing the marking of assessed work and confirming the marks awarded to students;
- making recommendations for the award of qualifications;
- making recommendations with regard to progression, re-sit examinations and termination of registration.

External Examiners are responsible for:

- monitoring, advising and reporting on standards in relation to assessment of students and the award of qualifications;
- ensuring that assessment of students is undertaken fairly and rigorously.

Academic Affairs is the unit within LAMDA which is run by the Head of Academic Affairs & Research. It has responsibility, among other things, for quality assurance and enhancement, library and learning resources, and LAMDA's virtual learning environment.

Student Services is the unit within LAMDA which is run by the Head of Student Services & Registrar. It has responsibility, among other things, for admissions, student pastoral and wellbeing support, student engagement, student records, conferment, and for the Academic Regulations and Credit Framework.

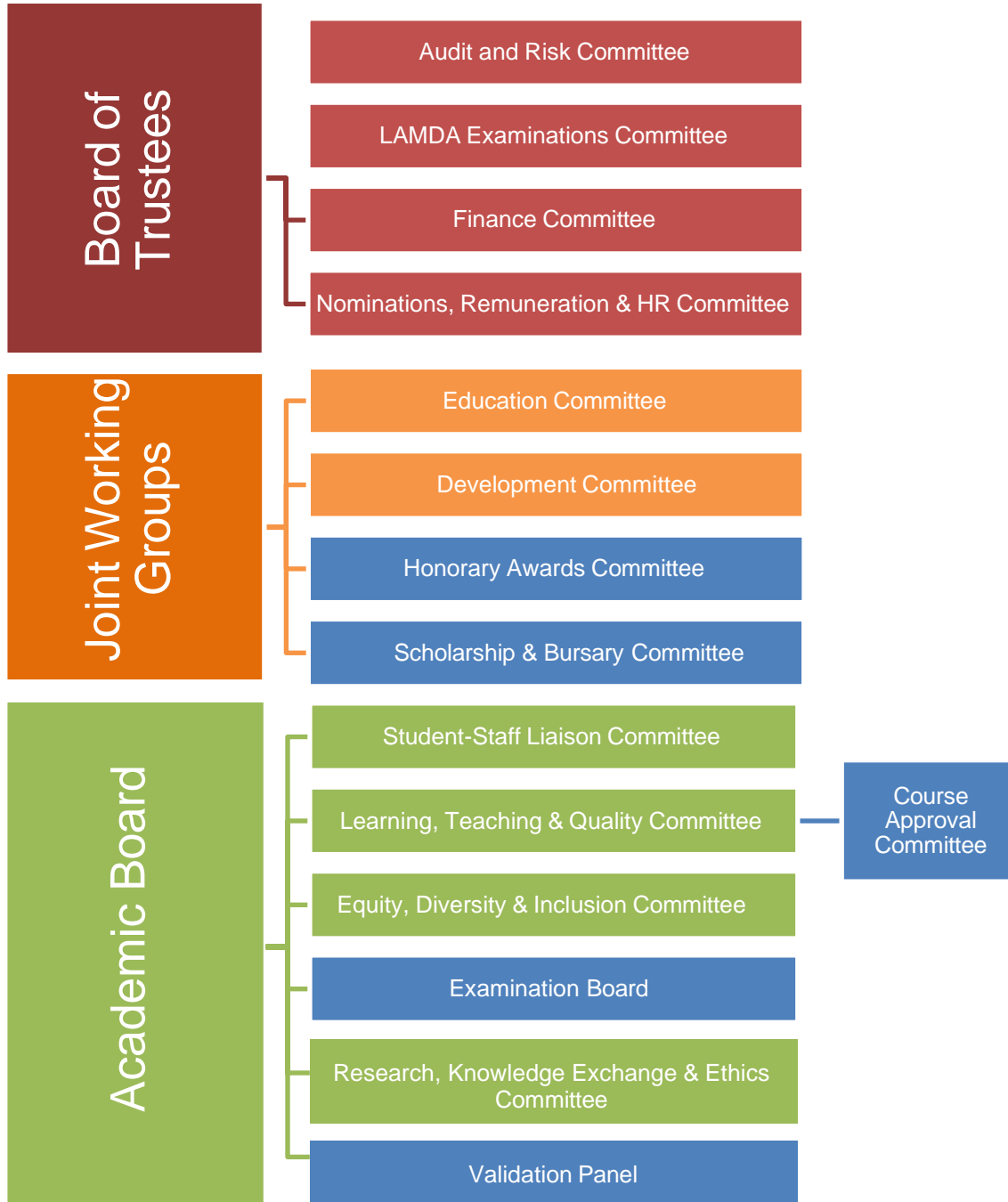
1.5 Collaborative Provision

Should LAMDA enter into any collaborative arrangements for the provision of courses of study leading to LAMDA awards these shall be established and maintained in accordance with LAMDA's Policies and Procedures and LAMDA's Credit Framework, except in so far as these may be varied in a signed Memorandum of Agreement.

Institutions offering courses of study leading to LAMDA awards are required to have in place a quality assurance system that is consistent with the requirements of LAMDA's Quality Assurance provisions and practices.

LAMDA will normally nominate a senior member of staff to oversee the effective quality management of each collaborative course of study.

1.6 Quality Management Structures for Courses



2. Curriculum Development Policy

Curriculum development involves the effort of all staff to create, sustain and change modules, courses of study and other activities supporting learning and skills development. Staff who support learning and teaching and curriculum development initiatives should put forward proposals which are in accordance with and take forward LAMDA's strategies and policies. In particular, courses of study and modules should:

- 1) offer all students, educational opportunities appropriate to an institution of higher education, with the support which the students need in order to realise those opportunities;
- 2) offer courses of study and modules congruent with LAMDA's mission and strategies;
- 3) facilitate progression through levels of achievement;
- 4) encompass relevant subjects;
- 5) offer appropriate methods of learning and teaching;
- 6) promote the development of knowledge and skills with critical judgement, understanding and ability;
- 7) be of high quality and assessed by standards which are widely communicated;
- 8) be informed by good practice and by the needs of the industry;
- 9) be informed as appropriate by the requirements of external agencies such as Professional Statutory and Regulatory Bodies (PSRBs), the Office for Students, the current Designated Quality Body, and QAA Benchmark Statements;
- 10) lead to qualifications at appropriate levels of competence and achievement, including appropriate high-level core and transferable skills; and
- 11) be relevant to external opportunities for graduates, including employment, appropriate professional accreditation and/or further study.

This policy should be brought to bear and be seen to be brought to bear in the creation and development of modules and courses of study and be used in the process of validation, monitoring and evaluation, and review.

3. Validation Procedures

This section describes LAMDA's procedures in the case of a proposal for each of the following:

- a new course (Steps 1-4)
- course revalidation (Steps 1-4)
- a new module or modules (Steps 1, 2 and 4)
- major amendments to an existing module (Steps 1, 2 and 4)
- withdrawal of a course (Steps 1, 2 and 4)
- withdrawal of a module (Steps 1, 2 and 4).

In each of the above cases, an Academic Sponsor for the proposal will be nominated, normally the relevant Head of Department. This will be done in consultation with the Head of Academic Affairs & Research and the Principal.

The Academic Sponsor will be responsible for:

- where appropriate, putting together and co-ordinating a course/module development team of suitable academic and support staff to develop the proposal;
- presenting the case for the proposal throughout the process(es) detailed below, including ensuring that all documentation is compiled and submitted as required and external experts are identified and briefed appropriately.

Step 1 – Business Case to SMT

The Academic Sponsor will submit a Business Case to LAMDA's Senior Management Team (SMT) on a standard pro forma which will include (as appropriate):

- The rationale for the proposal
- The market for the course/module and attractiveness to potential students
- Student numbers (actual or indicative)
- Financial implications
- Resource implications, including human, financial, physical and learning resources (such as library facilities).

Step 2 – Academic Proposal to Course Approval Committee (CAC)

For Membership and Terms of Reference see Appendix 1 and 2.

The CAC is a formal sub-committee of the Learning Teaching and Quality Committee. It is chaired by the Principal of LAMDA (or their nominee). The members can include Heads of Department, Course Leaders, Lead Practitioners, students, individual members of academic staff seconded for their specific expertise, and external advisors from academia or industry. Membership of a particular CAC meeting will be determined by the Principal of LAMDA and will include at least one external academic subject expert. The CAC will meet as required where there are relevant proposals to consider.

The CAC will consider all relevant documentation as appropriate:

- For new course approval this will normally include the Business Case and Course Specification; for course revalidation, the Course Specification.
- Where new modules are proposed, Module Specification(s) must be provided.

In the case of new course validation or course revalidation it will normally receive an Equality Impact Assessment from the Equity Diversity and Inclusion Committee.

The case for the proposal will be presented by the Academic Sponsor, supported by members of the course/module development team where appropriate.

In making its decision and recommendations, the CAC shall take into account the matters detailed in Appendix 2.

Academic Affairs will supply a Secretary and advisor to the Committee.

Step 3 – Validation panel (applies only to validation of courses delivered by external partners)

In the case of a proposal from an external partner for a new course or revalidation of an existing course, a Validation Panel will meet to consider the proposal and make a recommendation to Academic Board.

The Validation Panel should normally consist of no more than 5 members as follows:

- The Head of Academic Affairs & Research (Chair),
- one other member of academic staff
- up to two external experts
- one student representative.

The panel should include input from at least one external expert, preferably two (one with academic expertise and one from a relevant industry background). The external expert(s) shall provide a report on the matters set out in Appendix 3 using the appropriate pro forma (see Appendix 4). Whether or not external experts also attend the meeting is at the discretion of the Chair.

There will also be input from at least one student who should normally hold a formal role, such as student representative.

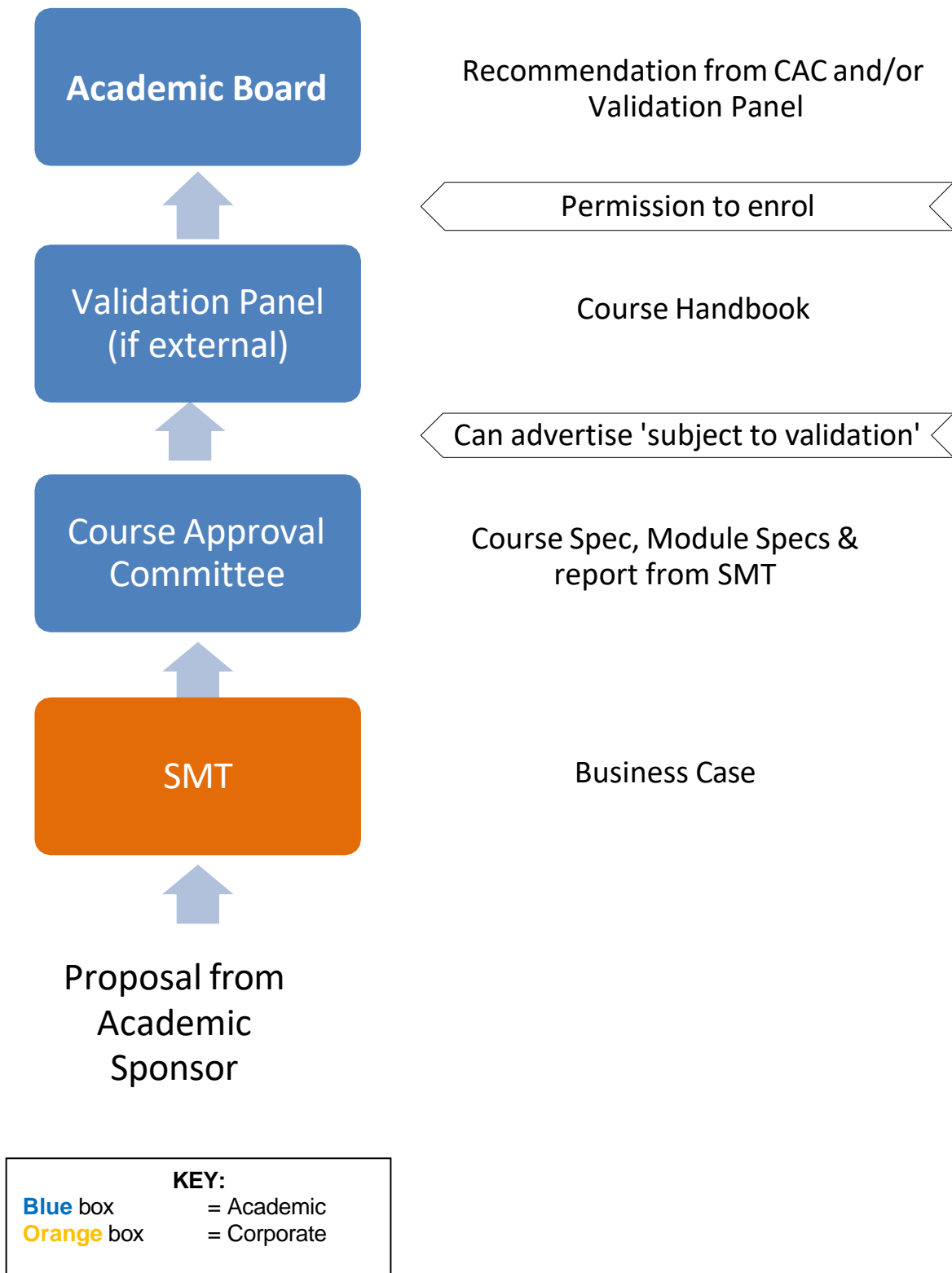
The case for the proposal will be presented by the Academic Sponsor (normally a relevant Head of Department), supported by members of the course/module development team.

Academic Affairs will supply a Secretary and advisor to the Committee.

Step 4 – Formal approval by Academic Board

Academic Board will receive and consider a recommendation from the Course Approval Committee (or Validation Panel) before deciding whether to approve the proposal or not.

Course Validation and Revalidation Process Diagram



4. Approval and Withdrawal of Courses

4.1 Overview

This section establishes the requirements and procedures for the approval of new and revised courses of study and withdrawal of courses. New courses submitted directly by partner providers, such as a Validated or Partner Institution, are also subject to these procedures.

The requirements and procedures of this section are designed to ensure that all such courses:

- are consistent with LAMDA's Strategic Plan and all other relevant LAMDA Strategies and Policies;
- are demonstrably attractive to potential students
- have appropriate aims and learning outcomes;
- have structure and content appropriate to the aims and learning outcomes;
- will have available resources to deliver the course such as will ensure achievement of aims and learning outcomes;
- reflect or are informed by LAMDA's research (where relevant and appropriate), are inclusive, and are responsive and attractive to the core student population that LAMDA wishes to attract to fulfil its strategic plan (including any new and alternative markets);
- reflect the principles set out in LAMDA's Strategy;
- reflect LAMDA's learning, teaching and assessment strategies, policies and practices;
- deliver plan targets and are financially sustainable;
- avoid the over-exploitation of core markets and internal competition for the same students;
- are launched in an effective and timely fashion;
- meet current legislation, the UK Quality Code and LAMDA's regulatory requirements.

The procedures which follow are based on the principle that detailed consideration of proposed new courses of study is best undertaken by academic staff in cognate disciplines with the support of staff with expertise in marketing, curriculum development and quality assurance, and that Academic Board, rather than considering proposals in detail, should be assured that proposals have received appropriate consideration by the relevant teams, panels and committees established for this purpose.

4.2 New Course Publicity and Recruitment

A new course may be advertised, and applicants offered places on such courses when, and only when, the course has been approved by the Course Approval Committee, except where under exceptional circumstances the Principal of LAMDA authorises that a proposed new course might be advertised as subject to approval.

The relevant Department shall ensure that the course specifications are published on the website, with the exception of the courses of study offered by Validated Institutions, the specifications for which will be published by Academic Affairs. The approved specification will remain the definitive statement of the curriculum to be provided for the course and award. These specifications may only be amended following the successful completion of the relevant re-approval process as set out in these Regulations and Procedures

4.3 Amendments to Approved Courses

When proposing substantial changes to approved courses of study, the Head of Department or Course Leader should in the first instance consult the Director of Actor Training & Drama School, and the Head of Academic Affairs & Research with an outline of the proposal. Other interested parties should be consulted as and where appropriate.

