



Designated Quality Body
in England

Degree Awarding Powers Assessment

LAMDA Limited



Review Report

March 2020

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Summary of the assessment team's findings

Underpinning DAPs criteria	
Criterion A: Academic governance	Met
Criterion B1: Regulatory frameworks	Met
Criterion B2: Academic standards	Met
Criterion B3: Quality of the academic experience	Met
Criterion C: Scholarship and the pedagogical effectiveness of staff	Met
Criterion D: Environment for supporting students	Met
Criterion E: Evaluation of performance	Met
Overarching criterion	
The provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems	Met

About this report

This is a report of an assessment of London Academy of Music and Dramatic Art conducted by QAA between June 2019 and March 2020 under the assessment method outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA* (October 2018).

Assessment for degree awarding powers (DAPs) is the process QAA uses to provide advice to the Office for Students (OfS) about the quality of, and the standards applied to, higher education delivered by a provider in England applying for an authorisation to award its own degrees.

This assessment was undertaken for the purposes of providing advice on the award of Full Degree Awarding Powers (Full DAPs) up to, and including, level 7.

Provider details

Provider details	
Legal name	LAMDA Limited
Trading name	London Academy of Music and Dramatic Art
UKPRN	10003758
Type of institution	Higher education institution
Date founded	1861
Date of first HE provision	2004
Application route	Full DAPs
Level of powers applied for	Taught degrees (up to level 7)
Subject(s) applied for	All subjects
Current powers held	None
Date current powers granted	n/a
Number of current programmes as at February 2020 (source: LAMDA)	3 x Level 7 masters programmes, 2 x Level 6 bachelor of arts programmes, 1 x Level 5 foundation degree and 2 x higher education credit-bearing short courses: Semester Diploma in Classical Acting (Level 5) and LAMDA

	Shakespeare Summer School (Level 4)
Number of students as at February 2020 (source: LAMDA)	387 full-time students on higher education courses, 0 part-time 300 students on non-higher education courses
Number of staff as at February 2020 (source: LAMDA)	143 permanent staff (121 full-time, 22 part-time), 35 associate staff
Current awarding body arrangement	University of Kent

About the London Academy of Music and Dramatic Art

Founded in 1861, LAMDA (London Academy of Music and Dramatic Art) offers vocational training to actors, stage managers, technicians, directors and designers. In addition to six validated degree programmes, LAMDA's Drama School offers a foundation diploma and a number of semester and short courses. LAMDA Examinations complements the work of the Drama School, through which LAMDA offers drama and communications-based courses leading to accredited and non-accredited awards in the UK and overseas. Through its long-standing examinations activity of non-higher education provision, LAMDA already has experience as an established awarding organisation in its own right.

LAMDA's mission is to 'seek out, train and empower exceptional dramatic artists and technicians of every generation so they can make the most extraordinary impact across the world through their work'.

LAMDA is a charitable company limited by guarantee. It is governed by Articles of Association which establish the objects and powers of the charitable company. The directors of LAMDA Limited also act as trustees of the charity. The Board of Trustees is LAMDA's governing body.

Until July 2019, LAMDA was a member of the Conservatoire for Dance and Drama (CDD), a higher education institution that is a federal collaboration of (now) six specialist schools delivering education and vocational training in the performing arts. Having relinquished its membership of CDD, LAMDA now operates as a standalone higher education provider, receiving direct funding from OfS and holding a teaching excellence framework (TEF) gold rating in its own right.

All LAMDA's higher education credited programmes are currently validated by the University of Kent. The University extended its validation arrangement with LAMDA in 2019 to cover students studying for University of Kent awards for the next five years.

LAMDA has stated that its decision to apply for full degree awarding powers is not due to any immediate desire to diversify from its core base, or to increase student numbers, but rather to keep options open for the longer term future. If successful, LAMDA would like to be in a position to offer its own degrees to students commencing in September 2020.

For the first years in operation as a degree-awarding organisation, LAMDA has elected to adopt all of the University of Kent's academic regulations and processes, and has devised a comprehensive regulatory and quality assurance framework that replicates these terms. In support of and in preparation for independence, the University has been phasing the handover of control of key aspects of its quality processes to LAMDA, for example responsibility for programme design and assessment and managing examination board processes. Similarly, LAMDA has been developing its own processes for new programme

approval, which include the presentation of a business case to the senior management team and a dedicated validation committee with external membership.

Once the 'teach-out' period is complete, that is, when all remaining students who are studying for qualifications to be awarded by the University of Kent complete their programmes, LAMDA intends to further review and adapt its regulatory framework and quality assurance processes to meet more specifically the needs of its own provision as well as to reflect its operational experience and sector good practice.

How the assessment was conducted

The QAA team completed an assessment of LAMDA according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA* (October 2018). The criteria used in relation to this assessment are those that apply in England as set out paragraphs 215-216, and Annex C, of the OfS's regulatory framework.

OfS referred LAMDA to QAA for a full degree awarding powers (DAPs) assessment on 30 May 2019 and LAMDA's submission and supporting evidence was received on 24 June. An initial assessment was undertaken to assess the credibility of the self-assessment and supporting evidence as the basis for the scrutiny process. This included assessment by two external experts independent from the assessment team and culminated in a judgement on 5 July that the scrutiny should proceed to the next stage. The detailed scrutiny began on 15 July, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 14 May 2020.

The team appointed to conduct the detailed scrutiny comprised the following members:

Name: Margaret Carran
Institution: City, University of London
Role in team: Institutional reviewer

Name: Mark Cooper
Institution: University of Portsmouth
Role in team: Institutional and subject reviewer

Name: Diane Rainsbury
Institution: University College of Estate Management (until December 2019)
Istituto Marangoni (from December 2019)
Role in team: Institutional reviewer

The QAA Officer was Helen Uglow.

The size and composition of this team is in line with published guidance and, as such, is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with expertise in subject areas relevant to LAMDA's provision. Collectively, the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included a senior academic leader qualified to doctoral level. Details of team members were shared with the provider prior to the review to identify and resolve any possible conflicts of interest.

In the course of the scrutiny, the team read over 400 documents presented in support of the application. An original set of 160 documents was provided as supporting evidence within

the initial submission. Following desk-based assessment of this initial evidence against the DAPs criteria and discussion of the findings at the team planning meeting, a first request for additional evidence was made. This request covered areas from all five DAPs criteria which had been identified as requiring follow-up investigation. An additional 105 documents were provided in response. Two further and smaller requests for additional evidence were made following each team visit, with the team progressively narrowing its field of enquiries. Key themes pursued following review of the initial submission, and that emerged during the assessment, were related to placement provision, the moderation process for assessed work, the operation of the Board of Trustees, the extent of staff engagement with external bodies, and the developments to the student information management system. LAMDA uploaded ongoing committee papers, any new or revised policies and similar newly generated relevant evidence on a continuing basis throughout the assessment.

The team formulated a programme of observation visits to gain further primary evidence and oral testimony, based on the findings of the initial desk-based assessment and discussion at the team planning meeting. The programme included observing meetings of the Board of Trustees and its subcommittees, meetings of the Academic Board and other key academic standards and quality assurance committees, senior leadership and management team meetings, assessment boards, staff development activities and student audition days. The programme was expanded to include programme approval and validation events which were arranged during the course of the scrutiny. Individual members of the team observed a total of 18 provider meetings and events and held two individual meetings, with the Head of Academic Services and Development and the student trustee, to obtain further specific evidence pertinent to the application.

The team made two visits to LAMDA, on 1-2 October and 16-17 December 2019. Each visit consisted of a series of meetings with groups of students, staff, trustees and other stakeholders (further details in the Annex to this report). The first visit focused on looking at issues arising from analysis of the initial submission and gathering further evidence. The second visit focused on further exploration and clarification of remaining issues, including those arising from observations, before the team drew its final conclusions. The team heard oral testimony from a total of 70 individuals during the course of 15 meetings across the two visits.

The team conducted the scrutiny by reference to a range of evidence gathered before, during and after its various visits according to the process described in the *Degree Awarding Powers in England: Guidance for Providers on assessment by QAA (October 2018)* in particular the suggested evidence outlined in Annex 5, part 2. The team sampled certain types of evidence using a combination of representative sampling and randomised sampling. No programmes or other areas of provision were identified as being at risk and therefore no risk-based sampling was undertaken.

The team selected samples of evidence in line with Annex 5, part 2 of the *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA (October 2018)*. The team sampled the following areas of evidence for the reasons given below. Further details of the evidence the team considered are provided in the Explanation of findings sections of this report.

- a Approved course documentation was representatively sampled. The most recently validated programmes were examined, being representative of current processes.
- b All course handbooks were supplied and members of the team each analysed a random sample.

- c All module specifications were available online and the team analysed a representative sample covering all qualification levels and subject areas.
- d Degree certificates and transcripts provided to students were randomly sampled.
- e Academic staff appraisal records were randomly sampled.
- f Academic staff peer observation records were representatively and randomly sampled. A sample of lesson observation forms was drawn from two performance-related subject areas across different time periods.
- g Student tutorial forms were randomly sampled. A sample of tutorial forms relating to two different students was examined, covering a range of qualification levels and subject areas.
- h Student audition reports were representatively and randomly sampled.
- i Placement documentation was randomly sampled.

The team met with a representative range of staff, students and stakeholders during the course of its two visits to LAMDA. The team requested to meet individuals with roles and responsibilities as follows:

- a Meetings with senior management staff included the Director of LAMDA, senior management team, chairs and members of key quality committees, Heads of Department, course/programme managers, staff involved in programme design, validation and institutional review, staff involved in the design and review of academic regulations and quality assurance procedures, staff involved in research, staff with resource management responsibilities, and staff with responsibilities for staff recruitment and induction.
- b Meetings with academic staff without management responsibilities included full-time teaching staff, part-time associate lecturers, newly appointed academic staff, staff involved in programme design, validation and institutional review, and staff involved in research.
- c Meetings with professional support staff included the Teaching, Learning and Quality Manager, HR Manager, Librarian, staff with responsibilities for managing counselling support, IT services, and with other resource management responsibilities.
- d Meetings with students included a mix of students across all levels and categories, Student Presidents, Vice-Presidents, cohort representatives, students who are not representatives, and students who have undertaken a placement.
- e Meetings with trustees included the Chair of the Board of Trustees, Vice-Chairs, Subcommittee Chairs, trustees with senior management experience in higher education, recently appointed trustees, student trustees, and the Clerk to the Trustees.

Explanation of findings

Criterion A: Academic governance

- 1 This criterion states that:
- A1.1 *An organisation granted degree awarding powers has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities.*
- A1.2 *Academic governance, including all aspects of the control and oversight of its higher education provision, is conducted in partnership with its students.*
- A1.3 *Where an organisation granted degree awarding powers works with other organisations to deliver learning opportunities, it ensures that its governance and management of such opportunities is robust and effective and that decisions to work with other organisations are the result of a strategic approach rather than opportunism.*

The evidence considered, and why and how the team considered this evidence

2 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and LAMDA's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of the Guidance for Providers. More specifically:

- a The team considered LAMDA's mission and vision [000], and how this aligns with its published Strategy Map [019], strategic goals and other supporting academic strategies and policies [004-020], including those on access and widening participation; learning, teaching and assessment; employability; staffing; and student engagement. The team also met with those responsible for implementing strategies and policies within LAMDA [V1M6, V1M2, V1M5, V2M1, V2M2] and observed meetings of the Trustees, Academic Board and its subcommittees [MCoObs05, McObs06, DRObs03, MCoObs03, DRObs01, DRObs02, DRObs05]. The team considered this evidence to assess coherence in the strategic direction and determine whether these provide a sound basis for effective academic governance.
- b The team examined terms of reference, agendas and minutes of the Board of Trustees [026, 130-136, 203-204a]; Academic Board [028, 109f, 030-031b]; Equality, Diversity and Inclusion Working Group [032-33a]; Learning, Teaching and Quality Committee [034-035b]; Research and Ethics Committee [036, 037]; Student Staff Liaison Committee [038-039b, 109-109b] and Education Committee [153], met with key staff involved with these meetings [V1M6] and undertook observations of these in operation [MCoObs03, MCoObs04; MCoObs02; MCoObs05, DRObs03, MCoObs06, MCoObs03, DRObs01, DRObs02, DRObs05]. The team also reviewed the Governance Development Plan [027]. This evidence was examined in order to determine function and responsibility in relation to academic governance and to identify whether there are clear and appropriate lines of accountability in place for the control and oversight of higher education provision. This evidence, together with data on staff qualifications, expertise and experience [100a], was also examined to ascertain the breadth and depth of academic leadership as exercised across the governance structure.

- c Academic Board was examined to determine whether its function and responsibility is clearly articulated and consistently applied as the senior academic authority and was assessed through consideration of its terms of reference [028, 109f], meeting documentation [108-108e, 109-109a, 129-129d, 150-151] and observation of a meeting in operation [DRObs03].
- d The team also reviewed the above evidence from the governance structure to assess how students are individually and collectively engaged in governance and management of the organisation and specifically reviewed participation of students through observation of the Board of Trustees [MCoObs05], Academic Board [DRObs03] and Student Staff Liaison Committee [MCoObs03]. The team also reviewed documentation including the Student Representative Guidance [012], student written submission and feedback [002, 086-087, 121], Guidance for Staff and Student Representatives on Academic Board [028a] and trustee induction materials [157, 170] and met with students, including student trustees and other student representatives with roles on academic committees, in order to determine the support received to enable effective engagement [V1M3, V2M2, V1M4, V1M6, V2M5].
- e To assess the readiness of LAMDA in applying sound academic standards to the assessment and award of degrees, the team considered evidence relating to the awarding body's view of the institution as expressed in meetings with the team [V1M1], through a letter of support for its degree awarding powers application [003c] and from its periodic review reports on LAMDA [046-048]. The team also considered the awarding body's academic regulations and processes [041a-b, 042a]; this was considered an important exploration as LAMDA intends to adopt University of Kent regulations and processes in the first instance.
- f LAMDA does not have formal academic partnerships beyond that with its current awarding body and has no specific plans for the use of its powers to validate programmes elsewhere. Nevertheless, LAMDA engages in partnerships with employers through student placements and the team therefore assessed the employability strategy [011] and work placement policy [094] against the overall Strategy Map [019] and reviewed associated documents relating to partnership working, such as placement agreement [171], risk assessment documentation [221-222] and relevant annual programme monitoring and periodic programme review reports [068, 046]. This was reviewed to ascertain that partnership working with other organisations is the result of a strategic approach and that there is effective oversight of arrangements.

How any samples of evidence were constructed

3 Due to the relatively small size of LAMDA and its provision, the volume of evidence relating to criterion A was small enough that all documents could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

4 The team's analysis of the evidence led to the following observations:

5 LAMDA's higher education mission sets out 'to train and empower exceptional dramatic artists and technicians of every generation so they can make the most extraordinary impact across the world through their work' [019] and this mission, vision and underpinning values are clear and well-articulated in its Strategy Map [019]. LAMDA moved away from a formally written strategic plan [000] in favour of a five-year Strategy Map 2018-23 [019] and explained in meetings that this approach has made it more user-friendly, less

wordy and easier to read with clearer implementation timelines and associated planning and monitoring [V1M6]. The Map sets out the strategic direction and approach to delivering its mission. It has four key areas by which LAMDA measures its success: key stakeholders; strategic priorities; strategic enablers; and financial performance. Areas are wide ranging and include overarching themes such as learning, teaching and assessment, inclusion, research and innovation, and the student/learner experience [019].

6 Key documents underpin the priorities and success measures identified in the Strategy Map, including a Governance Development Plan [027], Access and Widening Participation Strategy [004], Employability Strategy [011], Learning Teaching and Assessment Strategy [015], Research and Scholarship Strategy [014] and Student Engagement Strategy and Policy [020] plus other substrategies and student-related policies [005-010; 012; 013; 016]. A review of these documents demonstrates coherence and alignment with the broad strategic direction of LAMDA. Collectively, the Strategy Map and associated policies support LAMDA's higher education mission, aims and objectives and enable effective governance oversight by clearly outlining the approach to be undertaken and monitored. These key documents are published for staff and students on the shared internal drive, virtual learning environment and on LAMDA's webpages.

7 Staff and students are consulted and involved in the creation of strategies and policies, which was confirmed through minutes of Academic Board [031a; 031b] and meetings the team held with students and staff [V1M3; V1M4, V1M6]. Each strategy and policy is approved by the Academic Board which involves staff and student representatives [000, 028, V1M6]. The team observed meetings at which strategies and policies were discussed, such as the consideration of a new Knowledge and Exchange Strategy at Academic Board [DRObs03] and the revised Access and Participation Plan at Learning, Teaching and Quality Committee [DRObs01], which demonstrated understanding and engagement by members in each case. The role of Academic Board in both the approval of policies and the monitoring of provision, and the engagement of staff and students in development, allows the Strategy Map and its associated policies to be understood and consistently approached within LAMDA [026; V1M6].

8 While the Academic Board is LAMDA's senior academic authority, ultimate academic governance responsibility rests with the Board of Trustees as articulated in its terms of reference [026; V1M6]. The Board of Trustees agrees and monitors progress in realising the strategy through a scorecard system, which provides an overview of academic performance in relation to key performance indicators such as student retention, progression, satisfaction and achievement [019; 019a; 019b]. Minutes and observations of the meeting demonstrate the scorecard system in operation [136; 203; 204a; MCoObs05] and members of the Board met by the team noted the close partnership and proactive approach between the Board and senior team in monitoring the delivery of the plan [V1M6]. Notable achievements for LAMDA are presented in LAMDA's annual report [126] and also in the LAMDA Review of the Year publication and Case Studies showcase publication which are aimed at all stakeholders [126a; 003].

9 LAMDA's governance arrangements are subject to formal review, the last review commencing in autumn 2017 and the next due in 2020, with progress monitored by the Board of Trustees on an ongoing basis [027]. The approach is effective as the current Governance Development Plan [027] notes progress made since the last review on membership and embedding good governance practice. The Plan also provides detailed commentary and clearly lays out further actions for development to enhance documentation, communication and strengthen composition, demonstrating that the effectiveness of academic governance arrangements is kept under regular review [V1M6] (see also paragraph 113 for more information).

10 The terms of reference for Academic Board [028; 109f] clearly set out its two objectives, namely i. to be responsible to the Director for all issues relating to research, scholarship, teaching and courses, and ii. to monitor and review academic quality and standards relating to all courses [028; 109f]. Student and staff representatives on the Academic Board are issued with a detailed guide which clearly outlines the powers of the Board and members' responsibilities [028a]. Agendas and minutes received by the team confirm that the function and responsibility of the Academic Board is understood by members, and is consistently applied, as the business addressed, and decisions made, align with its terms of reference [030; 030a; 031; 031a; 031b; 150; 151]. The team observed an Academic Board meeting and confirmed that the status and purpose of agenda items were clearly identified, that there was participation from all members and that the Board was effective in maintaining oversight of LAMDA's academic management by being well-informed of activities and developments [DRObs03]. Agendas and minutes demonstrate that oversight of the Board is comprehensive as the internal reports it receives from its formal subcommittees cover broad areas of LAMDA's business, including equality, diversity and inclusion; learning, teaching and quality; research and ethics; and student feedback and engagement [032-035a; 036; 038]. This is supplemented by Academic Board members engaging with external reports on quality, programme validation, periodic review and annual programme reports to ensure that actions from across its activities are appropriately identified and tracked [046, 047, 129c, 129d, 003a; 064].