Should both the Director of Actor Training & Drama School and the Head of Academic Affairs & Research be satisfied with the outline proposal for making substantial changes to an existing course of study, they will recommend the development of a revised course specification, the drafting of any proposed new modules and, where necessary, an amended module mapping document. An account detailing the changes to the course and the rationale for their introduction will also be needed, along with evidence of the discussions staged with students with regard to the proposed developments (e.g. SSLC minutes). This documentation will be submitted to Academic Affairs, where it will be referred to the Course Approval Committee (CAC) for approval and made available to students.

A substantial change to a course includes:

- Any amendment resulting in a change to the course's intended learning outcomes or educational aims.
- A major change to the learning or teaching methods, e.g. a change to the delivery mode from lectures to e-learning.
- A change in the volume of credit of the course, as this will necessarily involve a change in learning outcomes.
- A change to, or the addition of, a different place for delivery of the course. In such cases the approval submission must be accompanied by a rationale from the Head of Department or the Collaborative Partner (as appropriate), to include an indication of the resources required and confirmation that those resources will be available.
- A combination of minor changes that, when aggregated, can be considered to be a major change.

Where there is doubt as to whether a proposed change to a course specification constitutes a minor or substantial change, advice should be sought from Head of Academic Affairs & Research.

Proposals for **minor changes** to approved courses of study, which involve no revision of the course aims and intended learning outcomes, should be submitted to the Head of Academic Affairs & Research in the form of a revised course specification and a brief account of the changes made. The Head of Academic Affairs & Research will liaise with the Director of Actor Training & Drama School, who is authorised to approve such changes.

Where **substantial changes** are proposed to approved courses leading to dual awards or joint awards, the approval of such amendments by CAC may be contingent upon confirmation from the partner institution that it has itself considered and is prepared to approve the proposed changes to the course.

4.4 Course Withdrawal

Where a Head of Department wishes to withdraw a course of study, they must put forward a proposal to the Course Approval Committee.

Such a proposal must include a written rationale outlining the reasons for the withdrawal, stating whether any offers have been made to applicants and providing details of the

arrangements for allowing existing students to complete their studies (including any students currently resitting). If the CAC supports the proposal it must refer this to Academic Board for formal approval.

4.5 Course Title Changes

Where a Head of Department agrees a course title change they must obtain the consent of the Principal of LAMDA and report any agreed change to Academic Affairs and Student Services in order to ensure that the course title change is reported to CAC, for note and dissemination to interested parties, as appropriate.

4.6 Course Suspension

Where a course of study is to be suspended, the Head of Department must prepare a written rationale, outlining the reasons for not continuing to offer the course, the period of time for which it is to be suspended, whether any offers have been made to applicants and details of the arrangements for allowing existing students to complete their studies (including any students currently resitting), and submit it either, as appropriate to the proposal, to the Principal for consideration. Where the Principal agrees to the suspension of the course they will liaise with Student Services and Academic Affairs to ensure that all interested parties are notified of the suspension of the course.

When a suspended course of study is to be offered once more, the Director of Actor Training and Drama School will report this to the Head of Academic Affairs & Research and the Head of Student Services & Registrar. Student Services will amend the status of the course accordingly.

A course of study may be suspended for no more than three years. After three years, if the course in question is not run, it must be formally withdrawn.

5. Approval and Withdrawal of Modules

This section sets out the requirements which must be met for proposals for new modules, withdrawal of modules, and the procedures for consideration and approval of such proposals.

Proposals for new modules should include a module specification in the approved format. The module specification will subsequently be used as a source of basic information about the module by students, potential students and internal and external reviewers.

Each module must be set out in a separate module specification.

5.1 Module Approval

The procedures for module approval cover both (a) where the module comes forward as part of a proposal for a new or substantially amended course of study; or (b) the module is proposed in isolation and does not form part of a course proposal. They are as follows:

- Preparation of proposal
- Consideration of proposal by the Course Approval Committee; recommendation to Academic Board
- Consideration of proposal and final approval decision by Academic Board.

All modules must conform to the criteria as set out in the LAMDA Credit Framework. Approval of a module by the relevant Committee or Board confirms that it is satisfied that the module is set at the appropriate level.

The Head of Department (or their nominee, as appropriate) must state how the introduction of the new module will affect the learning outcomes of all existing courses of study in which the module is compulsory and for which the relevant Department is responsible. Where the introduction of a new module will affect the course learning outcomes, a revised course specification and module mapping must be submitted for re-approval.

The module specification must list any pre-requisites relating to that module, including where the module is attached to two or more different courses of study.

5.2 Changes to a Module

The procedure for obtaining approval for changes to an existing module varies depending on whether the proposed change is minor or substantial. Where there is doubt as to whether a proposed change to a module constitutes a minor or substantial change, advice must be sought from the Head of Academic Affairs & Research.

Other interested Departments should be consulted as appropriate with regard to changes to modules.

The person proposing any change to a module must state how that change (whether a minor or substantial change) will impact on the learning outcomes of all existing courses of study in which the module is compulsory. Where a change to a module will impact on the course learning outcomes, a revised course specification and module mapping must be submitted for re-approval.

5.3 Minor Changes to Modules

Heads of Department are authorised to approve minor changes to existing modules within the areas for which they are respectively responsible.

Such changes shall not be approved unless:

- Student Services and Academic Affairs have been notified and consulted in advance
- a revised module specification has been submitted All such changes must be:
- reported to Academic Board
- included in the relevant Annual Monitoring Report(s).

5.4 Substantial Changes to Modules

Where substantial changes to a module are proposed, a revised module specification must be submitted for approval by the Course Approval Committee and Academic Board.

A substantial change to a module includes:

- Any amendment resulting in a change to the intended learning outcomes for the module.
- A major change to the learning or teaching methods or to the methods of assessment, e.g. a change to the delivery mode from lectures to e-learning.
- A change in the level or volume of credit of a module, as this will necessarily involve a change in learning outcomes and assessment.
- A combination of minor changes that, when aggregated, can be considered to be a major change.

5.5 Module Withdrawal

Where the Head of Department wishes to propose the withdrawal of a module, they should submit a request to the Course Approval Committee and the procedure used for module approval will apply:

- Preparation of proposal
- Consideration of proposal by the Course Approval Committee; recommendation to Academic Board
- Consideration of proposal and final approval decision by Academic Board.

The request to the CAC should be accompanied by the following:

- a statement confirming that no students are enrolled on the module or will be required to take it. If there are students still enrolled on the module the statement should set out how those students will be properly taught and supported;
- a statement that the module is either not a component of any other courses, or, if the module is a component of another course, a statement that the relevant Course Leader(s) have been advised. Evidence in the form of responses from the other Course Leaders must be provided with the withdrawal request.

Where withdrawals are part of a course restructure the withdrawal request should be submitted at the same time as the revised course specification and the withdrawal submission should indicate that it is part of a course restructure.

5.6 Provision of Alternative Assessment

Occasionally it is necessary to create an alternative assessment, for example, for students with an Individual Learning Agreement or in response to an exceptional circumstance for an individual or group of students. The process for approval of alternative assessment is as follows:

The Head of Department will draw up a rationale that sets out why the alternative assessment is required, details of the form that it will take, which student/s will undertake the assessment and confirmation that the alternative assessment meets the required Module Learning Outcomes.

The Head of Department will submit the rationale to Academic Affairs, which will seek approval from the Director of Actor Training & Drama School.

Once approval has been granted Academic Affairs will inform all relevant parties.

Validated Institutions will be required to have their own internal procedure in place for the approval of alternative assessments, including a process to ensure that the relevant External Examiner is satisfied with the alternative assessment. The Validated Institution must inform Academic Affairs of any alternative assessments once approved.

5.7 Professional Statutory Regulatory Body Accreditation Panels

Where the establishment of such a panel is a condition of accreditation by an external professional or subject area body, CAC is authorised to establish a panel to consider the proposal in detail, to discuss it with the course team and to submit recommendations on the proposal to it. Such panels will normally include at least two members from CAC, one of whom shall be appointed as Chair, and at least one member external to LAMDA with appropriate subject area expertise.

5.8 Joint Honours

Where the proposal is for a new course leading to an award in two subjects (e.g. BA (Hons) in X and Y), the following procedures apply:

- Where a new joint course is to be developed as a single coherent entity, the proposal should proceed as per the standard procedures set out above for approving new courses.
- Where an approved 'half-course' specification already exists for one of the subjects, the proposal should include a course specification in respect of the new 'half course', any new module specifications and a short rationale for the combination that indicates how the outcomes from each subject may reinforce each other.

Should the proposal be for a joint degree in two subjects where each of which joint courses already exist, course specifications need not be submitted for either of the 'half courses'. However, a brief (one-page) document outlining the rationale for the proposal should be

provided and signed by the Director of Actor Training & Drama School. The document must be submitted to the CAC. CAC will note its acceptance of the rationale as part of the course approval.

5.9 Non-LAMDA Campus or Location

Where it is proposed that an existing LAMDA course be taught at a new non-LAMDA campus or location, a complete course proposal and specification will be required but any existing module specifications need not be included.

6. Collaborative Provision

6.1 Institutional Approval

LAMDA will consider proposals for new collaborative courses of study with validated or partner Institutions or leading to **dual awards** or **joint awards** only where the collaborative partner(s) have successfully completed a process of institutional approval by LAMDA.

6.2 Outline approval by SMT

Proposals for new courses of study to be provided by or in conjunction with approved partner organisations must be considered by the Senior Management Team (SMT) in the first instance in order that a decision may be reached in principle as to whether the proposal in question is one that LAMDA wishes to pursue.

Outline proposals for new courses leading to **dual or joint awards** should be must include written confirmation from a representative of each collaborative partner setting out their indicative agreement to proceeding on the basis of the outline submission and the attached business plan.

Outline proposals to offer an existing course leading to a **dual award or joint award** with a prospective new partner must be submitted to the SMT for approval and must include written confirmation from a representative of each collaborative partner setting out their indicative agreement to proceeding on the basis of the outline submission and the attached business plan. All such proposed new partners must first have satisfied the requirements for institutional approval prior to the submission of the outline course proposal to the SMT.

All outline proposals made for courses leading to a collaborative award should be made by means of a LAMDA pro forma. Should the decision of SMT allow for the development in principle of the new course proposal, the Academic Sponsor may proceed with the preparation of the business case as per the procedure and requirements set out in Section 3 above.

Outline proposals for new courses of study with validated institutions or partner institutions may take the form used for such submissions within that institution. Such submissions should include written confirmation from the institution that the submission and the business plan for the proposal bear its and, where relevant, its parent organisation's official approval. Should the decision of SMT allow for the development in principle of the new course proposal, such submissions **need not proceed** to the SMT (as per the procedure for LAMDA's own provision), the remit of which is focussed on determining the viability of provision to be delivered by LAMDA. Following outline approval from SMT, proposals from the validated or partner institutions should proceed via the approval procedure set out in Section 3 above.

6.3 Memorandum of Agreement

LAMDA's policies and procedures for collaborative provision require that an appropriate Memorandum of Agreement be drafted and signed by all parties concerned prior to the commencement of the course. The drafting of the Memorandum can begin once outline approval is given by the SMT. The Course Approval Committee will require confirmation that the Memorandum of Agreement has been signed in order to confirm final approval of the relevant course. The delivery of the course may not commence unless the agreement has been reported to the Secretary of CAC as signed by all parties and a copy of the signed agreement lodged with the Head of Academic Affairs & Research.

6.4 Consideration of Courses Leading to Dual Awards or Joint Awards by CAC

Following approval by the SMT for the development of a new course leading to a **dual award** or a **joint award**, a detailed submission for the new course should be drawn up by the validated or partner institution as per the requirements of section 3 above. Advance permission should be gained from the Chair of CAC where it is proposed that either the course specification or module specifications for the proposal should be submitted in the format required by the partner institution rather than as per LAMDA's templates.

In addition to the requirements of section 3 above, the following matters must also be presented and considered:

- i) An assessment of the capacity of the proposed partner institution to implement a quality assurance system consistent with LAMDA's requirements
- ii) An assessment of the infrastructure of support for student learning available at the partner institution;
- iii) The CVs of the core academic staff to be involved in the delivery of the course at the partner institution(s);
- iv) A statement of the proposed cross-institutional support structures;
- v) Confirmation of the language(s) of instruction and assessment and whether, where applicable, the course of study meets all of LAMDA's requirements;
- vi) An assessment of the compatibility of the regulatory framework of the partner institution with that of LAMDA; where necessary, specific conjoint regulations may be devised and approved by the parties;
- vii) The marking scheme and grade criteria agreed by LAMDA and the partner(s), including any proposed conversion scales for marks;
- viii) An indicative statement of content of the modules to be delivered by the partner and a comprehensive module mapping document indicating the course level learning outcomes to be met by the modules approved and provided by LAMDA and the partner institution(s);
- ix) A written statement from the appropriate representative of the partner institution(s) that it has read and is broadly satisfied with the proposal as submitted by LAMDA for approval. Where a proposal is subsequently revised, endorsement of such revisions by all contributing bodies is required. Final approval by CAC may be contingent on a report on the outcome of consideration of the proposal through the partner institution's own quality assurance systems being received.

Guidance on the detail of the above requirements can be obtained from Academic Affairs. In cases where LAMDA is looking to establish a new dual award or joint award course with a partner institution where it has already established such provision, Academic Affairs should be consulted as to which, if any, of the above requirements might not be necessary for the proposal in question.

6.5 Conjoint Validation Panel

Where, on the basis of the submitted proposal, it is considered necessary by LAMDA (i.e. by any one or more of the relevant approval bodies: SMT, CAC or Academic Board) or where it is a requirement of the partner institution or the relevant PSRB, a **conjoint validation panel** may be established to consider the proposal in detail, which may include consideration of the materials set out in section 3 above. LAMDA's representatives on such panels should normally include relevant members of CAC. Other staff, who should have not

been involved in the development of the proposal, may also be nominated as required. The reports of such course approval events should be forwarded to the Academic Board along with the course proposal for its final consideration.

Following approval of the course by CAC and the partner institution(s), the appropriate memorandum of agreement may be signed by designated senior representatives of the parties. The MoA must be signed prior to the commencement of the course.

Proposals to add a new partner institution to an existing dual award or joint award course must be forwarded to CAC for approval. Proposed partner institutions must first have successfully completed the process of institutional approval set out in Section 3.

6.6 Amendments to Approved Courses leading to Dual or Joint Awards

Where major changes are proposed to approved courses leading to **dual awards or joint awards**, including any which involve revision of the course aims and intended learning outcomes, the approval of such amendments by the CAC may be contingent upon confirmation from the partner institution that it has itself considered and is prepared to approve the proposed changes to the course.

7. Information to Students

All Departments should ensure that students receive or have ready access to detailed information about all aspects of their course of study including at least the following information:

- Information about LAMDA including office locations and staff and their roles
- Course specification
- Module specifications
- Where relevant: requirements for recognition by/membership of professional or statutory bodies
- Timetable information (teaching and assessment)
- Attendance and private study requirements and expectations
- Assessment requirements
- Assessment deadlines – these must be communicated to students at the beginning of the academic year. Where possible, assessment deadline schedules are expected to be timetabled in collaboration with students.
- Penalties for late submission of work
- Assessment criteria
- Coursework retention policy
- Arrangements for transferring between courses of study or modules
- Arrangements for personal academic support/academic adviser
- Arrangements for monitoring progress
- Arrangements by which student feedback is obtained and considered
- Academic support services
- Student support and wellbeing services
- Academic discipline, including plagiarism and duplication of work
- Examination conventions
- Examination paper rubrics
- Mitigation procedures and arrangements for submission of medical and other concessions evidence
- Complaints and appeals procedures
- The name, position and institution of their External Examiner(s), to include a clear statement that under no circumstances should students contact External Examiners directly.
- Web address and information of where students can view the most recent External Examiner reports (this is with the exception of any confidential report submitted separately by an External Examiner).