11 The team observed meetings of the Board's subcommittees, namely the Learning, Teaching and Quality Committee [DRObs01; DRObs05] and the Research and Ethics Committee [DRObs02], and also observed management meetings such as Senior Management Team and the DAPs Project Management Team [MCAObs03; MCAObs04]. In each case, the team considered the work undertaken by members to be consistent with LAMDA's stated purpose, indicating clarity and differentiation of function and responsibility across the academic governance structure. A notable example was the inaugural meeting of a new Education Committee introduced to advise on regulatory issues and sector developments in higher education, which was chaired by a new trustee. Observation of this meeting and review of its terms of reference [153] confirmed that there was clarity in its purpose and consistency in its role and relationship with the Board of Trustees and the Academic Board [153, MCAObs06].

12 The Board of Trustees is comprised of individuals with a range of skills intended to support its successful operation. To support its preparedness for degree awarding powers, and in accordance with its Governance Development Plan [027], the Board of Trustees resolved in October 2018 to strengthen the Board's higher education representation [000; V1M6; 130]. LAMDA has since appointed three trustees with senior leadership roles and extensive academic experience in higher education. The team saw evidence of these specialists being appropriately deployed to directly inform LAMDA's work, as in the appointment of one such trustee to chair the Education Committee based on their experience in the sector [MCoObs06].

13 The Director of LAMDA is defined as the senior post-holder responsible for academic leadership in the institution and chairs the Academic Board [028; 109f; 098]. The Director is supported by the Senior Management Team, which includes Heads of School and department heads [019; 025; 209a]. The assessment team met with members of the Senior Management Team [V1M2], received minutes of its meetings [209a] and observed a meeting in operation [MCAObs03]. Through this evidence, the team was able to confirm that Heads of School directly influence strategic decisions and challenge operational practice, making sound contributions that demonstrate strength and depth in academic leadership. The staffing data analysed by the team further confirmed that senior managers and section heads have academic leadership experience from roles undertaken in other institutions and through professional engagement [001a]. Associated section heads met by the team were

able to confirm their input into the review and development of LAMDA's vision, strategy and programme development by providing examples of contributions [V1M5]. The team therefore considered there to be sufficient evidence of appropriate academic leadership experience at trustee level and across senior management posts.

14 Students are engaged in the governance and management of LAMDA at various levels within the organisation. A student trustee was appointed for the first time in 2018 and attends Board of Trustees meetings as a full member [V1M6]. Board members reported that the inclusion of a student trustee has significantly enhanced the Board's understanding of student issues and enabled greater assurance to the student body on actions being taken [V1M6]. The student has a one-year tenure and is supported by the Head of Academic Services and Development and the Clerk to the Trustees, who formally inducts all trustees [V2M5]. The trustee induction process has been designed by the Clerk to specifically ensure all legal obligations are clearly understood by the incoming student trustee [V1M6, 157, 170]. The Student Representative Guidance clearly outlines the important role that student Presidents, Vice-Presidents and cohort representatives have through committee participation [012]. The importance of this role was confirmed during visits whereby student representatives, other students and members of the Academic Board verified the effectiveness of engagement by student representatives and cited measures introduced to allow students to balance their input to committees with their academic studies [V1M3, V1M4, V1M6]. Observations of meetings by the team confirmed that student representatives were attending all required academic governance committees and, in general, were making regular contributions to discussions [028; 028b; DRObs01: DRObs02; DRObs03: MCoObs06; MCoObs03]. Minutes of Academic Board also confirmed that students collaborate in, and are consulted on, the development of policy and procedure [028; 028a; 031a; 031b; V1M3; V1M4].

15 LAMDA's Student Engagement Strategy and Policy [020] sets out how the views of students, individually and collectively, inform the quality systems in the interests of enhancing the student learning experience. Examples of student engagement mechanisms include internal and external surveys such as the National Student Survey (NSS), Destination of Leavers from Higher Education (DLHE), and surveys by the current awarding body [107f; 121; 086; 086a; 087; 088]. LAMDA also operates a formal student representative system and encourages informal opportunities to provide feedback to staff as appropriate (see paragraphs 63, 97 and 98 for more information).

16 The Student Staff Liaison Committee is a key forum for student engagement and provides a useful vehicle for communication of policies with students and receipt of student feedback. Minutes of this Committee [109b; 114c] indicate that these are attended by senior staff, cover a broad range of academic and non-academic issues and confirm that students are an engaged consultative body for LAMDA. Examples of this being demonstrated include their consideration of the Access and Participation Plan [109b] and in providing views on a proposed new programme development [114c]. A meeting observed by the team confirmed that the Committee operated as intended and enabled a genuine conversation between staff and students, with actions clearly agreed and recorded [MCoObs03]. Students confirmed that LAMDA seeks and responds appropriately to feedback from the student body both individually and collectively [002; V1M3; V1M4]. For example, students requested more advice and guidance on sexual consent following the recent #MeToo movement and LAMDA arranged specific workshops that explored this issue [122c] which students considered informative and reassuring prior to commencing their professional performance careers [V1M3; V1M4].

17 LAMDA currently delivers awards in association with the University of Kent under a Memorandum of Agreement [043-045]. For its first years operating as a degree-awarding organisation, LAMDA has strategically elected to adopt all the University of Kent's academic

regulations, credit framework and processes and has created its own versions with minor adaptations (see paragraph 27 for further information) [V1M5; V2M1; V2M2; 041a/b; 042a]. In support of, and in preparation for, independence, the University has been phasing the handover of control of key aspects of quality processes to LAMDA. For example, the team observed an examination board meeting, which was organised and managed by LAMDA and was ably chaired in the presence of its awarding body staff in accordance with its remit [MCoObs2]. Evidence from the most recent periodic review by the awarding body, and the institution's response to this engagement, demonstrates that LAMDA is managing its current devolved responsibilities well and responds appropriately to recommendations [046-048]. The University confirmed that it has confidence in LAMDA's ability to become an independent organisation with its own degree awarding powers and provided written confirmation of its full support for LAMDA's application [003c; V1M1].

18 LAMDA is primarily a vocationally focused institution and, as such, works with employers to deliver learning opportunities through formal work placements, particularly in the field of production and technical arts [019]. LAMDA's Employability Strategy [011] underpins this aspect of the Strategy Map [019] and promotes sustained employment in the dramatic arts and associated professions for its students. LAMDA has worked with 20 placement providers since 2018 [220]. The Professional Work Placement Policy [094] sets out responsibilities for securing and vetting placements. The team reviewed supporting documentation and confirmed that an example of the risk assessments undertaken was detailed [221, 222] and letters of agreement issued to placement providers aligned with the policy and made reference to student safeguards [171, V1M2]. The Head of Technical Training reports to the Director and is responsible for the management of placements, including conducting briefings of providers and managing the vetting process. The effectiveness of work placements is reviewed as part of routine annual programme monitoring and periodic programme review [068, 046]. LAMDA's overall approach to working with employers and other external organisations in the management of placements is strategic, informed by effective assessment of risk and oversight arrangements are appropriate for the scale of provision.

Conclusions

19 The team concluded that LAMDA's mission and values are congruent with its desire to seek degree awarding powers. The decision to adopt its current validating partner's academic regulations and processes as an interim measure during the teach-out period is a sensible approach that will provide continuity for staff and students engaged in teaching and learning. LAMDA has sound academic governance and management structures such that there can be public confidence in the integrity of its higher education provision. The deliberative committee structure provides clear and appropriate lines of accountability in the organisation, ensuring its academic responsibilities and associated policies are coherent, published, understood and applied consistently. Membership of the Board of Trustees has been strengthened with the appointment of specialists from higher education and a student trustee, who collectively have control and oversight of LAMDA's higher education provision. This has also extended the existing academic leadership capacity and external perspective that it can bring to its work. The Academic Board and its subcommittees discharge their responsibilities effectively and take account of external feedback to further mature and embed policies, procedures and practice. Strong links with industry employers, particularly in the field of production and technical arts, provide students with exceptional work placement opportunities that are consistent with its strategy.

20 On the basis of the above, the team concluded that LAMDA **meets** the criterion.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

21 This criterion states that:

B1.1 An organisation granted degree awarding powers has in place transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications.

B1.2 A degree awarding organisation maintains a definitive record of each programme and qualification that it approves (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

The evidence considered, and why and how the team considered this evidence

22 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and LAMDA's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of the Guidance for Providers. More specifically:

- a The team reviewed the awarding body's Academic Regulations and Quality Framework [041a-b], Credit Framework [042a] and the Memorandum of Agreement [043-045a] between the two institutions. The framework comprises regulations governing student admissions, assessment and student progression, award of qualifications, academic integrity, appeals and student complaints. These were reviewed to understand LAMDA's current responsibilities for higher education delivery and assess its compliance with these requirements in practice, particularly as LAMDA intends to adopt largely identical arrangements if awarded its own powers.
- b Secondary evidence was reviewed, including LAMDA's most recent QAA review report [003a], periodic review reports [046, 047, 047a], internal monitoring and annual programme reports [129c, 129d, 075-078, 083-085] and all external examiner reports available since 2015 [079-082, 105a, 105c]. The team met with a representative from the University to further assess LAMDA's track record to date in fulfilling its responsibilities to its current awarding body [003c, V1M1].
- c The team considered LAMDA's prospective Quality Assurance Procedures and Academic Regulations [041], and its proposed Credit Framework governing how it would award academic credit and qualifications [042, 247] to ensure these are appropriate, transparent and comprehensive to fulfil LAMDA's prospective additional responsibilities as a degree awarding body.
- d The team considered Academic Board and subcommittee documentation relating to the consideration and approval of its proposed Quality Assurance Procedures and Academic Regulations and Credit Framework [030, 031, 031a, 031b, 035, 035a, 035b], including revisions made to these during the scrutiny process [129c, 129d]. It also met with staff involved in these committees [V1M1, V1M2, V1M5, V2M1, V2M2, V2M7] and observed Academic Board and Learning, Teaching and Quality Committee meetings [DRObs01, DRObs03, DRObs05; 183]. It reviewed this evidence to explore staff understanding of the proposed approach and to verify due

consideration and approval by its deliberative committees, and the senior academic authority, in creating its own academic frameworks.