There will be a nominated staff member who is responsible for ensuring appropriate and timely liaison and communication with the Student Presidents and student representatives.

8. Annual Course Monitoring and Review (ACMR)

8.1 Definition and Responsibility

Annual Course Monitoring and Review (ACMR) is the formal reporting of, and response to, actions taken as a result of the ongoing review and evaluation of course provision, aimed at enhancing the student learning experience.

Academic Affairs working in conjunction with the Director of Actor Training & Drama School and relevant Course Leaders are responsible for carrying out annual monitoring of courses, modules and student progress, determining action to be taken as a consequence and formally reporting on these matters to the Learning Teaching and Quality Committee. This section sets out detailed requirements in relation to such annual monitoring.

8.2 The purpose of Annual Monitoring

Annual Monitoring of courses is carried out in order to:

- address whether UK academic and quality standards are achieved and whether LAMDA's academic and quality standards are being maintained
- provide an opportunity for structured reflection on teaching provision
- facilitate the communication of good practice within and between areas of responsibility for teaching
- ensure that significant areas of concern within teaching provision are addressed, and that the effects of any changes made are monitored
- affirm that course specifications remain current and appropriate
- identify any areas of risk to quality, especially any which may affect the continuation of LAMDA's registration with the Office for Students
- provide the assurances and data needed by LAMDA's Board of Trustees to confirm for them that appropriate learning opportunities are being made available to students, enabling them to achieve the intended learning outcomes of their course.

In addition, in the case of any collaborative provision courses, reports need to comment on the management of any risks identified (and the current risk status) at the approval stage of the partner/course, plus any additional risks identified since approval.

Improvements to provision should not be delayed because of the reporting timetable described below.

8.3 Course Monitoring

The Learning Teaching and Quality Committee should receive and consider, normally at its Autumn Term meeting, an annual course monitoring report (ACMR) covering each course for which it is responsible. These Reports are subsequently included within a single document presented to Academic Board, taking in the entirety of LAMDA's HE provision.

The report(s) should be prepared by Course Leaders and their teams, with support from Student Services and Academic Affairs. Any such report(s) which are considered to be unsatisfactory should be referred back for revision. These reports should include:

- Confirmation that satisfactory reports have been received for all modules or subject areas where a report was necessary
- Any major issues identified in the module/subject area reports (i.e. those which require action across modules/subject areas or any indication that academic standards are not being met on particular modules/subject areas) should be highlighted in the report(s), along with a description of any resulting action which is to be taken (or is being taken). This should include a description of the changes that have been made to course specifications in response to revisions made to modules/subject areas that are compulsory on the courses of study in question, and a confirmation that, as appropriate, the course specifications have been submitted for re-approval.
- A record of, and comments on, significant areas of good practice and concern in the student experience of the course(s). This will be informed by:
 - student feedback on the module (whether via internal questionnaires, the National Student Survey, Staff-Student Liaison Committees or other methods);
 - any comments made by external examiners or review panels on the course(s) as a whole;
 - statistical data on applications, student progression and achievement (including any significant differences between cohorts or campuses) and student employability.
- A record of, and comments on, significant areas of good practice and concern in the content and delivery of the course(s). Including:
 - issues of teaching and learning resources
 - an explicit response to any planned changes to the course(s) and the effect of any changes made, either as a result of comments from external examiners or review panels, or reports from previous years, or otherwise.

In addition, for collaborative provision courses, the report should include a commentary on the management of any risks identified (and the current risk status) at the approval stage of the partner/course, plus any additional risks identified since approval.

8.3.1

Note:

Where more than 10% of the students in a given year of study taking a course or group of courses withdraw, this should be seen as requiring investigation and comment. Similarly, if more than 10% transfer to other courses or if more than 10% fail, this should be investigated and addressed in the report.

8.4 Monitoring of Modules and Subject Areas

The LTQC is responsible for assuring that each of the modules/subject areas for which it is responsible is being delivered satisfactorily.

If any of the following conditions apply to a particular module, the LTQC should receive and consider, normally at its Autumn Term meeting, a report (prepared by the relevant Course Leader or Lead Practitioner) on delivery in the previous academic year of that module/subject area. The conditions are:

- i) the module/subject area is new, or has been significantly changed since previously delivered (possibly as the result of a previous report);

- ii) significant issues have been raised at the Board of Examiners, or by external examiners, or by review panels (e.g. internal periodic review, or professional/statutory bodies), including any indication that academic standards are not being met;
- iii) significant issues have been raised by students (e.g. through evaluation or at Staff-Student Liaison Committee meetings);
- iv) There is a poor progression or completion rate (i.e. when, after an initial resit attempt where permitted, 15% or more of the students taking a module fail to achieve the pass mark required for the module);
- v) Where otherwise requested by the Head of Department

Any such reports which are considered to be unsatisfactory (e.g. because there are significant areas of concern which are not addressed) should be referred back for revision.

The report should include a record of, and comments on, significant areas of good practice and concern in:

- **The student experience** of the module/subject area, informed by:
 - student feedback on the module/subject area (whether via internal questionnaire, Staff-Student Liaison Committees, or other methods),
 - the distribution of marks awarded (especially the proportion of students failing the module/subject area), any comments made by external examiners or Boards of Examiners,
 - the outcomes of assessment (including any significant differences between cohorts), and
 - any issues relating to adjustments made to facilitate access by disabled students.
- **The content and delivery** of the module/subject area, including issues of teaching and learning resources. This section must include:
 - an evaluation of the effect of any changes made, either as a result of comments from External Examiners, or reports from previous years, or otherwise
 - justification of any actions which will be taken (or are being taken already) to address any issues identified or still unresolved.

8.5 Quality Enhancement and Annual Monitoring

Annual monitoring, as described here, is largely separate from ideas of quality enhancement, and of capturing and disseminating good practice. Although elements of good practice may well be revealed by annual monitoring, there are additional mechanisms for capturing and disseminating good practice from within LAMDA and for importing good practice from elsewhere.

The Learning Teaching and Quality Committee not only oversees the timely and thorough operation of the required procedures for monitoring and review of all courses, but also has overall responsibility for the enhancement of teaching and learning activities and identifying and disseminating good practice and innovation. It therefore operates as an overarching forum where the enhancement of learning and teaching on courses may be considered holistically.

9. Periodic Review

9.1 Introduction

Each of LAMDA's principal subject areas (acting and drama-related courses and Production and Technical Arts respectively) is subject to Periodic Review every five years

The review covers all courses of study offered to undergraduate and postgraduate students in the relevant subject area including courses delivered in partnership with other institutions. Periodic reviews, however, of courses of study delivered by Validated Institutions are undertaken separately from the review of their host subject area at LAMDA.

Academic Affairs will organise the schedule of reviews. There will normally be a single periodic review covering all courses for a subject area.

9.2 Review Panels

The appointment of Review Panels will be approved by the Director of Actor Training & Drama School. Each Review Panel will comprise:

- a) a chairperson who will normally be an academic member of staff from within LAMDA but not the subject area whose educational provision is under review. If the periodic review is of a Collaborative Partner the chairperson should not be a member of the cognate subject area at LAMDA;
- b) another academic member of staff, who is not from the subject area being reviewed;
- c) two members who are persons external to LAMDA and of sufficient status and academic expertise to command authority in the educational provision under consideration.
- d) a student member (appointed by Student Services) who is not from the subject area under review;
- e) a secretary (nominated by the Head of Academic Affairs & Research) who has a working knowledge of the expectations of LAMDA's academic Regulations and Procedures.

External Examiners currently employed by LAMDA may not be appointed as external members of the Panel. Former External Examiners or former members of staff may not be appointed as external members of the Panel if they were employed by LAMDA during the period of time since the previous periodic review. The Course Leaders should put forward the CVs of three or more potential external reviewers from which the Director of Actor Training & Drama School will select two appropriate appointments;

- a) to e) above are all full Review Panel members. Panels may have additional members. Between the Panel members there should be appropriate training and/or expertise to review the relevant courses of study. All Panel members must be sufficiently independent from the educational provision under review to be able to provide an impartial view on it.

Where higher education provision is managed in partnership with other institutions that contribute to the relevant courses of study (i.e. under the following arrangements: Partner Colleges, Dual/Joint awards, Academic Centres, courses entered by articulation, the delivery of modules by a partner organisation for specific credit either as standalone modules or as part of a LAMDA course, including student exchanges, study abroad or placements) there will be a pre-review meeting consisting of the Chair and Secretary of the Panel.

9.3 Terms of Reference of Review Panel

Periodic review is an external process which provides an opportunity for in depth scrutiny and quality enhancement of all aspects of the relevant provision. This includes addressing whether UK threshold academic standards are achieved and whether LAMDA's academic standards are being maintained.

The terms of reference of a Review Panel are:

- a) to advise on how the quality of the educational provision and student learning experience under review might be further enhanced;
- b) to identify any aspects of the provision that are particularly innovative or represent good practice;
- c) to ascertain whether the courses remain current and valid in the light of:
- d) developing knowledge in the discipline and developments in teaching, learning and research (including technological advances);
- e) changes in student demand, employer expectations and employer opportunities (as appropriate).
- f) to identify whether the course specifications are being delivered, learning outcomes achieved and quality and standards maintained (in light of external reference points such as the FHEQ, subject benchmark statements and PSRB requirements);
- g) to evaluate whether there are opportunities for links between student learning and research in LAMDA;
- h) to investigate whether the responsibilities as set out in these regulations are being properly undertaken;
- i) to recommend actions to remedy any shortcomings;
- j) to report its findings on the above to Academic Board;
- k) to recommend to Academic Board whether the courses of study under review should continue, continue subject to certain conditions or be discontinued;
- l) to ensure that any partners involved in courses of study remain of sound quality and reputation;
- m) to address any quality issues with provision by partners;
- n) in the case of periodic reviews of Validated Institutions, to recommend to Academic Board whether the partnership arrangement should continue, and the Validated Institution be permitted to continue to deliver the courses under scrutiny.

9.4 Review Focus

The Review Panel will fulfil its terms of reference as stated above by exploring the extent to which the following key areas are met:

9.4.1 Section A: Course Design and Delivery

The Panel will explore the curriculum, methods of delivery and assessment of courses in order:

- to make recommendations for further enhancement of the curriculum, teaching and assessment practices
- to ascertain whether the courses remain current and valid in the light of (i) developing knowledge in the discipline and developments in teaching, learning and research, and (ii) changes in student demand, employer expectations and employment opportunities (as appropriate);

- to evaluate whether there are opportunities for links between student learning and discipline-based research in the School/Department
- to identify whether the course specifications are being delivered, learning outcomes being achieved and quality and standards being maintained (making reference to external reference points such as subject benchmark statements, the FHEQ and PSRB requirements);
- To ascertain that all degree specifications conform to the requirements laid out in the Credit Framework.
- where the School offers versions of a module at more than one level (e.g. level 5 and 6 versions), to investigate and report on whether the stated learning outcomes are i) sufficiently differentiated between versions, and ii) pitched at an appropriate level for the specific version; and to determine whether the assessment is appropriate for testing the achievement of the learning outcomes at the intended level;
- to evaluate the effectiveness of the implementation of relevant teaching, learning and assessment strategies
- to identify any aspects of the approach to curriculum, teaching, learning and assessment, which are particularly innovative or represent good practice;
- to recommend actions to remedy any shortcomings.

9.4.2 Section B: Student Support and Guidance

The Panel will explore the student support and guidance offered to students in order:

- to make recommendations for further enhancement of the support and guidance provided to students;
- to ascertain the effectiveness of the Personal Tutor scheme for students;
- to identify any aspects of the approach to student support and guidance which are particularly innovative or represent good practice;
- to recommend actions to remedy any shortcomings.

9.4.3 Section C: Learning Opportunities

The Panel will consider the student learning environments and resources for courses in order:

- to make recommendations for further enhancement of the resources and environment offered to students;
- to evaluate the quality and availability of learning resources;
- to assess the quality of the student learning environment provided;
- to consider the extracurricular learning opportunities made available to students that add value to their learning experience;
- to identify any aspects of the approach to learning resources and environment which are particularly innovative or represent good practice;
- to recommend actions to remedy any shortcomings.

9.4.4 Section D: Maintenance and Enhancement of Quality and Standards:

The Panel will consider the maintenance and enhancement of quality and standards in order:

- to make recommendations for further enhancement of QA and QE processes;
- to investigate whether responsibilities as set out in these regulations are being met;
- to evaluate methods used to enhance provision (e.g. peer observation, appraisal, staff development);

- to evaluate the effectiveness of the approach to responding to student feedback (e.g. NSS, SSLCs);
- to consider mechanisms for the dissemination of good practice;
- to identify any aspects of the approach to the maintenance and enhancement of quality and standards which are particularly innovative or represent good practice;
- to recommend actions to remedy any shortcomings.

9.4.5 Section E: Managing Higher Education with Other Partnerships (where appropriate)

Where there is a partnership with other institutions that contribute to the courses of study (i.e. under the following arrangements: Partner Colleges, Dual/Joint awards, Academic Centres, courses entered by articulation, the delivery of modules by a partner organisation for specific credit either as standalone modules or as part of a LAMDA course or courses including student exchanges, study abroad or placements) there will be a **pre-review meeting** consisting of the Chairperson and Secretary in order to review the key paperwork pertaining to the courses involving partnerships and analyse any quality issues regarding the partnerships. Based on the documentation submission the Chairperson will determine if further information is required for the review and, in the case of Partner Colleges, whether a visit is required.

9.5 Review Documentation

All members of the Review Panel (including the secretary) should receive the following documentation **at least four weeks prior to the review**:

- A copy of the relevant sections of these regulations
- The proposed course for the review
- Names, positions and home institutions (where external) of the Review Panel members
- Full list of staff members and their roles
- **Critical evaluation document**

Note: a copy of the critical evaluation document should also be sent to the relevant Course Leaders at least four weeks prior to the review.

- Full list of all courses offered in that subject area, including variants as applicable. Courses delivered in collaboration with a Partner should be clearly indicated as such. The name of the Collaborative Partner should be given.
- Course specifications and handbooks relating to all courses
- Module specifications where those modules are offered as versions at different levels (e.g. level 5 and 6 versions of the same module)
- Prospectus entries for all courses, subject leaflets and any other promotional material used to advertise the courses
- Links to relevant parts of the LAMDA website
- The relevant QAA Subject Benchmark Statement(s)
- Assessment practice for all courses of study
- The most recent internal periodic review report and the response to that report
- The most recent relevant annual course monitoring report(s)
- A completed quality assurance checklist
- Statistical data on entry qualifications, progression and completion rates, student achievement (for example, means and standard deviations for each element of assessment for each module), degree classifications and first employment destinations for the past three years

- Statistical data on (i) entry requirements, (ii) progression (pass, referral and fail rates),(iii) withdrawal rates (including reasons for leaving) and (iv) employment destinations of former students for the past three years.
- NSS data and feedback for the last three years and responses to these
- Reports of External Examiners for the last three years and responses to these
- Where relevant, Minutes of the Learning Teaching and Quality Committee for the last three years.
- Minutes of Staff-Student Liaison Committee meetings for the last three years
- Where appropriate, the most recent report from a Professional, Statutory or Regulatory Body (PSRB) and the response
- Where appropriate, feedback from employers, sponsors and other external organisations.

The critical evaluation document should be provided to the review panel in hard copy. All other documentation should be provided to the Panel electronically.

Where an external Panel Member specifically requests that the documentation should be sent to him or her in hard copy rather than be viewed electronically, the School should normally accommodate that request.

Where data has recently been gathered and provided to an accrediting body, which addresses one or more of the sections above, but in a different format from that normally used, data may be submitted to the Review Panel in that format, rather than in the style normally used within LAMDA.