- e The team considered LAMDA's arrangements for maintaining definitive records of programmes and qualifications which constitute the reference point for delivery, assessment, monitoring and review, and provision for maintaining records of study, and triangulated this information with programme and module specifications [063, 065, 065a, 065b, 066], course handbooks [050-055], sample transcripts and certificates [223, 224] and website records to verify accuracy and implementation of current practice. The team also observed part of the approval process [MCoObs07]. The team also reviewed internal monitoring and annual programme reports [129c, 129d, 067; 068; 075-078, 083-085; 109e] and all external examiner reports [079-082, 105a, 105c] to verify how these monitoring mechanisms relate to the definitive records of programmes.
- f Meetings were held with senior academic staff to assess their experience with, and understanding of, academic regulations and quality processes in order to verify LAMDA's track record in working within the University of Kent's regulatory frameworks [V1M1; V1M3; M1M5; V2M1; V2M2; V2M7] and awareness of the proposed future approach.

How any samples of evidence were constructed

23 A mixture of representative and random sampling was applied in assessing evidence relating to criterion B1. Approved course documentation was representatively sampled, with the two most recently validated programmes being examined. The team analysed a representative sample of module specifications covering all qualification levels and subject areas. A random sample covering about half the course handbooks was analysed. An exemplar degree certificate and transcript chosen at random were examined to triangulate processes already described and documented.

What the evidence shows

24 The team's analysis of the evidence led to the following observations:

25 LAMDA's partnership with the University of Kent dates from 2004 since when it has operated the University's regulatory frameworks and quality assurance processes in their entirety in accordance with the Memorandum of Agreement [043-045a]. Under the terms of this Agreement, LAMDA's devolved responsibilities include student recruitment, selection and admission, provision of all teaching and support services, assessment and examination arrangements, annual programme monitoring, and processing complaints, appeals and disciplinary cases. It additionally exercises full responsibility for programme design and assessment prior to referral for University approval [043-045a]. In the initial stages of the partnership, areas for development were identified by the awarding body such as the adoption of a more formalised approach to student representation and the management of student concessions (exceptions made to compensate for mitigating circumstances such as severe illness which adversely affect performance in assessed work). These matters have been satisfactorily addressed and the University recognises LAMDA as having a mature and well-developed approach to quality assurance and regulatory compliance [V1M1; 003c]. The University is supportive of LAMDA's application for degree awarding powers, with both institutions recognising this as the next natural step in LAMDA's trajectory and its further development as a higher education provider [V1M1; 003c].

26 There is evidence from primary and secondary sources to confirm that LAMDA implements the University's regulatory frameworks and quality assurance processes fully and consistently in practice. External reports on LAMDA portray an institution that is fulfilling

its responsibilities for quality and standards under its existing validation arrangement. These include the most recent periodic review of LAMDA by the awarding body [046-047a] which concluded that there was confidence in the quality and standards of programmes offered, and also commended LAMDA's programme design and delivery, and the support provided to its students [046]. Further assurance from an awarding body statement to the team confirms that programmes are monitored annually and through five-yearly period review with 'no major issues having been identified' [003c]. The team's review of external examiner reports further confirms that the University's academic frameworks and regulations are appropriately applied and are implemented fully and consistently [079-082, 105a, 105c].

27 LAMDA has devised in readiness a regulatory, credit and quality assurance framework that draws heavily on the University of Kent's own framework [041] [042]. The proposed academic and regulatory framework is comprehensive in that it includes regulations governing admissions, appeals and complaints, assessment and progression, marking procedures, classification and award, and processes for programme approval, monitoring and review [041]. In addition to providing continuity of practice, the main rationale for electing to adopt the awarding body approach is to avoid the difficulty of operating dual regulatory frameworks during the teach-out period for existing University of Kent students [V1M5, V2M1/2]. LAMDA has carefully considered this approach, and the team consider this to be manageable for an institution of its size and scale of operation and concur that avoiding the complexity of dual regulations is a prudent approach for the initial stages of operating degree awarding powers.

28 The Academy's academic and regulatory frameworks [041, 042] have been approved by Academic Board [030] which, as the senior academic authority, also has responsibility for considering and approving any subsequent changes. Minutes of Academic Board meetings held during 2018-19 document LAMDA's consideration of its framework and specific supporting policies [031, 031a, 031b, 129c, 129d]. Minutes of, and an observation of, the Learning, Teaching and Quality Committee confirmed that consideration of policies prior to Academic Board was detailed and thorough [DRObs01; DRObs05, 035, 035a, 035b]. Members of the Learning, Teaching and Quality Committee demonstrated a detailed understanding and self-reflective approach in considering how the various processes would operate in practice and in identifying further areas for development prior to approval [DRObs05, 183]. The Board's decision-making was therefore suitably informed by recommendations and feedback from this subcommittee, including input from staff and students.

29 The senior management team is clearly committed to developing its regulatory frameworks both in the short and longer term and staff met by the team confirmed that LAMDA plans to continually review and enhance its regulatory framework and quality assurance processes based on its operational experience and sector good practice [V1M2, V2M2]. LAMDA has already undertaken some amendments to align with recent University changes that affect the teach-out period and its own prospective regulatory framework [041b; 129c, 129d]. During the later stages of the scrutiny process, it also considered some further revisions to its credit framework regarding assessment marking [DRObs05, 035, 247] (see paragraph 67 for further information). LAMDA has created and approved academic frameworks and regulations for its own provision that are appropriate to its current status and will provide a sound basis for granting its own higher education qualifications. Given LAMDA's track record to date in implementing the awarding body's regulations, the close similarity of the framework to existing practice, and the detailed understanding expressed by staff of those requirements [DRObs05], the team is confident that LAMDA's own framework is likely to be implemented fully and consistently in practice.

30 LAMDA maintains definitive and up-to-date records of its programmes that constitute the basis for programme delivery and assessment. Programme specifications form

the definitive record of programme requirements and include details such as structure, award, qualifications and learning outcomes [063, 065a-b] with associated module specifications [066] giving detailed information on module components and assessments. Programme and module specifications are a core part of the documentation for programme approval [MCoObs07]. LAMDA uses a comprehensive module specification cover sheet to record changes and note any interdependencies with other modules within and outwith the programme. This provides an effective approach to maintaining version control [066] and is used to record the applicable version to the students' account in the student record system [000].

31 Programme and module specification information is reproduced in programme handbooks that are made available to students online [050-55, 063,065a-066]. Students met by the team recognised handbooks as the definitive source of information and verified that these were easily accessible through the online portal and through links from LAMDA's social media pages [V1M3]. A comparative review of these documents confirmed accuracy in the information between these documents [063, 052]. LAMDA's internal monitoring mechanisms are programme-based with annual monitoring reports and external examiner reports required for each programme of delivery. The current template used for annual reports [067, 068] clearly prompts notification of any changes required to programme and/or module specification documents in light of monitoring, although this is less explicit in LAMDA's own prospective template [109e]. External examiners confirm through their reports that they receive relevant programme documentation and, similarly, report on a programme-basis currently and will continue to in the future [079-080]. Definitive programme documentation is therefore used as the basis for monitoring and review.

32 Students and alumni receive records of study through transcripts and certificates currently generated by the University of Kent to a standard template [224], a review of which confirmed that the transcript information clearly aligns with the awards, modules and credit requirements as set out in the respective definitive programme documentation [065]. While the provision of records of study is currently the responsibility of the University, LAMDA intends to replicate this approach and, having offered graded examinations in communication and performance subjects since its foundation, already has experience in generating certification as an awarding organisation for non-higher education qualifications. LAMDA therefore has experience in this area and is investing in the necessary software to assume full responsibility for this activity for its higher education provision [V2M7].

Conclusions

33 The team concluded that LAMDA has created in readiness transparent and comprehensive academic frameworks and regulations to govern its awards, academic credit and qualifications, which, for the first years in operation as a degree-awarding organisation, will replicate those of its current awarding body. This is evident through the detailed regulations governing the entirety of the student academic cycle from admissions through to assessment, appeals and certification, which are subject to, and have the approval of, the Academic Board as the senior academic authority and decision-making body. Based on its previous experience of operating these processes, these are likely to be implemented fully and consistently in practice. LAMDA has confirmed it will review and enhance its regulatory framework and quality assurance processes based on its operational experience and sector good practice, and has already identified some areas for development in how the various processes would operate in the future when the teach-out period is complete. LAMDA has shown itself to be a responsible partner, implementing fully the academic framework provided by the awarding body. It has learned and developed as a result of its positive and productive partnership with the University, to the extent that both institutions recognise this application for degree awarding powers as the natural next step in its trajectory as an independent higher education provider.

34 LAMDA maintains a definitive record of each programme of study and qualification that constitutes the reference point for delivery, assessment, monitoring and review, and for the provision of records of study to students and alumni. The scrutiny of programme specifications and course handbooks confirmed that these are being accurately maintained and are accessible to students. LAMDA is investing in the necessary software development to assume full responsibility for awarding body activity at all levels in the future, including replacing the provision of transcripts and certificates currently produced by the University of Kent.