It should be noted that a PSRB accreditation review cannot be taken as a substitute for a Periodic Review.

9.6 Critical Evaluation Document

The Course Leader(s) will need to provide a Critical Evaluation Document. This should not normally be more than 10 pages of A4 in length.

This document should focus on explaining to the Review Panel how quality assurance and enhancement of all of the education covered by the Review is carried out. Specific reference should be made to how the needs of international students and students with disabilities, are met, where appropriate. The critical evaluation document should appraise the effectiveness of changes made to the education provision since the previous review.

The evaluation should refer to or be accompanied by appropriate evidence, much of which will be found within the documentation listed above, and should comment on the response made to the most recent external review and/or report from a statutory or professional body (where applicable).

The Critical Evaluation Document should specifically address:

9.6.1 SECTION A: Taught Course Design and Delivery

- **Educational Aims of the Provision** – a statement of the overall aims of the courses delivered
- **Learning Outcomes** – evaluation of the appropriateness, to the educational aims, of the intended learning outcomes of the courses, making reference to internal and external reference points such as Subject benchmark statements and the FHEQ
- Confirmation of whether all undergraduate degree specifications conform to the requirements of the Credit Framework
- If versions of a module are offered at more than one level, an evaluation of whether the stated learning outcomes are i) sufficiently differentiated between versions, and ii)

pitched at an appropriate level for the specific version; and an evaluation of whether the assessment is appropriate for testing the achievement of the learning outcomes at the intended level;

- **Curricula and Assessment** – evaluation of the ways in which course content and methods of assessment support achievement of the intended learning outcomes of the course(s); how curricula and assessment together determine the academic level of the award(s) to which the course(s) lead; the extent to which students achieve the course aims and intended learning outcomes (including reference to student monitoring and progression).
- **Relationship between Teaching and Research** – a description and evaluation of the opportunities for links between student learning and discipline-based research and student involvement in research, where appropriate.

9.6.2 SECTION B: Student Support and Guidance

Description and evaluation of the effectiveness of relevant student academic and pastoral support and guidance

9.6.3 SECTION C: Learning Opportunities

- Learning Resources – evaluation of the effectiveness of the deployment of the resources, both human and material, that support the learning of students, and of the effectiveness of their linkage to the intended learning outcomes of the course(s)
- Student Learning Environment – evaluation of the quality of the student learning environment provided
- Additional Learning Opportunities – consideration of the extracurricular opportunities available to students that add value to their learning experience.

9.6.4 SECTION D: Maintenance and enhancement of Quality and Standards

Evaluation of the effectiveness of procedures for maintaining and enhancing the quality of provision and the security of academic standards in respect of the relevant course(s) including the management of quality information and the routes for enhancing practice (e.g. peer observation, appraisal, staff development).

This should include an assessment of how responses to student feedback are made (e.g. NSS results, feedback from SSLC etc.). The mechanisms used to disseminate good practice should also be discussed. This section should include reference to how compliance with LAMDA's Academic Regulations is ensured.

The Critical Evaluation Document should also include discussion of strategies with regard to areas such as staff development, learning resources, assessment and accommodating students with disabilities.

9.6.5 SECTION E: Managing Higher Education with Other Partnerships (where relevant)

Where higher education provision is in partnership with other institutions who contribute to LAMDA's courses of study (i.e. under the following arrangements: Partner Colleges, Dual/Joint awards, Academic Centres, courses entered by articulation, the delivery of modules by a partner organisation for specific credit either as standalone modules or as part of a LAMDA course or courses including student exchanges, study abroad or placements) **a commentary on the partnership(s) must be included.**

This must include specific comments regarding each type of partnership, including the management of academic standards within the provision, the quality of learning opportunities provided and any risks perceived within the provision. If there are any issues regarding a specific partner these can also be highlighted here. Where the provision includes Partner College-based provision, quality management staff from the Partner College should be asked to submit a narrative (no more than two sides of A4) to the School, which specifically addresses **Section 9.6 E above** and is designed to assist in writing the response to this section.

9.7 Review Panel Preliminary Assessment, Consultation and Actions

Members of the Review Panel will consider the documentation prior to the review.

The Director of Actor Training & Drama School will receive a copy of the critical evaluation document four weeks prior to the review. Should s/he wish to provide the Review Panel with a written statement, this should be submitted to the Review Panel two weeks prior to the review. Alternatively, s/he may elect to meet with the Chair of the Review Panel briefly prior to the review or with all Review Panel members during the visit itself. The Director of Actor Training & Drama School may use these opportunities to outline any notable strengths and highlight any key area(s) the Panel should focus on during the review.

Each Panel member should provide the Chair of the Panel with brief feedback on the documentation prior to the Review, including a list of key points they believe need to be focused on during the review.

Where higher education provision is managed in partnership with other institutions that contribute to LAMDA's courses of study there will be a pre-review meeting.

The Chair of the Panel will use any feedback from the Panel, any information provided by the Head of Department, and any issues raised by the pre- review for partnerships, when planning the Panel's approach to the Review. The Chair of the Panel will consult with other members of the Panel when planning the Review.

Advance consultation may include:

- assigning a specific area of the review to each Panel member;
- selecting staff members required to attend each meeting;
- identifying any further documentation the Panel wishes to be provided prior to or during the review.

The Chair of the Panel may also, following its advance discussion, propose changes to the course for the review. In particular, the Panel may feel that some meetings might be shortened or cancelled in view of the documentary evidence that it has received. The Panel may also, if it considers it to be necessary, ask for further meetings to be scheduled.

The Secretary of the Review Panel should communicate any action points arising from the advance consultation to the Head of Department Arts **at least a week prior to the review**.

9.8 Review Programme

The review will allow sufficient time for a Review Panel to properly cover all of the areas of enquiry and also, as appropriate, to undertake a tour of the relevant facilities. It is envisaged that the review visit will normally last one day, although, the length of the review will vary depending on the size and complexity of the provision under review.

Where substantial provision is offered on other sites, the programme for the review should accommodate a visit to these sites to examine the resources provided. In cases where a Review Panel is considering a subject area with cognate responsibility for courses delivered at a partner college, the review may need to be extended beyond the normal period to allow sufficient time for the Panel to review this provision effectively (i.e. to visit the college and meet with current college staff and students).

The programme for the review will be proposed by the Head of Department in consultation with Academic Affairs and the Chair of the Panel. The programme should incorporate the following sections unless a variation to the standard programme has been negotiated and agreed with the Chair of the Panel. The proposed programme for the review will be included in the documentation sent to the Panel four weeks prior to the review, but the Chair of the Panel may propose changes to the programme in light of the documentation the Panel receives from the School.

Where relevant to the provision the visit schedule should be adjusted to accommodate a meeting to discuss the management of provision offered in collaboration with external partners.

9.9 Conduct of review

The review should begin with a private meeting of the Panel during which members will share their views on documentation and plan the subsequent meetings.

The programme should include meetings with representative groups of students (e.g. undergraduate and postgraduate students).

The aims of each review meeting should be clearly stated. Key staff members including the Lead Practitioners and those with responsibility for courses should be available to attend relevant meetings. Other members of staff may also be invited to attend meetings of the review (e.g. a representative from the Library or Admissions) where this is appropriate to the courses under consideration. The Panel may also have specified particular members of staff it would like to meet with during the review.

The Panel should finally meet privately to consider its conclusions before reporting these orally. The Panel should use a formal report to structure its feedback.

9.10 Review Panel Recommendations

The Panel should prioritise each of its recommendations by labelling them as **essential**, **advisable** or **desirable** as follows:

Recommendation	Description
Essential (i.e. must be done/high degree of urgency)	Where a Review Panel finds it necessary to make an essential recommendation, all members of the panel must have agreed that the quality of learning opportunities and/or academic standards were currently at risk through non-fulfilment of the recommendation. Under these circumstances, the Review Panel must recommend that the courses in question continue subject to the fulfilment of the essential recommendation(s). It should be noted that in cases where a Review Panel makes an essential recommendation which cannot be fulfilled by the Department or LAMDA as a whole, this may result in the courses being discontinued.
Advisable (i.e. should be done/medium degree of urgency)	A Review Panel will make an advisable recommendation in cases where it has agreed that the quality of learning opportunities and/or academic standards may be put at risk in the future through non-fulfilment of the recommendation.
Desirable (i.e. for consideration/not urgent)	A Review Panel will make desirable recommendations in cases where it perceives opportunities for the School to enhance its educational provision.

9.11 Action to be taken following the Review

The Secretary to the Panel will:

- prepare a draft report and send this to the Chair of the Review Panel or, if the Review Panel so requests, to all members, for revision and/or approval **not more than two weeks** after completion of meetings.
- send a copy of the report as approved by the Chair of the Panel to the Head of Department and ask that it be checked for factual accuracy. The Secretary should exercise discretion in deciding whether changes requested by the Head are of sufficient substance as to require the approval of the Chair of the Review Panel.
- send a copy of the final report to all members of the Panel, to the Director of Actor Training & Drama School and to the Head of Department.
- Request that the Head of Department arrange for the report to be considered by their staff and, within three months, provide a response to the report for consideration by LTQC. The response should also be copied to the Chair of the Review Panel, for their information,

Where the review is of the provision of a Validated Institution and the response to the report comes, therefore, from the partner, the cognate subject are in LAMDA should submit a short commentary on that response.

If LTQC considers that the Head has responded satisfactorily to the Review Panel report, it shall forward it to Academic Board together with its own views on the documentation and its

recommendation: i.e. that the courses under review should continue, should continue subject to conditions or should not continue.

Should a Review Panel recommend that a course or courses should not continue, the Secretary of the Review Panel should so inform the Director of Actor Training & Drama School and the Head of Department without delay.

In cases where courses of study are approved to continue subject to conditions (i.e. the report includes essential recommendations it has been requested), the Head of Department will be required to submit a one-year follow-up report to LTQC commenting on the implementation and progress of actions taken to satisfy any conditions set to allow for the continuation of courses.

LTQC will report to Academic Board as to whether it considers that the actions taken by the Head have proven satisfactory or unsatisfactory. If the report is unsatisfactory Academic Board may, in cases involving failure to meet set conditions, recommend that the courses concerned be discontinued.

9.12 Deferral of a Periodic Review

On an exceptional basis, the Head of Department may need to request a deferral of the scheduled year of their Periodic Review. Where a deferral is requested this may be for no more than one additional academic year.

The procedure for a deferral request is:

- The School will make a formal deferral request in writing to Academic Affairs
- Academic Affairs will seek the Director of Actor Training & Drama School's approval
- The Director of Actor Training & Drama School will consider the request and either approve or reject it
- Academic Affairs will notify the Head concerned and will report it to the next meeting of Academic Board.

The deferral request must set out the rationale for the deferral i.e. the circumstances leading to the request. It should be noted that a change of personnel within the Department concerned will not be considered suitable grounds for deferral. The rationale should include confirmation that the requested deferral will not adversely impact on any PSRB requirements (where relevant).

Where a Periodic Review is deferred to the next academic year, the Department will then resume the five-year review cycle from that point.

10. Academic and Pastoral Support for Students

This section sets out how LAMDA provides academic and personal advice, guidance and support for students throughout their period of study.

10.1 Year Tutor Scheme

LAMDA has established a clear system of academic and personal support and progress monitoring for all students. These arrangements are communicated clearly and fully to students and, at minimum, ensure that students can consult named staff in the School for academic and/or pastoral support.

Details of all the student support services available are set out in the Student Handbook.

Students will be advised of their named tutor at the beginning of each academic year. Year tutors will be given appropriate training that sets out the boundaries and reasonable expectations involved, and provided with support to help them identify when students may require further signposting towards academic advice or support services.

It is expected that students should meet their year tutors at least once per term, and more often if necessary.

10.2 Attendance and Punctuality Monitoring

LAMDA places strong emphasis on 'ensemble' as a core part of its ethos and values. This relies on collaboration and co-operation between students and therefore lateness or non-attendance at classes may have an impact on other students. LAMDA has established and publicised a regular system of monitoring student attendance and lateness for formal teaching sessions. It also tracks individual student progress, including the submission of required coursework. The monitoring system ensures that:

- lack of attendance or poor punctuality at required teaching sessions is identified and actioned at an early stage
- academic progress for each student is monitored across all modules
- students whose progress, attendance or record of punctuality is not adequate are interviewed by the Year Tutor or another member of staff.

These issues are also regularly reported and reviewed at meetings of the Drama School Leadership Team.

10.3 References

The Head of Department has responsibility for ensuring that an appropriate mechanism is in place to provide references upon request. Students will be responsible for completing and making available information to enable an accurate reference to be written.

10.4 LAMDA Student Support Services

LAMDA provides a number of student support services to meet a diversity of needs. LAMDA will ensure that the range and availability of these services is well publicised to students and staff. Year Tutors should in particular be aware of the full range so that they can refer students as appropriate to the relevant service. The first point of contact for

access to these services is the Student Services team. These services include:

- Advice on accommodation
- Health and wellbeing
- Support for international students
- Financial aid
- Help with student records
- Examinations queries
- Registration
- Access to counselling.

In addition, students also have access to:

- Information Services (including IT, Library and the Virtual Learning Environment)
- Student Presidents, Student Trustees and Student representatives
- Equity, Diversity and Inclusion Committee.

11. Boards of Examiners

11.1 Introduction

This section of the Regulations provides guidance to all examiners, and particularly those acting as the Chair or Secretary of a Board of Examiners, on the conduct of meetings of Boards of Examiners and draws together information with which Boards of Examiners need to be familiar. Reference should also be made to Section 12: External Examiners.

11.2 Duties of Boards of Examiners

LAMDA will have a Board or Boards of Examiners which will:

- 11.2.1 review the marking of and confirm the marks to be awarded for all modules;
- 11.2.2 make recommendations for the award of Certificates, Diplomas and Degrees to students who have successfully completed courses of study;
- 11.2.3 make recommendations with regard to progression, referrals and termination of registration of students taking courses of study.

11.3 Membership

- 11.3.1 Each Board of Examiners which considers work that contributes to the award of a certificate, diploma or degree shall include one or more External Examiners whose appointment has been approved by the Director of Actor Training & Drama School, acting on behalf of Academic Board.
- 11.3.2 Other members of the Board of Examiners shall be appointed by Academic Board, on the recommendation of the relevant Department. These members shall include an internal marker for each module for which the Board of Examiners holds responsibility. One of these members shall be appointed by the Academic Board as Chair of the Board of Examiners. Academic Board shall be authorised to appoint representative Boards of Examiners to consider referral / resit results. These Boards may be smaller than the full Boards of Examiners and will hold delegated authority from the full Boards of Examiners. The membership of each representative Board may be decided at the meeting of the full Board of Examiners, when the scope of modules implicated in referral/resit arrangements will be known, and must be approved by the Head of Student Services & Registrar on behalf of the Academic Board.
- 11.3.3 Academic Board may establish procedures to facilitate appropriate input from subject areas which are not represented on a Board of Examiners.
- 11.3.4 Decisions concerning students taking joint degrees or courses of study which are delivered by more than one Department should normally be made by the appropriate Board of Examiners within the Department of which the student is a member. This Board of Examiners should liaise with other the Department(s) as appropriate. However, Academic Board may appoint special freestanding Boards of Examiners for joint degrees where there are special circumstances which make this appropriate.
- 11.3.5 All members of a Board of Examiners are required to attend meetings of the Board except that External Examiners are only required to attend meetings at which decisions are to be made about recommendations for awards. Where a Board of Examiners has been arranged, but the External Examiner then advises that they are no longer able to attend on that date, that absence may only be approved by the Chair of the Examination Board, and only under exceptional circumstances. Where such absence is not approved, the Board of Examiners must be re-arranged for the earliest date possible. External Examiners should be invited, but

are not required, to attend meetings of Boards of Examiners convened to consider referral results and deferral results. Boards of Examiners will have considered students' cases following the initial assessment and will set out provisional decisions in each student's case pending the results of the referrals and the deferrals. External Examiners should nevertheless be involved in consideration of all referral/resit and deferral students and in decisions concerning awards. External Examiners should be invited, but are not required, to attend meetings which will only consider the work of Level 5 degree students (unless Level 5 constitutes the final stage of the course, as would normally be the case for foundation degree students). External Examiners should nevertheless be involved in consideration of all students and in decisions concerning progression. Other members may only be absent for good reason and with the approval of their Head of Department.

- 11.3.6 All discussion at meetings of Boards of Examiners shall be confidential and shall not be disclosed to students except where such disclosure is authorised by the Head of Student Services & Registrar.

11.4 Mitigation Committee

- 11.4.1 Before each meeting of a Board of Examiners, the Chair of the Board of Examiners shall convene the Mitigation Committee, which shall comprise a small number of internal members of the Board of Examiners (i.e. normally no more than three members, to include the Chair, one Head of Department or Course Leader, a third member and, typically, with the Student Wellbeing Manager in attendance) to assess the severity of the impact on student performance of relevant extenuating circumstances. The Mitigation Committee will be chaired by the Chair of the Board of Examiners or by their nominee, drawn from the members of the Mitigation Committee. Any such nominee must also be a member of the relevant Board of Examiners.
- 11.4.2 The procedures and conventions for considering such applications are set out in Annex 8 of the Credit Framework, *Applications for Mitigation*.

11.5 Pre-meeting of the Board

Before each meeting of a Board of Examiners, and separate to the Mitigation Committee meeting, the Chair may convene a pre-meeting to consider other matters as it deems appropriate. Such matters might include deciding, based on the profile of marks, which candidates should have a viva voce examination, which candidates should be drawn to the attention of the External Examiner, recommendations to be made regarding borderline candidates, reviewing the range of marks awarded for each module and identification of other issues requiring discussion by the Board of Examiners. The identities of candidates shall not be made known to examiners during the course of this meeting.

11.6 Chairs of Boards of Examiners

- 11.6.1 The Chair of the Board of Examiners shall be responsible for ensuring that the Board is arranged in good time for a date that allows the attendance of the External Examiner(s).
- 11.6.2 The Chair of the Board of Examiners shall be responsible for ensuring that a Secretary to the Board, who shall be someone other than him/herself, is appointed. The Secretary to the Board shall be responsible for recording the decisions made by the Board.
- 11.6.3 The Chair of the Board of Examiners shall be responsible for ensuring that proofs of any examination question papers are checked for level, spread, accuracy, clarity and appropriateness, that where questions are divided into parts the marks allocated to each part are shown on the paper, and that all draft examination papers are sent to the appropriate External Examiner for comment and approval. The Chair shall also ensure that the External Examiner receives the relevant module syllabus.
- 11.6.4 The Chair of the Board of Examiners shall be responsible for ensuring liaison with the External Examiner about all the arrangements relating to the examination and for co-ordinating

arrangements for the examination with Academic Affairs and all other staff concerned.

- 11.6.5 The Chair of the Board of Examiners shall be responsible for ensuring that all marking by Internal Examiners is satisfactorily carried out.
- 11.6.6 The Chair of the Board of Examiners shall be responsible for informing candidates selected for a viva voce examination of the time and place of the viva, and its purpose.
- 11.6.7 The Chair of the Board of Examiners shall be responsible for ensuring that where the Board of Examiners considers the work of students who have not, at that point, completed their course of study, such examination scripts, essays, project work and dissertations are deposited with the appropriate Office for storing and for confirming the number of items deposited for each module. Such items will be available if required for re-reading by the Examiners in the light of the final year performance of candidates.
- 11.6.8 The Chair of the Board of Examiners shall not permit any concessionary case to be re-opened during Board proceedings.
- 11.6.9 The Chair of the Board of Examiners shall be responsible for ensuring that the identities of candidates shall not be made known to examiners at any Board during the proceedings for confirming marks and awarding credit, or when determining the progression or classification of candidates. Only when such proceedings have been completed in full may the identities of candidates be revealed to the examiners, if required (to facilitate, for example, the award of prizes). Decisions on candidates, however, may not be revisited after their identities have been made known to the Board.
- 11.6.10 The Chair of the Board of Examiners shall be responsible for ensuring that the reasons for awarding a student a higher class of degree than indicated by their marks should be recorded on or appended to the official record of decisions made by the Board of Examiners.

Note: The Chair of the Board of Examiners may nominate another member of the Department, to undertake some of the above responsibilities on his/her behalf.

11.7 Conduct of Meetings

- 11.7.1 The Chair of the Board of Examiners is responsible for ensuring that all members of the Board are notified in good time of the time, date and location of the meeting (refer to 7.1 above).
- 11.7.2 All members of the Board should, either in advance or at the meeting, receive:
- An agenda for the meeting (an example of an appropriate agenda is attached)
 - Conventions for the awards under consideration
 - Appropriate assessment data
- 11.7.3 The Secretary to the Board is responsible for:
- advising the Board with regard to regulations and conventions and their interpretation;
 - keeping a record of the decisions made by the Board and for ensuring that these decisions are acted upon;
 - where the Board makes a decision other than that indicated by the conventions, recording the reasons for so doing on the official record of results;
 - keeping a record of the consideration given to borderline cases and to concessions cases;
 - confirming with the Chair the accuracy of the official record of the decisions of the Board;
 - asking the External Examiner(s), where present, to sign the official record to endorse the decisions made by the Board.

11.8 Declarations of Interest

Any member of a Board of Examiners who has a particular interest in a student or students to

be considered by the Board must declare such interest at the start of the meeting or in advance to the Chair of the Board. The Chair of the Board shall decide whether it would be appropriate for such a member to withdraw for part or all of the meeting.

11.9 Advocacy

Individual members of academic staff should not take on a formal role of representing or advocating the interests of an individual student (see Section 10, Academic and Pastoral Support for Students).

12. External Examiners

12.1 Introduction

No LAMDA HE qualification shall be awarded without participation in the examining process by at least one External Examiner, who should be a full member of the relevant Board of Examiners. External Examiners are responsible to Academic Board which authorises the award of qualifications.

12.2 Nomination and Appointment of External Examiners

In considering recommendations for the appointment of External Examiners, the following will be taken into account:

- 12.2.1 Only persons of appropriate seniority and/or experience in the fields covered by the course of study (or parts thereof) who are able to command authority should be appointed. They should normally hold a post at Senior Lecturer level or above at a OfS-registered (fee cap) HEP. Persons who have recently retired from such posts may be considered for appointment provided that there is evidence that they are familiar with current expectations in UK Higher Education. External Examiners may also be appointed from outside the higher education system on the basis of demonstrable professional qualifications and experience particularly in the case of vocational awards. LAMDA will normally only appoint UK-based External Examiners. A non-UK-based External Examiner will only be considered under exceptional circumstances where a special justification is submitted along with the External Examiner appointment form for approval. Only persons who can offer an informed view on UK HE academic standards should be appointed.
- 12.2.2 LAMDA must be satisfied that the nominee can demonstrate familiarity with the standard to be expected of students in order to achieve the award to be assessed.
- 12.2.3 The nominee must meet any applicable criteria set by relevant professional, statutory or regulatory bodies.
- 12.2.4 In order to have sufficient time for the proper performance of their functions, individuals will not normally be expected to hold more than two appointments as an External Examiner for taught courses/modules concurrently.
- 12.2.5 An External Examiner should not be appointed from a department/school in an institution where a member of the inviting department/school is serving as an examiner; exceptions may, however, occasionally be unavoidable in the case of subjects taught in only a very small number of institutions.
- 12.2.6 Where the delivery and/or assessment of a collaborative course of study is conducted in a language other than English, at least one of the External Examiners appointed must be fluent in the language used.
- 12.2.7 Where there is one or more of the following conflicts of interest, a person may not be appointed as an External Examiner:
- i. He or she is a member of a governing body or committee of LAMDA or one of its collaborative partners, or is a current employee of LAMDA or one of its collaborative partners;
 - ii. has a close professional, contractual or personal relationship with a member of staff or student involved with the course of study in question;

- iii. is required to assess colleagues who are also students on the course of study;
- iv. is, or will be, in a position to influence significantly the future of students on the course of study;
- v. has been significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the course or modules in question;
- vi. is a former staff member or student unless a period of five years has elapsed and all students taught by or with the nominee have completed their course(s);
- vii. there is a reciprocal arrangement involving cognate courses at another institution;
- viii. the nominated External Examiner is from the same department in the same institution as the preceding External Examiner;
- ix. the appointment of more than one External Examiner from the same department of the same institution.

12.2.8 Nominations for appointment of External Examiners should be submitted to the Head of Academic Affairs & Research on the appropriate pro-forma for approval by the Director of Actor Training & Drama School. The pro-forma must be accompanied by a curriculum vitae of the nominee together with other relevant information, such as about similar appointments which the nominee holds or has held.

12.2.9 The number of External Examiners shall be sufficient to cover the full range of studies. More than one External Examiner may be needed where there is a large number of students or where the course covers a wide range.

12.2.10 The period of service for an External Examiner shall normally be four years, with an exceptional extension for a further one year in special circumstances.

12.2.11 An External Examiner will normally be appointed on one occasion only. He or she may be reappointed in exceptional circumstances, but only after a period of five years or more has elapsed since the last appointment.

12.2.12 Each External Examiner, on appointment, should be sent a letter of appointment by Academic Affairs together with information about the role and functions of External Examiners and about LAMDA's procedures in relation to Boards of Examiners as set out in these Regulations. These shall together constitute a contract of employment.

12.2.13 External Examiners should be sent detailed information about the relevant courses of study and systems of assessment by the Department concerned.

12.3 Role and Responsibilities of External Examiners

The role and functions of External Examiners are as follows:

- To participate as full members of the Board(s) of Examiners of which they are members.
- To monitor and report on the standards set by LAMDA for its awards in the subject area concerned in comparison with those of other institutions and to confirm that they are appropriate for qualifications at this level and in this subject.

- To review and comment, in advance, on examination question papers (including those for referrals and deferrals) which contribute to the classification of an award.
- To attend all meetings of the Board(s) of Examiners of which they are members and at which decisions may be taken about awards to students, except as set out in section 17 below, and, where considered appropriate, to endorse the decisions reached.
- To monitor and report on the achievement of students.
- To monitor and report on the proceedings of the Board of Examiners and in particular on whether these ensure that students are treated fairly and consistently within institutional regulations and guidance.
- To monitor and report on whether assessment enables achievement by students of the stated learning outcomes to be tested.
- To monitor and report on whether marking is undertaken rigorously and in accordance with assessment criteria, in particular by reviewing the marking of samples of student work (including work for referrals and deferrals).
- Where appropriate, to observe student work, for example in the performing arts (see **note 1** below).
- To monitor and report on whether students are offered appropriate opportunity to realise learning outcomes through work-based learning, placement and employer links and its associated assessment.
- To discuss with internal examiners and to report on steps which might be taken to enhance the experience of students, the assessment process and the proceedings of the Board of Examiners.
- To report on good practice identified within the School.
- To submit an annual report to LAMDA within **four weeks** of the main annual meeting of the Board of Examiners (i.e. where a course of study has more than one Board of Examiners meeting per academic year the annual report should not be completed until after the final meeting has taken place).

Note 1: Prior consent is required from Academic Affairs where this will exceed a total of six reviews in one academic year.

- 12.3.1 External Examiners are required to complete an annual report per course of study for which they are responsible, except in such cases where two or more courses are closely linked in terms of a large number of shared modules. In such cases one report may be completed for the linked courses of study.
- 12.3.2 Each annual report must be completed in sufficient detail so as to be of effective use to the School or partner institution. Where a report is considered to be insufficiently complete, the Department concerned or Academic Affairs may ask the External Examiner to revise the report.

12.4 Termination of Appointment

LAMDA reserves the right to terminate the appointment of an External Examiner without notice where the Director of Actor Training & Drama School considers that the Examiner has not properly undertaken

the duties set out above or if a conflict of interest arises that cannot be satisfactorily resolved.

12.5 External Examiners' Reports

- 12.5.1 External Examiners should submit their reports to Academic Affairs. Where the Head of Academic Affairs & Research considers that a report raises matters of urgency or importance which should not await the response of the relevant Department, they will ensure that such matters are drawn to the attention of the Director of Actor Training & Drama School.
- 12.5.2 The External Examiner's report and LAMDA's response to that report should be considered by LTQC. There should not be any identifiable references to students e.g. by use of student name, ID number or any other distinguishable reference). The response to the report should then be checked by Academic Affairs prior to it being forwarded to the External Examiner. Academic Affairs should produce a summary of External Examiners' reports, which will be considered by LTQC and forwarded to Academic Board. A summary of general issues and themes arising from the reports should be presented to Academic Board.
- 12.5.3 External Examiners are invited to make recommendations (including, in particular, any steps which might be taken to enhance the experience of students, the assessment process or the proceedings of the Board of Examiners) and to make recommendations to LAMDA (in relation to aspects of institutional policy). Where reports include such recommendations to the Department, the Department should explicitly address those recommendations in its response to the External Examiner.
- 12.5.4 External Examiners' reports should be received in full (with the exception of any confidential report submitted as per section 14 below) and recommendations to the Department and the Department's response should be considered by LTQC (as per 12 above), and by the Staff-Student Liaison Committees. Consideration at Liaison Committees will explicitly involve the relevant student representative(s).
- 12.5.5 Recommendations to LAMDA will be summarised by Academic Affairs and submitted to LTQC and/or Academic Board (as appropriate) for consideration and response.
- 12.5.6 Where an External Examiner's annual report includes negative judgements on academic standards the Department is required to make a specific response to the negative judgement including, as appropriate, what action(s) will be taken as a result. The relevant extract(s) of the External Examiner's annual report and the Department's response must be submitted to the LTQC or Academic Board (as appropriate) for consideration and approval before that part of the response may be uploaded to the reporting system.
- 12.5.7 External Examiners may also, if they deem it appropriate, submit confidential reports to the Director of Actor Training & Drama School or the Principal.
- 12.5.8 Where an External Examiner does not submit his or her annual report within the required four weeks (see section 9 above) Academic Affairs will write to the External Examiner (copied to the relevant Department) reminding the Examiner of the deadline and requesting prompt return of the report. If the annual report is still not received after a further two weeks Academic Affairs will write again.
- 12.5.9 Where the report remains outstanding (and where there are no mitigating circumstances or technical issues with the reporting system), Academic Affairs will inform the next meeting of the LTQC or Academic Board, as appropriate. LTQC or Academic Board will request the relevant Department to pursue the report (normally the Head of Department).
- 12.5.10 In the event that the outstanding annual report is still not received after a further four weeks, the External Examiner may be removed from the post by the Director LAMDA (or his/her nominee) (see section 10 above) and a new person recruited to the role. Any student work held by the External Examiner must be returned by the Examiner or collection must be arranged by the relevant Department.