35 On the basis of the above, the team concluded that LAMDA **meets** the criterion.

Criterion B2 - Academic standards

36 This criterion states that:

- B2.1 An organisation granted degree awarding powers has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications.*
- B2.2 Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that meet the threshold academic standards described in the Framework for Higher Education Qualifications (FHEQ). Organisations with degree awarding powers are expected to demonstrate that the standards that they set and maintain above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.*

The evidence considered, and why and how the team considered this evidence

37 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and LAMDA's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of the Guidance for Providers. More specifically:

- a The team considered the policies and procedures governing programme development and approval [041-042a], validation and periodic review processes [046-047, 064, 114, 238, 240, 267] and the relevant minutes of deliberative committees [034-035-b, 242, 215, 183, 252, 268], and observed programme approval and validation events [DRObs04, MCoObs07], to assess LAMDA's capability to set and maintain standards and design, develop and approve higher education programmes. Meetings were held with the senior management team to ascertain the guidance and support provided to staff involved in programme development [V1M2]. The team also audited the records of LAMDA addressing any associated recommendations and conditions of approval, and minutes of their consideration by Academic Board [064, 047], to determine LAMDA's readiness for effectively and fully discharging responsibilities for setting academic standards through programme design and approval processes.
- b The team reviewed programme approval documentation [064, 267], all external examiner reports [079-082, 105a, 105b, 105c, 105d] and minutes of examination boards [069a, 074a, 074b] to confirm that external, independent expertise is being used appropriately in the setting and maintenance of standards and to ascertain the role of external input in ensuring comparability of standards. The team also observed LAMDA's engagement with external input in programme approval [MCoObs07] and in examination board settings [MCoObs02].
- c The team reviewed definitive programme specifications and course handbooks to establish whether programmes are set at the appropriate level of the FHEQ [063, 051, 062, 055] and take account of relevant external points of reference and if they are being maintained accurately on a continuing basis.
- d The team reviewed the current academic regulatory frameworks governing student admissions, assessment and progression, and award of qualifications [108f, 041a, 042a] to assess the fulfilment of LAMDA's current responsibilities for consistent application of the awarding body's regulatory framework, including how these

responsibilities are maintained and implemented in practice. The team observed internal moderation meetings and examination boards [MCoObs01, MCoObs02] and reviewed, in situ, the meeting documentation that informed the decisions on awards. This evidence was examined to verify compliance with assessment regulations and progression requirements and be assured that credit and qualifications are awarded only where the achievement of relevant learning outcomes is demonstrated and that academic standards have been satisfied.

- e The team also reviewed LAMDA's prospective academic regulations and quality assurance processes, credit framework [041, 042] and marking procedures [113, 247], and met with key staff involved in managing and/or undertaking assessment [V2M2, V1M8] to establish whether these documents are sufficiently comprehensive and appropriate in enabling LAMDA to discharge the additional responsibilities for academic standards associated with the acquisition of degree awarding powers.
- f The team reviewed annual programme review and monitoring reports, including awarding body programme reviews from 2016-17 and 2017-18 [067, 068, 069, 070, 075, 076, 078] and CDD Annual Programme Monitoring Reports 2016-17 and 2017-18 [083, 084, 085], and also examined the proposed LAMDA annual programme monitoring report pro forma [109e] to verify that robust arrangements are in place for monitoring academic standards and that these are applied consistently. This was also assessed through meetings held with key management and academic staff [V1M2, V1M5] and through an observation of key committees that receive such reports for consideration, including Learning, Teaching and Quality Committee and Academic Board [DRObs01, DRObs05, DRObs03].

How any samples of evidence were constructed

38 A mixture of representative and random sampling was applied in assessing evidence relating to criterion B2. Due to the timing of the scrutiny process and the limited number of programme developments and modifications, the team had only limited sampling opportunities to directly observe programme and modification processes. However, the team considered the most recently validated programmes (through scrutiny of documentation) and observed the approval of a new programme. A random sample covering about half the course handbooks and programme documentation was reviewed.

What the evidence shows

39 The team's analysis of the evidence led to the following observations:

40 LAMDA has devolved responsibility for all aspects of programme design and assessment which includes conducting the internal scrutiny of the programme and drafting key programme and module documents prior to referral to the University's formal approval process [041a]. It has also developed its own programme approval approach, which it tested during the scrutiny period, and observation of this demonstrated that it was robustly implemented with ample discussion and interrogation of learning outcomes, assessment and the academic regulations [MCoObs07]. Recommendations were made regarding the clarity of exit awards and assessment components, demonstrating close attention to ensuring clarity in matters of academic standards. The reports from both processes provide confidence that LAMDA is competent at setting academic standards appropriately and in accordance with the relevant academic frameworks [064, 267].

41 There is extensive engagement with industry and external expertise in the setting of standards which is integral to programme design and development, as well as more generally across all aspects of LAMDA's operations. External experts, academics and other professionals are involved in programme approval and the regulations require proposals to

be informed by good practice, relevant external reference points and alignment to the appropriate level of the FHEQ [041a]. There was evidence of such engagement in the documentary record of programme approval and review [046, 064, 114, 267] and the team observed how external adviser reports were given careful consideration to ensure that academic standards were appropriately pitched [000, MCoObs07]. The team also noted the engagement of students as validation panellists that enabled students to participate in the processes through which academic standards are set [MCoObs03, 064, DRObs01, DRObs05] (see also 57 on student engagement in programme approval).

42 Programme specifications and course handbooks reviewed by the team demonstrate that programmes are set at the appropriate level of the FHEQ [063, 051, 062, 055], including references to the FHEQ and the University's credit framework, and provide direct mapping to relevant Subject Benchmark Statements, where available.

43 LAMDA makes good use of external expertise in the maintenance of academic standards and assessing the comparability of standards. The team considered all reports from external examiners, which explicitly confirm that programmes meet the threshold standards described in the FHEQ and that standards achieved by students are comparable to those of similar providers [079-082, 105a-d]. All external examiner reports are accessible to students on the virtual learning environment and were verified as such by the team. Minutes of examination boards [069a, 074a, 074b] confirm compliance with the awarding body assessment regulations and progression requirements and observations of exam boards further demonstrated that boards were operated thoroughly and diligently in practice. In particular, external input on academic standards was observed by the team to be well received and provided important context for debate on comparability of grades [MCoObs01, MCoObs02].

44 LAMDA's proposed academic regulations, quality processes and credit frameworks [041, 042, 247] governing the award of credit and qualifications draws extensively on that of the awarding body. These include information on processes for assessment, marking and moderation [041] (see paragraphs 65-68 for more information). The Credit Framework makes clear the basis for the award of credit and qualifications, including eligibility for exit qualifications being dependent on the demonstrable achievement of the relevant learning outcomes. The proposed mitigation procedures, which allow the Board of Examiners to award credit where an assessment is failed due to severe illness or other mitigating circumstances, also require students to demonstrate fulfilment of the learning outcomes [041, 042]. The team's observation of the two-stage examination board process confirmed that members of boards were specifically reminded of key aspects of the assessment regulations in these meetings, such as the provisions for exceptions and mitigations, and that any such cases received due attention and discussion [MCoObs01, MCoObs02]. In accordance with these regulations all marks and awards are subject to confirmation by external examiners with progression and the award of credit and qualifications made only where the achievement of relevant learning outcomes has been demonstrated through assessment, and both UK threshold standards and the academic standards of the degree awarding body have been met. This requirement was observed in practice through examination board proceedings, including the formal sign-off process by external examiners [MCoObs02].

45 Through reports of annual programme monitoring and discussion with staff, the team determined that LAMDA implemented satisfactory annual programme monitoring processes in accordance with the awarding body's requirements [067-070; 075-076, 078, V1M2, V1M5] and its former arrangements with the CDD [083, 084, 085]. While commentary on academic standards is not explicitly required in these reports, feedback from external examiners is included. LAMDA has developed and implemented its own template, contextualised to its own provision, which specifically prompts consideration of activities

relevant to academic standards [109e]. Further discussion at Academic Board also indicated the intention for an increased focus on statistics and data in its own future reports [DRObs03]. Periodic programme review processes are similarly consistently applied [046, 047] and provide mechanisms whereby threshold academic standards are monitored and maintained.

Conclusions

46 The team concluded that LAMDA has devised clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education awards. It demonstrated that it can design and deliver programmes and qualifications that meet the threshold standards described in the FHEQ. From the evidence seen, the team also concluded that academic standards are likely to be reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.

47 LAMDA operates comprehensive mechanisms for maintaining academic standards consistent with its current responsibilities, including programme design and assessment methods that ensure academic standards are set at the appropriate level. The team's observation of programme approval activities and scrutiny of related documentation demonstrate the consistent application of these processes in practice and academic standards which meet UK threshold standards. LAMDA's use of external and independent expertise is integral to maintaining academic standards with external examiner reports attesting to the comparability of academic standards and student achievement. Similarly, LAMDA's proposed processes for programme approval and review are equally comprehensive. Given LAMDA's long experience in the successful operation of current processes and the similarity of the new processes to existing practice, the team has confidence that future arrangements are likely to be applied consistently to ensure academic standards continue to meet the threshold standards of the FHEQ and are comparable with those of other UK degree awarding bodies.

48 On the basis of the above, the team concluded that LAMDA **meets** the criterion.

Criterion B3 - Quality of the academic experience

49 This criterion states that:

B3.1 Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that provide a high quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality. Learning opportunities are consistently and rigorously quality assured.

The evidence considered, and why and how the team considered this evidence

50 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and LAMDA's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of the Guidance for Providers. More specifically:

- a The team considered the policies and procedures governing programme development and approval [041, 041a, 042a], validation and periodic review processes [046, 047, 064, 238, 240, 267] and the relevant minutes of deliberative committees [034, 031a/b, 035, 035a-b, 108c, 242, 215, 183, 252, 268], and observed programme approval and validation events [DRObs04, MCoObs07], to assess the rigour and effectiveness of these processes in demonstrating and assuring a high quality academic experience. Meetings were held with the senior management team to ascertain the guidance and support provided to staff involved in programme development [V1M2].
- b LAMDA's Learning and Teaching Strategy [015], Strategy Map [019, 019a/b], Employability Strategy [011], Student Engagement Strategy and Policy [020], Personal Tutor Policy [016], Library and Learning Resources Strategy [015] and Student Support Annual Monitoring Report [015b, 151] were examined, and meetings held with trustees and academic staff [V1M6, V1M8], to assess LAMDA's key principles for learning and teaching and the consistency of these with its strategic objectives. Meetings with students and professional services staff were held to assess the extent to which programmes and service provision meet the needs of all students and to assess the effectiveness of the processes for evaluating service delivery and user feedback [V1M3, V1M7].
- c Team members considered student feedback obtained through the student written submission [002], responses to internal and external surveys [031c, 172, 107f, 121, 245], minutes of Academic Board, the Learning, Teaching and Quality Committee [030, 035, 035a, 035b, 031, 031b, 107] and Student Staff Liaison Committee [038, 039, 039a/b, 109b, 185, 195] and observed meetings of those committees [MCoObs03, DRObs01, DRObs03, DRObs05] to assess the extent to which student feedback and engagement feeds into improving the student experience and academic delivery. Meetings with students were held to gain feedback on their academic experience, how they are able to contribute to quality assurance processes and the development of their academic and wider student experience [V1M3/M4, V2M6].
- d The team examined work placement policy and processes [094, 093, 095] and met with placement providers, students and academic management staff [V2M3, V1M3, V1M4, V2M6, V1M5] to gain further information about the operation of the

placement, LAMDA's role in assessment and how the placement supports student learning.