12.6 Further Guidance

- 12.6.1 The School/collaborative partner shall ensure that students are provided with the name, position and institution of their External Examiner(s) (usually via the course handbook). A list of current External Examiners shall be maintained by Academic Affairs and made available to students. In all cases, a clear statement should be included that under no circumstances should students contact External Examiners directly.
- 12.6.2 External Examiners, as full members of the relevant Board of Examiners (BoE), have the right to be present at all BoE meetings at which significant decisions are to be taken in regard to the specialisms with which they have been concerned (including where appropriate the setting of papers), and are required to be present at all final BoE meetings in the subject(s) in which they have been involved. At the end of such Board of Examiners meetings, External Examiners are required to sign the pass list or other list of students progressing from one stage to the next to confirm that they endorse the decisions made at the Board. Where a Board of Examiners has been arranged, but the External Examiner is no longer able to attend on that date, that absence may only be approved by the Director of Actor Training & Drama School, and only under exceptional circumstances. Where such absence is not approved, the Board of Examiners must be re-arranged for the earliest date possible. External Examiners are invited, but are not required, to attend meetings of Boards of Examiners convened to consider referral results and deferral results. Boards of Examiners will have considered students' cases following the initial assessment and will set out provisional decisions in each student's case pending the results of the referrals and the deferrals. The decisions about awards to students following referrals and deferrals taken by Boards of Examiners in the absence of a relevant External Examiner will be subject to confirmation by the appropriate External Examiner.
- 12.6.3 Departments and External Examiners should use the opportunity afforded by the visits of External Examiners to discuss the structure and content of the course, and the assessment procedures. Any comments or suggestions made by the External Examiners should be discussed by the Department and an explicit decision made about whether or not to introduce changes.
- 12.6.4 A copy of the last report made by an External Examiner and the response of the Department will, at the conclusion of the period of office, be copied by the Department to the incoming External Examiner.
- 12.6.5 External Examiners should be encouraged to comment on the assessment process and the schemes for marking and classification. In some subjects, participation in the devising of such schemes is essential. External Examiners may often be able to give valuable advice to Internal Examiners, especially the inexperienced, either directly or through the Head of Department.
- 12.6.6 An External Examiner should only change a mark awarded to an individual candidate where (i) having seen all the scripts for the module in question, they have been invited by a Board of Examiners to consider a mark for an individual candidate, or (ii) where there is disagreement between two internal markers about the mark to be awarded. Alternatively, an External Examiner may ask that the marks for all candidates for a module be systematically adjusted where, having seen either all scripts or a sample of scripts, they consider this to be appropriate.
- 12.6.7 In the case of a disagreement on the mark to be awarded for a particular module between two independent Internal Examiners, the dispute shall be referred to the appropriate External Examiner, as designated by the Chair of the Board of Examiners, for resolution.
- 12.6.8 The External Examiner has the right to see all assessed work and should see at least a selection of such work. In those cases where it is agreed that the Chair of the Board of Examiners should make a selection of assessed work to be seen by an External Examiner, the principles for such selection should be agreed in advance. Assessed work thus selected should not include any work that has been subject to penalty for reasons of academic discipline. In view of the circumscribed timescale for referrals and deferrals, Boards of

Examiners may at that time make recommendations on student progression and awards to students in advance of receiving the comments of the External Examiner on the work. In these circumstances, the recommendations of Boards of Examiners will be advised to the External Examiner. Pass lists and other lists of students progressing from one stage to the next may be published subject to confirmation from the External Examiner that due process had been followed; pass lists and other lists regarding awards to students will not be published until confirmation is received from the External Examiner that due process had been followed.

- 12.6.9 Where a selection is made, External Examiners should normally see a reasonable sample of assessed work taken from each class band, and all fails.
- 12.6.10 Where an External Examiner specifically requests that the work for consideration should be sent to him or her in paper format, rather than be viewed electronically (e.g. via the Virtual Learning Environment), the School/Department should normally accommodate that request. Where an External Examiner specifically requests that data or information (for example mark sheets) should be sent to him or her in paper format, rather than be viewed electronically, the School/Department should normally accommodate that request.
- 12.6.11 Where an External Examiner has a serious concern relating to systemic failings with the academic standards of a course(s) and has exhausted all applicable internal procedures, including the submission of a confidential report to the Director of Actor Training & Drama School or the Director, LAMDA (see 14 above), they may invoke the OfS procedures for monitoring and intervention, and/or inform another relevant professional, statutory or regulatory body.

13. Student Evaluation

13.1 Introduction

This section is concerned with arrangements for obtaining and considering the views of students on matters related to learning and teaching and their general wellbeing.

The student voice plays a significant role at LAMDA. The views of students are sought by the online surveys and Question and Answer sessions administered and facilitated by Academic Affairs, by the NSS (National Student Survey) and via the Staff-Student Liaison Committee.

13.2 Online surveys

The purpose of the online surveys is to:

- inform annual monitoring
- provide feedback to assist staff to reflect on course design and teaching, and allow them to make changes as appropriate;
- encourage students to reflect on their student experience.

Online surveys will take place twice per year, normally towards the start and end of the academic year. They will be readily accessed by students through a variety of means, including mobile phones.

The surveys will consider the overall student experience through 3 lenses: academic, health and well-being and housing. The questions will be based on those asked in the NSS, supplemented by questions specific to departmental areas as confirmed by the Heads of Department.

Questions will be rated and results analysed so that the data can be examined per course year group as well as by overall department. All results will be anonymised.

13.3 Question and Answer Sessions

These sessions are facilitated by Academic Affairs. They normally take place with each year group twice per year.

Prior to the session, the student representatives meet with their group and decide on an agenda for discussion. Students are encouraged to discuss a wide range of topics that they feel both enhance their studies and which may require attention.

After the surveys and Q&A sessions are completed, Academic Affairs compile a report which is shared with the Director of Actor Training & Drama School and with Academic Board, which is attended by the student Presidents. Academic Board responds to points raised and both the report and responses are then shared with the student body with an anticipated time for action, when necessary.

13.4 Staff-Student Liaison Committee (SSLC)

The Staff-Student Liaison Committee should be as a forum for engaging students in the quality management and enhancement of their courses of study. The SSLC should be seen

as an opportunity for staff members to consult with students on all aspects of their student learning experience and involve them in discussions with regard to future developments in the School.

The membership of the SSLC includes the Student Presidents, all student representatives from each stage of each course, the Principal, the Director of Actor Training & Drama School and all Course Leaders and at least one representative from each support department (e.g. Library, Estates, Marketing).

SSLC meets once per term. Dates of meetings are widely publicised and students and staff are invited to submit, through their representatives, items for the agenda.

SSLC meetings are arranged, as far as is possible, for times and dates when the student representatives are able to attend.

Student representatives are expected to attend all relevant SSLC meetings. If, exceptionally, a student representative is not in a position to attend a SSLC they are encouraged to send a written submission to the meeting instead. The student representative may also send a written submission to a meeting if there is a matter that the representative feels should be raised anonymously. Any written submissions should be sent to the Chair in advance of the meeting.

Agendas for meetings and associated papers are sent to all members in advance of meetings.

Agendas for meetings of SSLCs should include any matters raised by student representatives and should ensure that there is opportunity for consideration of suggestions from staff or from students for the development and enhancement of courses. Agendas should be comprehensive and provide scope for discussion of all aspects of student learning, including teaching, learning and assessment methods, student support, learning resources, disability support and curriculum development.

Specific agenda items to be discussed by SSLCs include:

- Matters raised by student representatives;
- NSS and other internal survey results;
- Recommendations from External Examiners
- Proposed course specifications (both new and major revisions to existing specifications) prior to the specifications being submitted for approval;
- Assessment and feedback matters.

Student representatives must be given the opportunity to be explicitly involved in discussions at the SSLC. Student comments and responses to these should be recorded in the SSLC minutes.

Minutes of meetings should be made available to all students taking the course(s) falling within the remit of the Committee and to all staff teaching on the course(s).

SSLCs should report to and make recommendations to Academic Board.

Students should be informed of how their views have been considered in a timely fashion following each Staff-Student Liaison Committee meeting.

The SSLC secretary should maintain attendance lists for both staff and students which will allow any non-engagement to be easily identified. Attendance of student representatives at SSLCs should be monitored and the SSLC secretary should advise the Head of Actor Training / Head of Technical Training as soon as possible of any non-attendance.

14. Student Engagement in Quality Assurance and Enhancement

14.1 Introduction

This Section sets out an overview of LAMDA's arrangements for ensuring that students are fully represented in all aspects of their learning experience and have a range of opportunities to engage actively in quality assurance and enhancement processes at all levels.

LAMDA recognises that student engagement with quality assurance is vital to the continuing enhancement of the student experience. The processes outlined in this Section are intended to establish a culture and environment that encourages effective engagement by students, both collectively and individually. Further detail is given in the LAMDA Student Engagement Policy and Strategy.

14.2 Overview

LAMDA's processes for securing effective student engagement in quality assurance and enhancement include the gathering of individual and collective feedback from students, the deployment of elected Student Presidents and student representatives, an ongoing programme of induction and support for students and staff appropriate to their quality assurance roles, and a commitment to the monitoring, review and enhancement of the effectiveness of these policies and processes for engaging students.

14.3 Feedback from Students

LAMDA obtains and responds to student feedback in a systematic manner and does this by a variety of methods, including internal student surveys and the National Student Survey (NSS), Quality Assurance meetings with students, student participation in Periodic Review, and through student representation at the Board of Trustees and on key LAMDA committees throughout the Drama School, including Academic Board, Learning Teaching & Quality Committee and Staff-Student Liaison Committees.

14.3.1 Internal Student Surveys

Students will be surveyed at least twice per year to feedback on their learning experience. The survey should cover, as a minimum, learning and teaching and course organisation. The survey will be administered by Academic Affairs staff who will also conduct a follow-up structured discussion in which a collective view on relevant issues can be recorded. These surveys, and the discussions which follow them, will be written up anonymously, so that students feel able to air their views in confidence.

14.3.2 Feedback from Placements

Feedback must be collected from students returning from a placement. Any review or enhancement undertaken as a result of that feedback should be formally recorded at LTQC and through the Annual Monitoring process.

14.3.3 Action Taken

The results of surveys and feedback are summarised and reported to the Principal and to Academic Board by Academic Affairs (the Student Presidents sit on Academic Board). The report is also made available to students on SharePoint. These measures ensure that it is clear that the student voice has been heard and appropriate actions have been taken to maintain enhancement of the student experience.

14.4 Student Participation

14.4.1 Student-Staff Liaison Committee

Students will have an opportunity to raise issues and give feedback via the Student-Staff Liaison Committee (SSLC) which is a sub-committee of Academic Board. This feedback is considered as part of the annual monitoring process.

The SSLC meetings are important channels of communication between staff and students and shall, as far as possible, be scheduled for times and dates when the student representatives are able to attend. It is chaired by one of the Student Presidents.

The agenda for each meeting shall be discussed in advance between the Chair and staff in Student Services and Academic Affairs, but should normally include the following:

- Course quality and curriculum issues
- Library and learning resources
- Student welfare
- Placement / industry links
- IT and facilities issues.

14.4.2 Elected Student Representatives

Student representatives are elected by their peers on a yearly basis to represent the student voice and give feedback in respect of their course of study.

Staff are required to be proactive in encouraging students to put themselves forward for election and in working with student representatives to ensure that they are able to engage with the role and with the students they represent throughout the academic year.

Staff must ensure that students recognise that the role requires commitment throughout the academic year, including attending SSLC meetings and liaising with staff and fellow students. Students should only put themselves forward for election if they are willing to meet that commitment.

The Student Presidents will actively gather the views of students to inform future policy and institutional strategy, in this case via these representative structures. The Student Presidents will report to the appropriate board or committee on outcomes and recommendations that arise. The board/committee will consider the report and act on it as appropriate.

Student representatives will gather feedback from their student group and will bring this to the attention of the relevant committee and report back to students the outcomes of those meetings.

14.4.3 Student Representation on Committees and Boards

As part of LAMDA's commitment to enabling student engagement with quality assurance there must be adequate formal student representation on the Learning Teaching and Quality Committee and Academic Board.

These meetings shall, as far as possible, be scheduled for times and dates when the student representatives are able to attend.

There will be a mechanism in place to ensure that the student representatives are able to effectively disseminate discussions from the committee or board to the student cohort. It is recognised that the format for this may vary between disciplines.

It is required that all matters raised by student representatives at the relevant committee must be given proper consideration and be duly minuted. Where an action cannot be implemented, the grounds should be explained and minuted.

LAMDA recognises that it can be challenging for students to speak out in formal committees, particularly in the early stages. Staff will work with student representatives to ensure that they feel included and able to participate. This might include an informal pre-meeting with the Chair with discussion of the Terms of Reference, proceedings and typical agenda before the first committee meeting.

14.5 Induction and Ongoing Support for Student Representatives

Student Services is responsible for delivering effective training for student representatives, including initial induction training and ongoing development and support. This includes production of Guidance for Student Representatives.

Student Services will ensure that the student representative training includes developing an understanding of the importance of representatives engaging with their fellow students, so that they are equipped to gather views and comments from the student cohort and to present views at meetings that may differ from their personal opinions.

LAMDA will have in place mechanisms (which may take the form of a range of media, such as display screens, SharePoint, Teams, email) to communicate and raise awareness of the representative role and its responsibilities in the context of their respective areas of work and will highlight the importance of the student voice in that work. This is best undertaken regularly throughout the academic year. Dates and times of SSLC and other relevant committee meetings should be agreed and publicised as soon as the student representatives have been elected, so that the students can schedule their diaries accordingly. It is recommended that the Secretary to the relevant committee also sends advance reminders of forthcoming committee meetings to the representatives.

Where student representatives participate in quality assurance processes such as course approval and periodic review, Student Services will implement appropriate briefing and induction for such participants in order to prepare them for their role.

All arrangements for induction, training and support are expected to take into account, so far as is possible, students' backgrounds, whether they are part-time students, and any disability needs.

At the end of the student's tenure as representative, Student Services will arrange a handover between outgoing and incoming student representatives and one or more staff member as appropriate (for example, committee chair). This should also be seen as an opportunity to thank the outgoing students for their efforts in the representative role.

Such handovers may be conducted electronically where a physical handover between successive representatives is not possible.

14.6 Engagement with Quality Assurance Processes

14.6.1 External Examiner Reports

External Examiners are invited to make recommendations in their annual course reports. External Examiners play a key role in bringing a different perspective to the course of study and can make recommendations that directly relate to the student experience.

Full reports and responses to them will be made available to students via Teams / SharePoint, or other parts of LAMDA's Virtual Learning Environment, as appropriate.

Reports will also be formally discussed at Staff-Student Liaison Committees and at LTQC. It might be that an External Examiner will make a recommendation that they intend to be to the students' advantage, but is regarded negatively by students. In such cases discussion between students and staff is important and may feed in to the response to the External Examiner.

14.6.2 Periodic Course Review

The Periodic Course Review (PCR) procedure reviews how learning and teaching is delivered and managed and provides a range of opportunities for student engagement:

- The inclusion of a student representative on the Review Panel. The student is a full member of the Panel;
- The inclusion of student feedback (for example, NSS data) as part of the documentation provided to the Review Panel;
- A panel meeting with a range of students.

As noted above, student representative panel members will receive an induction into the requirements of the Periodic Review from Academic Affairs ahead of their participation in a Periodic Review event.

It is the responsibility of the student panel member to:

- attend the briefing session arranged by Academic Affairs;
- review the documentation ahead of the PPR;
- attend the PPR event as arranged;
- engage with the review process and contribute to the discussions;
- read the draft PPR report after the event and provide feedback as might be appropriate.

14.6.3 New Course Development

Students are encouraged to comment on new courses of study as part of the course design process. There is a requirement for student representation at CAC meetings and on Validation Panels which gives students formal involvement in the quality assurance of new courses and re-validation of existing courses.

15. Work-Based and Placement Learning

15.1 Introduction

This section provides guidance on the operation of student work-based or placement learning, both as a required and optional part of a course of study. In this section, 'placement provider' should be taken to include both employers and other Higher Education Institutions, both in the UK and international.

15.2 Courses and Modules

Where work-based or placement learning is a compulsory part of a course of study the course specification should identify this and show how it contributes to the overall and coherent aims of the course. The learning outcomes associated with the work-based or placement learning and how it will be assessed and weighted with the overall course should be clearly identified. The course specification must also set out the options available to students if the work-based/placement learning cannot take place or in the event of failure or non-completion of this portion of the course.

Where work-based or placement learning forms all or part of a module, the module specification should set out the learning outcomes associated with the work-based or placement learning, how it will be assessed and the recovery mechanisms and arrangements (if any) available if the work-based/placement learning cannot take place or in the event of failure or non-completion. The module specification should outline what types of activity will be acceptable in the context of the work-based/placement learning and should set out the process for approving the placement (or make reference to the appropriate document, if the relevant department has set out that process elsewhere).