- e The team reviewed LAMDA's Quality Assurance Procedures and Academic Regulations 2020 [041], Credit Framework [042, 247], and the operation of the University's regulations and academic frameworks [041a, 042a] to ascertain whether assessment processes are valid and reliable. These include the assessment policy and procedures and marking criteria for both undergraduate and taught postgraduate programmes [113, 113a, 113b], regulations governing the assessment of prior learning, and processes for investigating and responding to academic misconduct [000, 007a]. The team met members of academic staff to confirm their knowledge of the assessment process, their approach to promoting good academic practice and ensuring that arrangements are sufficiently thorough and objective [V1M5, V1M8, V2M4, V2M7]. Tutorial forms [124a-b] were considered and meetings with students were held to obtain information on assessment, good academic practice and the effectiveness of feedback on learning [V1M3/M4, V2M6].
- f Observations were undertaken of internal and external assessment boards [MCoObs01, MCoObs02] and an internal markers verification meeting [MCoObs05] to confirm that the existing regulations and credit framework are being correctly applied in practice and that processes for marking and moderation are clearly understood and consistently operated. The team met with key quality and standards staff to establish how consistency of marking is ensured [V2M2].
- g The team reviewed programme and student handbooks [050, 052, 057, 059, 062], induction materials [122a] and the written student submission [002] to ascertain whether information on assessment, appeals and complaints are clearly explained, accessible and made easily available to students.
- h The team reviewed external examiner reports and responses [079-082, 105a-d], Annual Programme Monitoring Reports [075-078, 083-85], and explored the consideration of these reports by Academic Board and the Learning, Teaching and Quality Committee through minutes and observations [031, 035, 035a, 242, DRObs01, DRObs03, DRObs05]. The team also examined the virtual learning environment to establish the accessibility of external examiner reports to students. This evidence was reviewed to assess the use that the institution makes of external examiners and to verify that it gives full and serious attention to the comments and recommendations received.
- i Policies, procedures and reports on admissions appeals and complaints, and academic and non-academic complaints were examined to verify that LAMDA has fair, accessible and effective procedures for handling appeals and complaints [005-006b, 000]. Meetings with students were held to gain feedback on their familiarity with academic appeals and complaints procedures [V1M3; V1M4, V2M6].

How any samples of evidence were constructed

51 A random sample covering about half the course handbooks was reviewed. The remainder of the evidence relating to criterion B3 was small enough in volume that all documents could be assessed by the team, and therefore no other sampling was undertaken.

What the evidence shows

52 The team's analysis of the evidence led to the following observations:

Design and approval of programmes

53 The Academy has developed its own approach to the design, development and approval of academic programmes and has tested this in practice through the most recent programme development [268]. The four stages of the process are clearly articulated in LAMDA's quality assurance procedures [041] and consist of development and consideration of the business case, consideration by the Programme Approval Committee, submission to the Validation Panel and final approval through the Academic Board. Monitoring of the outcomes from approval, including responses to conditions of approval and any recommended areas of development, is overseen by Learning, Teaching and Quality Committee with ultimate responsibility residing with the Academic Board, as outlined in their terms of reference [028, 034, 108c].

54 The responsibility for approving new programme proposals is clearly assigned in the procedures [041] with a clear distinction between the development and consideration of the business case and the formal validation process, which was observed in practice [DRObs04, MCoObs07]. The business case includes the requirement for an academic sponsor, who is normally the relevant Head of Department and has responsibility for bringing together the programme or module development team and coordinating all phases of the development, and an executive sponsor, who presents the business case [000, DRObs04]. Staff involved in programme development are provided with guidance and support, including written guidance on assessment design [113], through ongoing development opportunities, in addition to initial departmental induction in specialist elements such as module specification and marking [V1M2]. Analysis of staff profiles confirmed that a significant number of staff have experience of programme and assessment design processes [001a] (see paragraph 81 for further information).

55 External expertise is utilised as part of the curriculum development process. Validation and periodic review reports [046, 047, 064] confirm that LAMDA is able to design and deliver programmes that are recognised in meeting industry and professional or regulatory body requirements. The formal validation process includes independent external advisers, including an industry practitioner [000]. External advisers complete reports which provide for consistency of input and reports reviewed by the team explicitly address the appropriateness and level of the learning outcomes, sequencing and progression, relevant external reference points, including FHEQ, Subject Benchmark Statements and qualification characteristics [041, MCoObs07].

56 The resources and any associated financial implications of new programme developments are identified and considered as part of the business case and there was evidence of this working effectively in practice through the documentation for, and observation of, a Senior Management Team meeting that considered the business case for the most recent programme proposal [238, 240, 252, DRObs04]. All programme developments additionally undergo an equality impact assessment to ensure the programme and learning opportunities are accessible to all students, including those with protected characteristics, further ensuring close links are maintained between learning support services and programme planning and approval arrangements.

57 Due to the timing of the scrutiny and the small number of programme approvals taking place, the team's observations were limited to one new approval involving the introduction of a level 7 programme which was conducted through LAMDA's own processes rather than those of the awarding body [252, 267]. The observations of business case deliberations [DRObs04] and the validation event [MCoObs07] demonstrate that approval activities are conducted appropriately and with rigour. There was detailed discussion of the programme's rationale, its practice-based focus, learning outcomes, the role of the placement and its relationship with the learning outcomes, student induction and the credit

framework. Discussions also explicitly focused on alignment of the programme proposals to the relevant FHEQ level and threshold academic standards [MCoObs07]. The composition of the validation panel included two independent externals and a student member and their input was detailed, challenging and considered in depth [MCoObs07, 267]. The proposal was approved subject to several conditions and recommendations with deadlines and responsibility clearly assigned within the report for presentation to Academic Board [267]. The validation event piloted combining the current Programme Approval Committee and Validation Panel stages, a successful modification which LAMDA has since reflected on and plans to permanently adopt within its own processes [268].

58 Through the scrutiny of documentary evidence [046, 064, 267], the team is able to affirm LAMDA's successful track record in programme design and development with the University of Kent, and given the depth of discussion, informed dialogue with staff and overall conduct of the observed programme approval events [DRObs04, MCoObs07], the team is confident of LAMDA's ability to continue to operate effective processes for the design, development and approval of programmes.

Learning and teaching

59 The Learning, Teaching and Assessment Strategy 2019 [015] sets out LAMDA's approach to providing students with practical, vocationally-based learning opportunities that enable them to present their work as actors, directors or technicians. LAMDA's key principles for learning and teaching are set out in its Strategy Map [019] and scorecard [019a/b, V1M6], which monitors strategic progress using performance indicators in areas including the student learner experience and student retention, progression and achievement [019a, 019b]. As a specialist institution, staff were keen to stress that there is considerable emphasis on small group teaching and projects that promote and support students' artistic and creative development [V1M8]. Students met by the team were highly complimentary about the quality of their teaching and the learning experience [V1M3/4]. The Learning, Teaching and Assessment Strategy document articulates and implements a strategic approach to learning and teaching which the team considered to be consistent with LAMDA's academic objectives, as detailed in various supporting policies, including the Employability Strategy [011], Student Engagement Strategy [020] and Personal Tutor Policy [016].

60 The Personal Tutor Policy [016] provides for tutorial support in which all students are allocated a year tutor responsible for academic and pastoral support, ensuring students receive the learning support they require. Students met by the team affirmed the effectiveness of the personal tutor policy in practice, as well as the quality of their tutorial support [V1M3, V1M4, V2M6]. In particular, students value the responsiveness of academic and professional support services [V1M3] and the developmental feedback which enables them to progress academically and as practitioners. Specific emphasis was made of collaboration and development as self-critical and reflective practitioners, both on an individual level and as part of the 'ensemble' ethos (whereby cast members work together for the good of the play rather than promoting individual performances). This approach enables students to monitor their progress and further their own development through self-reflection, their close interaction with staff and other students on an ongoing basis, and the termly tutorials which culminate in a formal record, including agreed development goals [V1M5, V1M8, 124a-b] (see paragraph 104 for more information).

61 A strategic approach to learning resources and support services contributes to the effective implementation of the Learning, Teaching and Assessment Strategy [015]. There has been significant investment in LAMDA's estate and facilities to ensure it maintains physical, virtual and social learning environments that are safe, accessible and reliable, including specialist theatre and industry-standard performance facilities. The Library and

Learning Resources Strategy [013] links to both the wider Strategy Map [019] and the Learning, Teaching and Assessment Strategy [015] with students being represented and contributing directly to the management of resources. The Registrar compiles a Student Support Annual Monitoring Report [015b], which, along with the minutes of the Academic Board that received this [151], demonstrate an effective approach to reviewing service delivery on the basis of operational practice and in response to a wide range of user feedback [V1M7] (see paragraph 102 for more information).

62 The use of committees and informal fora is effective in considering and responding to issues relating to the student experience, whether arising from quality assurance and feedback mechanisms or raised directly by the student community. Minutes and observations of the Student Staff Liaison Committee [039-039b, MCoObs03] and the Learning, Teaching and Quality Committee [242, 185, 195, DRObs01, DRObs05] demonstrate that learning resource and support issues raised by students are discussed regularly and systemically followed up. The participation of student representatives in deliberative committees is valued by staff, and students met by the team confirmed that staff encourage active participation and dialogue [V1M3, V1M4]. The team's observations of these committees, and of Academic Board [DRObs03], confirm that active student engagement ultimately contributes to an improved learning experience as actions identified by students are clearly discussed, recorded, tracked and implemented [035, 035a-b, 242].

63 Students are also widely involved in various feedback and consultative groups, including internal surveys [172], the University of Kent partner institution survey [107f] and the NSS [121], ensuring their participation as key stakeholders in all areas of their educational experience. Responses to both internal and external surveys are considered through the annual monitoring process and also considered through Learning, Teaching and Quality Committee and Academic Board at which data and summary reports are presented for discussion [245]. Meetings with professional services staff and students confirmed that the wide range of surveys, student feedback mechanisms and the role of committees were valuable in ensuring that services and academic programmes continue to meet the needs of students and remain responsive. These were therefore considered an effective mechanism in shaping changes to the student experience [V1M7, V1M3/4, V2M6] (see paragraph 15 for more information).

64 The team's scrutiny of the documented policies and guidance governing placements and its meetings with placement providers, members of staff and students [V2M3, V1M3, V1M4, V1M5] confirmed that arrangements for placements are appropriate for the scale of the provision and effective. External examiners verify that the placement programme is strong, and that placement opportunities are varied, of an appropriate standard and ensure a high level of employer/work-related engagement in the programme [105c, 079]. The benefit of the work placement in developing students as practitioners and in their employability was evident from meetings with students and placement providers, with examples of placements being instrumental in enabling students to secure post-graduation employment [V2M3], V2M6]. Placement providers are well informed by LAMDA about the objectives of the placement and what students are expected to achieve [V2M3, 094, 093, 095] and they provide an individual report on each student which informs the placement assessment process. Samples of completed Work Placement Reports confirm that employers are closely involved in the monitoring and feedback on student performance [97a, 97b]. The team verified that the operation of placements as articulated in the Placement Learning Module Specification [093], the Work Placement Journal [095] and the Work Placement Questionnaire [096] was consistent with the aims and resulted in excellent professional and networking opportunities for students.

Assessment

65 LAMDA's assessment procedures are set out in its prospective academic regulations and credit framework [041, 042] and those of the University of Kent under which its current provision is governed [041a, 042a]. The academic frameworks include processes relating to moderation and verification of assessment outcomes, the detection of, and penalties for, academic misconduct, consideration of mitigating circumstances, academic appeals and the operation of examination boards. Assessments are devised in accordance with the required marking criteria [113a-b]. The credit framework [042] makes regulatory provision for recognition of prior learning (RPL), although current practice at LAMDA does not permit RPL. This is outlined in programme specifications and its statement on student transfer arrangements [248] and students accepted on undergraduate programmes are required to complete the programme in its entirety [000, 042]. The proposed assessment procedures are substantially based on the current arrangements with its awarding body that have been verified as valid and reliable processes to date through external examining and awarding body oversight. Staff met by the team were therefore familiar with the current and proposed arrangements that govern assessment practice [V2M2, V2M4].

66 A position paper presented to Academic Board on academic misconduct explains that due to the majority of assessment being based on student performance, opportunities for academic misconduct are few and that only one case has been detected in the last five years [007a]. The University of Kent regulations governing academic offences (such as cheating, plagiarism or attempting to influence an examiner or teacher improperly) are signposted in the Student Handbook [057]. Academic writing skills are covered during the student induction week [122a] and academic staff confirmed that students are further briefed on good academic practice prior to undertaking any written assignments [V1M5, V1M8]. LAMDA notes that it adopts a preventative approach by promoting and supporting good academic practice whereby written assignments are submitted at early stages for formative assessment and enables the tutor to gain familiarity with writing styles and readily detect inconsistencies [000]. LAMDA does not possess, and does not currently plan to invest in, software for the detection of breaches of academic integrity [V1M5, 007a] and the team concurs with the Academy's assessment that the benefits of the acquisition of such software would be disproportionately low to the costs [007a]. Overall, the team was satisfied that the risk of academic misconduct is low and the approach taken by LAMDA is appropriate and proportionate.

67 From its observations of internal and external assessment boards [MCoObs01] [MCoObs02] and internal markers' verification meeting [MCoObs05], the team confirmed that the existing assessment procedures are being correctly applied in accordance with the procedures and meetings with staff demonstrated the processes for marking assessments are understood by those involved [V2M2] [V2M4, V2M7]. Staff whom the team met spoke knowledgeably about the moderation process employed by Heads of Department [V1M8, V2M4, V2M7], although the basis upon which the final mark might be adjusted by the Head of Department was not initially clear to the team from the documentation provided. In response to requests for a more detailed explanation of the marking and moderation process for acting programmes, LAMDA has drafted proposed revisions to Annex 6 of its credit framework on marking [247]. These have been considered by the Learning, Teaching and Quality Committee [185] and at the time of writing await consideration for approval by the Academic Board. This updated document provides additional clarity around second marking and moderation processes, helpfully distinguishing between moderation of marks for fixed end-point assessments, such as course work and examinations, and for continuous assessment, including assessment of performance. The latter includes a step where the module leader (usually the Head of Department) proposes a final mark, based on the aggregate marks from all tutors involved in the module, which is confirmed at an internal examination board [247]. The team is satisfied that this issue has been fully explored and

concludes that processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process.

68 Student and course handbooks provide clear and accessible information on assessment policies, processes and expectations [050, 052]. Students met by the team generally demonstrated a clear understanding of assessment requirements [V1M3, V1M4, V2M6] and verified that staff and students engage in dialogue regarding assessment criteria and how judgements are made. In meetings with the team, and in the student submission, students were unanimously positive about the learning support and assessment feedback they receive, the promptness of their continuous feedback, the parity between its developmental and summative focus, and the development of their professional skills as creative practitioners and producers that such feedback sustains [002, V1M3, V1M4, V2M6].

External examining

69 The University of Kent is currently responsible for the appointment of external examiners and LAMDA's responsibilities and reporting requirements are governed by the University's academic regulations [041a]. Details of external examiners indicate that these are appointed from conservatoires and universities with relevant subject expertise and have seniority appropriate to the content and level of the programmes [079-082, 105a-d]. LAMDA's prospective academic regulations and quality assurance procedures governing the nomination and appointment of external examiners specify in detail the requirements and criteria for such future appointments [041] and are consistent with practices seen in other UK higher education institutions by the assessment team. The regulations are sufficiently detailed in scope, including provisions for the prevention of conflicts of interest and reciprocity.

70 The team obtained clear evidence that LAMDA makes scrupulous use of external examiners, with thorough records of external examiner feedback and identified actions and areas of development having been addressed [079-082, 105a-d]. While the University of Kent has ultimate responsibility for academic standards, LAMDA is responsible for responding to these reports directly and has exercised its responsibilities diligently, demonstrating that it gives full and thorough consideration to the comments and recommendations in external examiner reports. A review of all external examiner reports and responses demonstrated that external examiners receive a considered and timely response, with appropriate actions identified [079-082, 105a-d]. Both the Learning, Teaching and Quality Committee and Academic Board [031a] [035] [035a, 242] receive full external examiner reports and responses to allow oversight of the external advice and guidance on the performance of programmes [DRObs01, DRObs03, DRObs05]. A summary of external examiners' reports is included within annual programme monitoring reports [083-085, 075-078]. Through the team's audit of the virtual learning environment and meetings with students the team is able to confirm the accessibility of these reports and responses to students [V1M3].

Academic appeals and student complaints

71 LAMDA's procedures for handling academic appeals on assessment decisions and student complaints about the quality of the academic experience [041, 006] include separate processes for admissions appeals and complaints [005] which are clearly articulated and comprehensive. The academic appeals and complaints processes are accessible to students through the student handbook [057, 059] and via induction, and consideration of the process indicated that its provisions were fair to students and accessible, not least through the inclusion of the complaint form as an appendix to the handbook [062]. Students met by the team demonstrated familiarity with how to invoke these processes, including for work placements [V1M4, V2M6]. LAMDA places specific emphasis on encouraging early

resolution of complaints and appeals. There have been four complaints in the last three years, two of which were withdrawn part way through the process and one of which was for a non-academic disciplinary matter [006a]. No cases have proceeded to the final stage and therefore no completion of procedures letters have needed to be issued within this period [000]. Academic Board receives an annual report on complaints [006, 006a/b] which enables it to have oversight of the action taken following an appeal or complaint, although the small number prevents the identification of common issues.

Conclusions

72 LAMDA has demonstrated it is able to design and deliver courses and qualifications that provide a high-quality academic experience. The identification of learning resource requirements and the equality impact assessment undertaken for both new and revalidated programmes ensures learning opportunities are accessible to all students, including those with protected characteristics. It has effective mechanisms for assuring the quality of its learning opportunities consistently and rigorously, which are underpinned by a strategic approach to learning and teaching aligned with its mission.

73 The team concluded that LAMDA operates effective and robust processes for the design, development and approval of programmes, and that these are applied consistently and incorporate sufficient externality. It was evident that programmes are thoughtfully designed and take account of relevant external reference points, industry practice and professional body requirements. The team also concluded that learning opportunities are consistently and rigorously quality assured.

74 The team confirmed that assessment procedures are being correctly applied in practice and is satisfied that assessment outcomes are sound and reliable. The team affirms the greater operational clarity on second marking and moderation processes being documented within the proposed academic framework and regulations, and which is subject to approval by the senior academic authority.