A department may deem it appropriate that, for specific work-based learning/placement learning modules, the module cannot be resat in the event that a student does not pass the minimum threshold required. In such cases the module specification must state this explicitly and students must be made aware of it prior to commencing on the module.

As appropriate, the module handbook should outline the key deadlines for the work-based/placement learning and should set out the processes for the student's effective management of the learning. The module handbook may need to provide further detail on acceptable types of work-based or placement activity, as stated above. If the module cannot be resat in the event of failure, the module handbook must make this clear.

The accreditation of any prior certificated or experiential learning should also be considered in regard to possible exemptions for work-based and placement learning elements of a course of study. The course specification should make it clear whether Recognition of Prior learning (RPL) will or will not be considered in respect of placement learning.

15.3 Marking

Where a student undertakes study with a placement provider and the student's mark or marks are not awarded by LAMDA staff the stage will be graded on a pass/fail basis and will be zero-weighted with respect to classification.

15.4 Requirements of Placement Learning Providers

Before the start of each placement the following must be ensured:

- That the learning opportunities provided by the placement provider are appropriate;
- That there is agreement between the provider and LAMDA of the responsibilities of each party in relation to the placement learning. This should be via LAMDA's standard placement agreement.

The agreement should cover the following, as necessary:

- details of any assessment undertaken whilst on placement;
- course/module/student regulations as appropriate;
- procedures for complaints or concerns;
- Details of LAMDA's point of contact;
- information for and expectations of placement mentors;
- details of the expectation that placement providers will monitor and assure the proficiency of staff involved in support of students in-situ;
- information surrounding Intellectual Property Rights (IPR) and confidentiality issues (including how these relate to the submission of coursework by the student);
- insurance arrangements;
- UKVI monitoring arrangements;
- requirements regarding site visits to be undertaken by LAMDA.

LAMDA must seek written assurance and evidence that the placement provider has proper policies in place covering Equality & Diversity and Health & Safety, which include a complaints procedure, and that selection and allocation processes are free from bias and open to all students regardless of their race, ethnicity, gender or disability (undertaken as part of the standard placement agreement referred to above).

Due diligence must be carried out on all placement providers, especially where the placement learning is abroad.

The placement provider must have an appropriate support system for students participating in the placement.

15.5 Information and Support for Students

LAMDA should provide the student with guidance and support in relation to identifying placement opportunities, applying for appropriate opportunities and preparing for interviews and assessment centres.

LAMDA should work with the student before the start of the placement to ensure that the student understands the full financial implications of undertaking the placement, including that the student will be able to complete his/her placement and not be placed at a significant financial disadvantage by so doing.

Before the start of the placement LAMDA must ensure that students have received clear information on the following:

- the placement provider, including location, type of organisation, key contact, and any pertinent information on the relevant country if located abroad;
- any requirements that the student must meet before the placement starts, such as a Disclosure and Disbarring Service (DBS) check, health checks, visas etc.;
- the academic and professional requirements the student has to achieve;
- that the student must have access to all relevant contractual terms and conditions relating to the placement;

- the student's responsibilities and rights in regard to all aspects of the placement, including complaints procedure.
- his/her role as a representative of LAMDA when in the work or placement environment;
- that the Industry Liaison & Professional Development Officer is a source of help and support for students involved in work-based and placement learning;
- If the student is going abroad for the placement LAMDA should provide a pre- departure briefing.

In advance of the placement LAMDA will offer guidance to students on securing accommodation and visa requirements, if required. If the student is on placement out of London, then the placement host will help the student find a doctor/dentist if needed.

LAMDA must ensure that students are aware that while they are on placement they remain students of LAMDA and will continue to have access to the full range of support mechanisms provided by LAMDA including counselling.

15.6 LAMDA Point of Contact

Students and placement providers should be made aware of the LAMDA point of contact with responsibility for the placement learning arrangement.

LAMDA contacts should have received the necessary training and/or be briefed sufficiently to fulfil the role.

Contact between the student in-situ and LAMDA should be made at the beginning of the placement arrangement in order to clarify any queries or issues as soon as possible. A visit to the student in-situ is beneficial also (if geographically viable) to help clarify issues and gauge progress before the student has progressed too far in the placement arrangement.

During the placement, LAMDA should make contact with the student on a regular basis. The method of contact can vary according to local arrangements and the needs of the student (such as a face to face meeting at the placement location, skype, email or telephone). A written record of each contact should be kept by the student and LAMDA. Where the student does not respond to repeated contact, LAMDA should contact the placement provider to make enquiries and follow up as appropriate.

LAMDA should ensure that the student is aware that they will be subject to the disciplinary procedures of the employer/HEI in question. Where a student is found not to be acting with honesty or integrity during the placement LAMDA should keep in close contact with the student while the placement provider resolves the issue. Where appropriate, LAMDA's Disciplinary Procedures may apply.

15.7 Review

An end of placement de-brief and review with students, where appropriate, either individually or collectively, will facilitate immediate feedback and clarification of any issues.

Returning students are the most pertinent form of information on the placement learning experience and the placement providers. Staff who have involvement in student placements should routinely and as a matter of course gain feedback from students who have undergone placements and keep formal records of such feedback. Any review or enhancement undertaken as a result of student feedback should be formally recorded through LTQC and the annual monitoring process.

Staff may find it useful to compile an 'information bank' on feedback including useful information on placement providers for future cohorts of students to draw on.

Feedback should also be routinely obtained from the placement providers, in so much as they are an integral part of the learning experience.

15.8 Complaints

All complaints with regard to student placements will be dealt with according to existing LAMDA complaints procedures.

15.9 Institutional Review of Placement Learning

As with other areas of teaching and learning provision, LAMDA will review the operation of placement learning through the normal quality assurance routes such as Periodic Course Review.

16. Recognition of Prior Learning (RPL)

16.1 General Statement

LAMDA will operate a demonstrably transparent and rigorous RPL process that will recognise relevant learning obtained prior to the commencement of study at LAMDA.

Claims for RPL are assessment decisions; therefore Course Leaders recommending approval of a claim for RPL should be confident that the prior learning involved is comparable to assessment/learning undertaken at LAMDA. Decisions regarding the awarding of RPL will be a matter of academic judgement.

16.1.1 LAMDA also operates admissions procedures relating to:

- Claims for mid-year transfer from a course of study at another institution;
- Claims for admission without the threshold entry qualifications.

The Recognition of Prior Learning will accommodate claims for exemption from certain modules or stages of a course of study, and should follow the guidelines below.

16.1.2 Definitions

RPL: Recognition of Prior Learning. This is an umbrella term and includes concepts such as APL (Accreditation of Prior Learning), APEL (Accreditation of Prior Experiential Learning) and APCL (Accreditation of Prior Certificated Learning).

Credit transfer: relates to learning at higher education level which has been formally achieved and awarded credits or a qualification by a UK HEP (Higher Education Provider)

Articulation Agreement: In an articulation arrangement, an assessment is made of the equivalence of the learning undertaken at another institution with that required by a stage or stages of an appropriate course at LAMDA. This is with the aim of securing direct entry for a cohort or cohorts of students from the partner institution to the LAMDA course.

16.1.3 Parameters for RPL Claims

- a) The maximum limits on the amount of RPL that can be claimed per academic stage and per course of study will be the same limits as permitted for Credit Transfer as detailed in Annex 3 of the LAMDA Credit Framework.
- b) The minimum volume of credit that may be awarded for any RPL claim is five credits;

The awarding of RPL will not carry any numerical mark and will not contribute to the overall stage average of degree classification.

RPL will be awarded in a volume appropriate to the granularity of the course in accordance with the limits detailed in a) and b) above.

RPL assessors should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes. The following criteria should be considered:

- **Acceptability** – is there any appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
- **Sufficiency** – is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
- **Authenticity** – is the evidence clearly related to the applicants' own efforts and achievements?
- **Currency** – does the evidence relate to current learning? Where professional bodies and/or Schools have specific requirements and/or time limits for the currency of evidence, certification or demonstration of learning, these should be made clear and transparent.

Where the evidence relating to an applicant's prior learning is submitted in a language other than English, the RPL assessor must either possess sufficient competence in the language in question in order to make an effective assessment or must direct the applicant to provide a translation into English of any prior assessed work submitted in support of the application.

Any work submitted by an applicant in support of an RPL submission that is found to contain elements of plagiarised work will be discounted. Where plagiarism is suspected in a submission from a LAMDA-registered student, the work in question will be referred for consideration under the Academic Discipline procedures.

Use of RPL as a means of transferring credit between two LAMDA awards is subject to the restrictions on 'spent' credit set out in the Credit Framework.

Prior learning will normally be considered 'current' where it has been achieved within the last five years.

16.2 General Credit

16.2.1 General Credit may be defined as follows:

All assessed learning can be awarded credit. The credit gained is a general recognition of assessed learning at specified levels – i.e. general credit. When the credit is recognised through the admissions procedure of an HEI as directly contributing to a programme, it becomes specific. The change in designation from general to specific relates directly to the relevance of the learning to the proposed programme and/or modules.¹

¹ See <https://www.seec.org.uk/for-learners/> (last accessed January 2024).

General Credit therefore represents the whole of the learning achieved on an accredited course. An honours degree would have a General Credit value of 360 credits. Specific Credit is the volume and level of credit which can be used from the General Credit value for RPL into another course/course.

- 16.2.2 *For example:* a student gains a qualification worth 120 credits at level 4 from a UK Higher Education Provider.

The General Credit value of this qualification is 120 credits at level 4. If the applicant requests RPL to a similar LAMDA degree course, it is possible that all of the General Credit value could be recognised. However, if the applicant requests RPL to a LAMDA degree course in a different but related subject, only a limited amount of the credit might be recognised. This would be determined by the academic staff mapping between the external and LAMDA course / module learning outcomes to identify how much credit could be used for RPL. It may be that 60 credits of the original qualification could be used for part of the first year of the LAMDA course. These 60 credits would be the Specific Credit value.

If the application for RPL were to a completely unrelated course, then it is less likely that any of the General Credit could be recognised as Specific Credit, since it may not be possible to map the learning outcomes from the external course to the LAMDA learning outcomes. There may be exceptions to this if a course has modules covering more generic skills, such as research skills.

- 16.2.3 For RPL a General Credit value can be awarded to the RPL portfolio submitted. If appropriate, the General Credit value can then be used in its entirety if it can be mapped to the learning outcomes of the module(s) or stages for which credit is being claimed. Again it may be that only a specific amount of the General Credit can be mapped to the learning outcomes of the module(s) for which credit is sought.

- 16.2.4 For all RPL claims it should be noted that the LAMDA Credit Framework and course rules may limit the amount of credit than can be applied for.

- 16.2.5 LAMDA recognises the validity of studies undertaken at other UK Higher Education Providers, therefore, it will normally recognise the General Credit value of qualifications obtained from these institutions. **Note, however**, that it cannot be assumed that the General Credit value can automatically be fully recognised as credit into a LAMDA award. An assessment must first be carried out to determine what level and volume of credit can be used for an RPL claim. In addition, the LAMDA Credit Framework and course rules may limit the amount of credit that can be used for RPL.

The Specific Credit value can never exceed the General Credit value of the qualification being used to apply for APL.

16.3 Advice and Guidance

- 16.3.1 As a Higher Education Provider registered with the Office for Students in the category Approved (Fee Cap), LAMDA is required, in fulfilment of ongoing condition of registration F2, to publish its Arrangements for Student Transfer. This document covers students wishing to transfer into and away from LAMDA. It must state which courses will accept entry with recognition of prior learning.
- 16.3.2 LAMDA will provide clear and accessible information on the full procedures for the application, consideration and awarding of RPL. LAMDA will also provide generic advice and guidance to applicants and academic staff on individual cases and to other stakeholders including external examiners regarding RPL in general.
- 16.3.3 The information and guidance provided by LAMDA will state clearly the terminology, processes and procedures relating to the operation of RPL.

- 16.3.4 LAMDA will make clear in its advice and guidance full details of the assessment process and requirements, including timescales, opportunities for resubmission, key contacts and the process of notification of outcome.
- 16.3.5 LAMDA will provide clear generic advice and guidance to potential applicants and teaching departments.
- 16.3.6 LAMDA will ensure that accurate and timely feedback on the outcome of RPL claims is communicated to applicants.
- 16.3.7 LAMDA may designate a specific department or section to carry out the functions set out at 16.3.1- 16.3.5.

16.4 Responsibility of Teaching Departments

- 16.4.1 It is the responsibility of teaching departments to clarify and state in course specifications which elements of the course, if any, may not be subject to RPL. This is particularly pertinent for professionally accredited courses.
- 16.4.2 Teaching departments should consider the suitability of RPL assessment methods when deciding on the most appropriate form, on a case by case basis, in order that the student may demonstrate knowledge of the required learning outcomes. The nature and range of assessment required should be communicated clearly to the student.
- 16.4.3 Teaching departments should provide feedback to students on the outcome of the RPL assessment.

16.5 Procedure for the Recognition of Prior Learning

Application for RPL

- 16.5.1 Early application is recommended for all RPL claims. Applicants must be aware of the admission deadlines for the courses for which credit is being sought.
- 16.5.2 Both new applicants and existing students should allow **a minimum of six weeks and preferably one term** to complete their RPL portfolio, and should consider the recommended timescales for RPL to ensure that there is sufficient time to have an RPL claim approved **before** the module(s) they are claiming credit towards commence. Exact timing of an RPL claim varies depending on the nature of the claim and length of time required to collate the RPL portfolio.
- 16.5.3 If at any stage those considering a claim feel it is a complex or unusual application, advice can be sought from the Head of Student Services & Registrar.
- 16.5.4 The following procedure assumes that the assessment method used for the RPL claim will be a portfolio.

Initial Consultation

- 16.5.5 An initial consultation should be carried out between a suitable member of staff and the potential applicant. (This could be a Course Leader or Admissions Officer).
- 16.5.6 For each claim the rules regarding 'spent' credit must be considered. These are set out in the LAMDA Credit Framework, in Annex 3.

Portfolio Supervisor

- 16.5.7 The key roles of the portfolio supervisor will be i) to guide the applicant in developing their RPL portfolio against the learning outcomes; and ii) to assess the portfolio, ensuring it is complete

and suitable.

- 16.5.8 The relevant Admissions Officer should identify a suitable RPL Portfolio Supervisor. This could be a relevant subject specialist from a Teaching Department.

Portfolio Development

- 16.5.9 The applicant will develop their portfolio over an agreed period of time. The Course Leader of the course for which credit is being sought should be contacted at development stage to ensure the RPL portfolio is suitable for submission, both in terms of academic requirements and subject area.
- 16.5.10 When the portfolio is complete the Portfolio Supervisor will complete the RPL Portfolio Supervisor Form (form 3) and will recommend whether the portfolio has met the learning outcomes for the credit applied for.

Submission of Portfolio

- 16.5.11 Portfolios should, where possible, be submitted in an electronic format. If this is not possible then a hard copy should be submitted.
- 16.5.12 The Portfolio Supervisor should arrange for the portfolio to be submitted to the Learning, Teaching and Quality Committee via the Student Services office. Once a decision on the claim has been reached, the applicant and Supervisor will be informed by Student Services. Decisions may be taken by Chair's action, where appropriate.
- 16.5.13 The Portfolio Supervisor should submit the completed Portfolio Supervisor Form to Student Services along with the portfolio.
- 16.5.14 The applicant should retain their own copy of the RPL portfolio.

Verification of RPL by the Faculty Committee and the Examination Board

- 16.5.15 The recommendation of the RPL Portfolio Supervisor must be verified by Learning, Teaching and Quality Committee. Decisions will be reported to the relevant Examination Board.
- 16.5.16 The Learning, Teaching and Quality Committee will reach a decision on the recommendation for the award of credit for the portfolio submission. The Portfolio Supervisor and Admissions will be informed of the decision. For existing students, the relevant Teaching Department will also be informed.
- 16.5.17 If a large number of applicants seek entry with RPL onto the same LAMDA course (i.e. from the same professional background), the Learning, Teaching and Quality Committee may stage a special approval meeting to consider them. This meeting must co-opt a subject specialist to view and consider portfolios and approve decisions, if no suitable specialist is already a member.