75 On the basis of the above, the team concluded that LAMDA **meets** the criterion.

Criterion C: Scholarship and the pedagogical effectiveness of staff

76 This criterion states that:

C1.1 An organisation granted powers to award degrees assures itself that it has appropriate numbers of staff to teach its students. Everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the level(s) and subject(s) of the qualifications being awarded.

The evidence considered, and why and how the team considered this evidence

77 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and LAMDA's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of the Guidance for Providers. More specifically:

- a The team considered LAMDA's recruitment, employment and induction policies [018f, 109j] to confirm that they underpin LAMDA's commitment to ensuring all members of teaching and professional services staff have relevant and appropriate academic and professional expertise that is routinely assessed. The team also reviewed the Equal Opportunities Policy [032a], advertised job descriptions [098-098d] and the induction and guidance materials [018c, 109j] given to staff on recruitment to satisfy itself that LAMDA operates appropriate recruitment practices.
- b The team examined details of staff qualifications and experience [001a] and line management, competence and appraisal policies, including the Observation of Teaching Policy [017], staff development policy [018], Annual Performance Review Policy [018d] and its Capability Procedure [018e] to identify how these enable LAMDA to make ongoing rigorous assessment of staff skills and expertise. The team also reviewed evidence relating to experience of programme approval [064], samples of relevant records of annual appraisal and teaching observations [115-115d] and held meetings with senior management and academic staff [V1M2, V1M8, V2M1, V2M4, V2M6], to evaluate the outcomes from these processes with regards to staff expertise. This evidence was also examined to establish that all relevant staff have expertise in providing feedback on assessment that is timely, constructive and developmental.
- c The team considered LAMDA's staff development policies and strategies [018], ongoing activities such as staff development events [018a, 018b, 113, 122c, 178] and internal updates on Higher Education Academy fellowship applications received by Academic Board [015a, 031, 109c], to ensure that it has robust and systematic procedures to identify staff development needs. This evidence was also examined to ensure that LAMDA provides adequate staff development opportunities that enable all staff to enhance their professional practice and scholarship, to gain experience in curriculum development and in assessment design. The team further evaluated the evidence to gain assurance that LAMDA actively encourages external engagement with the industry and with other higher education providers and that it allows time for its staff to engage in such activities. The team met with a representative of the University of Kent, senior academic and professional support staff, and observed a staff development day to verify further evidence relating to the above [MCaObs01, V1M1, V1M5, V1M7, V1M8, V2M6].

- d To evidence that LAMDA's relevant learning, teaching and assessment practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship, the team examined teaching and learning policies [015], tutorial forms [124a-b], assessment criteria [113-113b], module specifications/student handbooks [050-056] and external examiner reports and responses [079-082, 105a-105d]. It also observed the Learning, Teaching and Quality Committee and reviewed its relevant minutes and those of Heads of Department meetings [035, 035a, 035b, 107i, 179-181, DRObs01, DRObs05].
- e The team reviewed the scholarship and research strategy [014] and details of ongoing research activities, including projects and research seminars [036a-b, 037b-f, 107i, 107h, 107g, 200-201], and observed and/or reviewed the minutes of key meetings such as the Research and Ethics Committee, Senior Management Team, DAPs Project Team and Education Committee [197-199, 216, DRObs02, MCAbs03, MCAbs04, MCAbs06]. In addition, the team met with senior management and academic staff [V1M2, V1M5, V1M8, V2M7]. The team analysed this evidence to evaluate the approach to research and assess whether LAMDA has provisions in place to enable staff to maintain understanding of current research and advanced scholarship.
- f External examining reports [079-082], programme validation reports [046, 267], information on the NSS and other student surveys [086-91, 121, 172, 188-189], and the student submission [002] were examined to further triangulate the evidence in order to confirm that relevant policies operate well in practice and deliver the intended outcome of ensuring that student learning and assessment is carried out by appropriately qualified and supported staff.

How any samples of evidence were constructed

78 A mixture of representative and random sampling was applied in assessing evidence relating to criterion C. The team requested a sample of anonymised line management appraisals. An exemplar record, selected randomly, enabled the team to triangulate against processes already described and documented, the extent to which the annual appraisal process contributes towards identification of staff development needs in the context of pedagogical development and assessment feedback. The team requested a sample of anonymised records of lesson observations in order to better understand the nature of those observations and the extent to which they allow staff the opportunity to engage in reflection and evaluation of their learning, teaching and assessment practices. A sample of four lesson observation forms from two performance-related subject areas across different time periods was both representative and random. The team analysed a representative sample of module specifications covering all qualification levels and subject areas. A random sample covering about half the course handbooks was reviewed.

What the evidence shows

79 The team's analysis of the evidence led to the following observations:

80 LAMDA has appropriate staff recruitment practices for its size and mission and these are clear and well articulated in its staff recruitment and management policies, enabling it to recruit and retain staff with appropriate academic and professional expertise. The staff recruitment process [018f/109j] requires that all academic staff are appointed on merit in accordance with job specifications and in line with its equal opportunities policy [032a]. The job descriptions reviewed are clearly formulated and specify requirements of the post-holder [098-098d]. On appointment, staff are provided with a staff handbook which provides comprehensive information, including information on employment conditions,

resources, and the structure of LAMDA and its committees [018c]. The team held meetings with staff which confirmed that new members of staff, including those appointed to the most senior positions [V2M1], receive an induction which includes input from the heads of relevant academic departments and professional services, from the Director and, where appropriate, from the Chair of Trustees [V2M1, V1M2, V1M5, V1M8].

81 The team undertook a detailed analysis of staffing data made available by LAMDA which included details for each member of staff on contractual arrangements, qualifications, experience and on engagement and outputs from scholarly and research activity [001a]. The team was able to confirm that requirements, such as levels of academic qualifications or equivalent professional experience required in job descriptions, were consistent with the data provided on staff members [001a, 098, 098d]. Of the 88 staff involved in delivering and supporting learning, 18 have teaching qualifications that are specific to higher education, 24 have other teaching qualifications and 36 have relevant professional qualifications [001a]. In alignment with LAMDA's vocational mission, the team confirmed that 60 of the 88 members of staff are actively engaged with the profession, participate in creative work and/or carry out consultancy. Seven hold external examining positions. Experience of programme and assessment design goes beyond those with programme management responsibilities, with 44 members of staff possessing experience of curriculum development and 37 with experience of assessment design for taught programmes obtained through its devolved responsibilities for programme and assessment design, and/or from external activities. Sixty-one staff have experience of delivering assessment tasks, including marking and providing feedback [001a]. [V2M1, V1M2, V1M5, V1M8]. Data provided on staffing demonstrated that staff were appropriately qualified and had relevant academic and professional experience commensurate with their roles.

82 The Academy requires all new members of staff, and encourages all existing staff, to apply for fellowship of the Higher Education Academy (HEA) [015a; 018]; 92 per cent of senior staff participate in the scheme [V1M2]. Reports to Academic Board [015a, 031, 109c] demonstrate that, as of June 2019, there were 10 members of staff who were actively engaged with the fellowship scheme (with five already achieving fellow status), and 12 who were actively engaged with the senior fellowship scheme (with two already achieving senior fellow status). Two members of staff already hold HEA fellowship status outside LAMDA's scheme with one being a Principal Fellow. Staff met by the team considered engagement in this fellowship application process to have facilitated significant reflection on their academic practice and increased their engagement with current scholarly and pedagogic research and initiatives [V1M4].

83 Generic staff development days are generally well attended by full-time, part-time and visiting members of staff, although plans to reorganise the timetable are expected to further increase participation [V2M7]. Staff development days include activities relating to pedagogy [018a, 018b], such as the focus on constructive assessment feedback and a workshop on consent in the classroom in the event observed by the team [178, 122c, MCAObs01]. Staff are also provided with written guidance relating to pedagogical issues, for example on assessment design [113]. Budgetary allocation for staff development is less systematic, but both staff with and without academic management responsibilities confirmed that funding for staff development is available and the funding application process is well known [V1M5, V1M7, V1M8, V2M4]. Thus, LAMDA offers sufficient opportunities for staff to gain experience in curriculum development and assessment design and to be actively engaged with the pedagogic development of their discipline knowledge.

84 LAMDA operates line management practices and staff development policies that are formally defined and implemented by senior managers. The observation of teaching policy, annual performance review policy and capability policy [017, 018d, 018e] are led by the senior management team and are designed to ensure members of academic and

professional staff maintain relevant expertise. The records of annual appraisal and observations seen by the assessment team demonstrated a standardised approach to recording achievements and training needs while prompting self-reflection by the participant [115, 115a-115d]. In addition to generic staff development opportunities underpinned by the staff development policy [018, 178] individual staff needs are routinely identified during annual appraisals [018d, 115a-115d]. The observation of teaching policy further encourages reflection and improvement in teaching and learning practice and ensures that systematic mechanisms are in place to monitor and enhance teaching practice [017, 115a-115d]. Staff met by the team noted the benefits of observation on their teaching practice, particularly those fractional staff who particularly valued the engagement [V2M4]. A review of all external examiners' reports over the last four years raise no significant issues with the quality of teaching [079-082, 105a-105d] and feedback from the NSS and internal surveys provided by LAMDA [086-088, 121, 172, 188-189] indicate student satisfaction in this area. Staff recruitment and monitoring practices are therefore consistent with recruiting and retaining staff with appropriate academic and professional expertise.

85 The Academy has a well-structured Learning, Teaching and Assessment Strategy that informs its practices [015]. Students are taught in small groups with a low staff-student ratio (1:11), indicating that LAMDA recruits and retains appropriate numbers of staff to teach its students [000, 001a]. Successful delivery of its own validated programmes has allowed members of staff to gain experience in curriculum and assessment design, as confirmed in the validation report and the observation of the most recently approved programme [064, MCoObs07]. The provision of feedback on assessment that is timely, constructive and developmental is strongly embedded within the teaching methodology outlined in its strategy [015]. This was confirmed by the