Informing the Applicant

- 16.5.18 Once a decision is finalised the applicant should be informed via an Admissions Offer letter. If a claim is rejected the applicant should be informed in writing as to why and what the next action should be.
- 16.5.19 Where the applicant is an existing student, the Course Leader should inform the student in writing, detailing the level/volume of credit to be awarded. If a claim is rejected the student should be informed in writing as to why and what the next action should be.
- 16.5.20 If a claim has been rejected then any resubmission of the RPL claim must be made before commencement of the module(s) for which credit is sought.

- 16.5.21 If approved, the RPL will be recorded on the Student Record System through the appropriate mechanism.

Feedback

Feedback on the decision of the Learning, Teaching and Quality Committee should be provided to the applicant on request if their claim is rejected. An opportunity to resubmit the portfolio should be offered and supported.

Reporting Decision to the Examination Board

- 16.5.22 The decision will be recorded by Student Services. Decisions will be reported to the Examination Board, to identify trends and to help target advice and guidance. A sample of the portfolio submissions considered will be provided to the Examination Board (i.e. no more than 10% of the total claims considered).
- 16.5.23 The Examination Board will not reverse decisions, but can make recommendations on future decisions.

16.6 Procedure for Credit Transfer

- 16.6.1 Application for Credit Transfer
- 16.6.2 Where formal prior learning has taken place at a UK HEP it will be regarded as Credit Transfer and may be processed as below.
- 16.6.3 Admissions Officers, in consultation with appropriate Course Leaders, are authorised to approve requests for Credit Transfer within the limits specified in Annex 3 of the Credit Framework which are supported by official transcripts or equivalent, provided that they are satisfied that the applicant has achieved learning outcomes equivalent to those of the stage(s) or module(s) from which exemption is to be granted.
- 16.6.4 For an existing student making a Credit Transfer claim the Course Leader will carry out the role of the Admissions Officer.
- 16.6.5 In line with other forms of RPL the level and volume of credits from which the applicant is granted exemption may be less than those on which the application is based.
- 16.6.6 A record of all such Credit Transfer decisions and a copy of the evidence on which they were based should be kept by the Admissions Officer concerned. These records will be reported annually in the Autumn Term by the Admissions Officer to the relevant Examination Board for sampling and monitoring purposes.
- 16.6.7 In assessing a claim for Credit Transfer, the Admissions Officer can ask for advice if they feel it is a complex or unusual claim. Advice can be sought from the Head of Student Services & Registrar in the first instance.
- 16.6.8 For each claim the rules regarding 'spent' credit must be considered. These can be found in the Credit Framework.

Informing the Applicant

- 16.6.9 Once a decision is finalised the applicant should be informed via an Admissions Offer letter. If a claim is rejected the applicant should be informed in writing as to why and what the next action should be.
- 16.6.10 Where the applicant is an existing student, the Course Leader should inform the applicant in writing, detailing the level/volume of credit to be awarded. If a claim is rejected the applicant should be informed in writing as to why and what the next action should be.

- 16.6.11 If a claim has been rejected then any resubmission of the Credit Transfer claim must be made before commencement of the module(s) for which credit is sought.
- 16.6.12 The Credit Transfer should be recorded on the Student Record System through the appropriate mechanism.
- 16.6.13 Credit awarded for RPL will be recorded as such on the student transcript.

Feedback

Feedback on the decision should be provided to the applicant on request if their claim is rejected. An opportunity to resubmit the claim should be offered and supported.

16.7 Procedure for Establishing Articulation Agreements

- 16.7.1 In an articulation arrangement, an assessment is made of the equivalence of the learning undertaken at another institution or with that required by a stage or stages of an appropriate course of study at LAMDA, with the aim of securing direct entry via a suitable protocol for **an agreed cohort or cohorts** of students from the partner institution to a specified LAMDA course.

Such protocols should be based on a mapping of the equivalence, in terms of level, volume and relevance, of learning outcomes arising from modules considered cognate between appropriate courses at each party. The RPL assessment must be undertaken by an appropriate member of academic staff in the subject area at LAMDA. Such assessments must comply with the limits on the amount of credit that might be awarded via RPL as set out in Annex 3 of LAMDA's Credit Framework.

Quality Assurance

- 16.7.2 Articulation arrangements must conform to the requirements of this chapter of the Regulations and Procedures.

The Department undertaking the RPL protocol will be responsible for ensuring that it conforms to the requirements of Annex R. Academic Affairs will advise on this process.

- 16.7.3 Any APL protocol must be ratified by Academic Board prior to the admission of any cohort of student to a LAMDA course by this means.
- 16.7.4 Following the approval of the APL protocol, any amendments to the learning outcomes of any of the modules upon which the initial assessment of the equivalence of learning must be reported by the parties. Any such amendment will require reassessment of the APL Protocol and its reconfirmation by Learning, Teaching and Quality Committee prior to the admission of further cohorts of students by this means.

16.8 Further Guidance

Advice and guidance are available from the Student Services and Academic Affairs teams, to support applicants, students and staff in the submission and consideration of RPL claims.

17. Procedures for engaging with Professional, Statutory and Regulatory Bodies (PSRBs) and Quality Assurance Agency (QAA) Subject Benchmark Statements

17.1 PSRBs

Currently LAMDA does not have any PSRB accreditations. In the future, if LAMDA were to seek PSRB accreditation, if needed, appropriate additional academic regulations and procedures would be devised.

17.2 QAA Subject Benchmark Statements

Subject Benchmark Statements are published by the Quality Assurance Agency (QAA) and set out expectations about the standards and characteristics of degrees in a range of disciplines. 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.

There may be Subject Benchmark Statements for degrees at undergraduate level, postgraduate level or both.

17.2.1 New or Revised Courses

LAMDA recognises the importance of the Subject Benchmark Statements in defining its courses of study. New or revised courses of study must be designed with reference to the applicable Subject Benchmark Statement(s), where such exist. In particular, the course learning outcomes must be mapped to the Benchmark Statement to demonstrate how the Statement has been addressed.

Where the course of study is at postgraduate level, but there is no postgraduate level Subject Benchmark Statement, there is no requirement to use the equivalent undergraduate level Statement, however, it may help the development of the course specification to do so. If an undergraduate level Statement is used in the production of a postgraduate course specification, an appropriate statement is to be included in the course specification.

17.2.2 New and Revised QAA Benchmark Statements

The QAA periodically publishes new or revised Subject Benchmark Statements. Academic Affairs will ensure that relevant staff are advised of the publication of the new or revised Statement. Upon being advised of the publication of a new or revised Benchmark Statement, relevant academic staff will be required to ensure that all current courses of study affected by the Benchmark Statement are reviewed for possible updating or revising. Where courses are identified as requiring revision they will be submitted for re-approval, as appropriate, in accordance with these Regulations and Procedures.

18. Academic Appeals

18.1 Grounds of Appeal

Students may not appeal against the Academic Judgement of examiners. Academic Appeals will only be considered where:

- there are reasonable grounds to believe that there has been administrative, procedural or clerical error of such a nature as to have affected the recommendation of the Board of Examiners; and/or
- where there is evidence of illness or other misfortune such as to cause exceptional interference with academic performance and which the student was, for good reason, unable to submit by the published deadline; and/or
- where there is evidence of prejudice or bias or the perception of prejudice or bias against the student.

Appeals that are based on concessionary circumstances which, without good reason, were not brought to the attention of the Board of Examiners through concessions procedures at the appropriate time will not be considered.

18.2 Appeal Procedure

Appeals must be submitted to the Head of Student Services & Registrar within 10 working days of the publication of the assessment result in question accompanied by:

- a full statement of the grounds for the Academic Appeal and the remedial action sought
- all necessary documentary evidence substantiating the grounds of the Academic Appeal.

On receipt of the appeal the Head of Student Services & Registrar shall determine whether the appeal meets the relevant grounds for appeal and conditions (as outlined above). If so, the appeal will be submitted for consideration by the appropriate Head of Department or their nominee.

Once the appeal has been considered students are informed in writing of the outcome.

Where an appellant is dissatisfied with the outcome of their appeal they may have a final appeal to the Principal of LAMDA who will review the fair and proper conduct of their appeal.

If following this the student is still dissatisfied with the outcome of their appeal and they have exhausted the relevant procedures then they may have the right to refer the matter to the Office of the Independent Adjudicator (OIA).

Most Academic Appeals are concluded within 1-3 weeks but some may take longer than this.

18.3 Report to Academic Board

The Head of Student Services & Registrar will provide an annual report to Academic Board on all appeals, complaints and COP letters issued.

18.4 Information to Students

Comprehensive information about how to make an appeal or complaint is provided to students at recruitment, interview, admission and during the initial stages of learning when both new and returning students are inducted onto their courses of study.

19. APPENDICES

Appendix 1

19.1 Matters to be taken into account by the Course Approval Committee

The Course Approval Committee should focus on the following matters when considering proposals:

- i) Engagement with the course design principles, in order to ensure the appropriateness of the design, level, coherence and currency of the curriculum;
- ii) Engagement with best practice in the design of assessment;
- iii) Adherence to any professional body requirements (subject related);
- iv) Adherence to the applicable QAA subject benchmark statement(s);
- v) Adherence, where applicable, to the QAA Foundation Degree qualification benchmark;
- vi) Adherence, where applicable, to the QAA guidance on qualification characteristics;
- vii) Adherence to requirements of the LAMDA Credit Framework, including compensation, trailing, mitigation and level
- viii) Confirmation of the accuracy and completeness of the module mapping document;
- ix) Confirmation of appropriate progression throughout the stages of the course;
- x) (Where appropriate to the proposal) whether the course reflects current research or other scholarship carried out by academic staff ;
- xi) Engagement with LAMDA's Curriculum Framework principles;
- xii) That the course specification provides for a balanced workload of modules across the terms;
- xiii) Engagement with other relevant LAMDA policies
- xiv) Any other relevant and appropriate matters.

20. Appendix 2

20.1 Membership and Terms of Reference of the Course Approval Committee

The Course Approval Committee (CAC) is responsible for making a detailed assessment of the design, level, coherence and currency of the curriculum under approval and of the capacity of LAMDA to provide learning opportunities sufficient for students to achieve the intended learning outcomes.

20.1.1 Membership of the CAC

The CAC is a formal sub-committee of the LTQC. It is chaired by the Principal (or their nominee).

The members include Heads of Department, Course Leaders, Lead Practitioners and individual members of academic staff seconded for their specific expertise.

Membership of a particular CAC meeting will be determined by the Principal and will include at least one relevant academic subject expert.

20.1.2 Chair

The duties of the Chair of CAC include:

- i) leading the meetings of the Committee,
- ii) agreeing the minutes as the official record of the meetings,
- iii) exercising the Chair's prerogative for an additional casting vote as required,
- iv) taking action on the behalf of the Committee outside of meetings with regard to confirming the satisfaction of the conditions of approval relating to any particular proposal, and
- v) dealing with any other matters relevant to the terms of reference of the Committee on its behalf as might from time-to-time arise.

In the event of non-availability the Chair may nominate another voting member to act on their behalf.

20.1.3 Voting Process

Where the Committee members cannot agree a recommendation on a course proposal, the voting members present will be polled and a majority established.

Where no majority view can be established, the Chair will command an additional casting vote.

The meetings of the Committee will be quorate when at least three Heads of Department / Course Leaders / Lead Practitioners are present.

When a meeting becomes inquorate, the Committee's recommendations will be subject to ratification by the absent voting members before they may be confirmed.

The Terms of Reference of the CAC

The CAC's remit is to:

- i) Evaluate whether the proposed course(s) are set at the required academic level, and where appropriate, consistent with the relevant subject benchmarks, or other appropriate external reference points (e.g. PSRB requirements, QAA Subject Benchmark Statements, the UK Quality Code, any relevant international requirements).
- ii) Ensure that the proposal meets the requirements of LAMDA's Academic Regulations, Credit Framework and criteria for admission;
- iii) Determine whether the course specification(s) can be delivered, learning outcomes achieved and quality and standards maintained.
- iv) Ascertain whether the assessment strategies allow learning outcomes to be appropriately tested and are consistent with best practice;
- v) Evaluate whether LAMDA can provide the learning opportunities required for the achievement of the learning outcomes;
- vi) Examine any comments made by an external adviser; where a proposal has been amended in the light of such comments, a statement should be provided by the Academic Sponsor indicating the nature of such amendments;
- vii) Ensure that the final proposal remains congruent with the original outline submission for the course and accompanying commentaries;
- viii) Ensure that the course specification provides for a balanced workload of modules across the terms;
- ix) Ensure engagement with relevant LAMDA policies;
- x) Make decisions on the proposals, specifying any conditions required for the approval of the proposals;
- xi) Report its decisions to LTQC and Academic Board.

Based on its assessment, the CAC is empowered to make one of a number of decisions on behalf of the LTQC:

- A. That the proposal be approved;
- B. That the proposal be approved subject to the prior satisfaction of specified conditions set out in the minutes of the approval meeting. These conditions might include revisions to the proposal or provision of additional resources – to be signed off by the Chair of the CAC;
- C. That the proposal be resubmitted in a revised form for further consideration by the CAC;
- D. That the proposal be rejected.

At the end of the approval meeting the Chair will inform those attending of the Committee's decision, of any conditions that it wishes to set, the deadline for meeting these conditions and the procedure for signing off any conditions imposed.

Failure to meet the conditions by the set deadline may result in the withdrawal of conditional approval and entail the resubmission of the course proposal.

The status of the conditional approval shall be reported to the CAC at its following meeting; however, conditions may be regarded as satisfied, and the course may be advertised, as soon as they have been signed off by the Chair on behalf of the CAC.

If it is satisfied with the quality and standards of the proposal submitted, the CAC may report to Academic Board that it has approved the proposed course on its behalf.

The CAC will report annually to Academic Board on the new courses that have been approved.

21. Appendix 3

21.1 Validation Committee: Matters covered in External Advisor's Report

The external advisors' supporting statement(s) might usefully comment on:

- i) Curriculum content of the course – are all subjects included that would be expected in order to achieve the award title, and does the course fit together as a coherent entity?
- ii) Does the course content articulate/progress in an appropriate manner and at the correct level?
- iii) Does the course content reflect the relevant QAA subject benchmark statement(s) (if applicable)?
- iv) Does the course structure reflect the relevant QAA guidance on qualification characteristics/Foundation Degree qualification benchmark (if applicable)?
- v) Any other areas of note considered appropriate by the external adviser.

A template pro forma for the External Advisor's Report can be found at Appendix 4.

22. Appendix 4

22.1 Validation Committee: External Adviser's Report Pro Forma

Name:	
Professional Status:	
Institution/Employer:	
Course Title:	

Please comment on the following (expand the boxes as necessary):

1. The potential market for the proposed course

2. Curriculum content of the proposed course and the course's subject area

3. Do the learning outcomes of the proposed course reflect the standards that are required in order for a student to achieve an award at the level of the course?
YES/NO

4. Does the course content ensure articulation/progression in an appropriate manner and at the correct level?
YES/NO

5. Does the course content reflect the relevant QAA subject benchmark statement(s) (if applicable)?
YES/NO

6. Does the course content reflect any relevant professional or statutory body guidelines?

YES/NO

**7. Where relevant to the submission, do the proposed modules:
A) require the achievement of relevant learning outcomes at an appropriate level?**

YES/NO

B) utilise assessment methods appropriate to the achievement of the module learning outcomes?

YES/NO

8. Are you willing to recommend approval of the proposed course and modules (where relevant to the submission) as being fit for purpose in their current format.

If with specific revisions, please specify

YES/NO

Any specific revisions (please specify):

9. Do you have any other comments?

Signature:

Date: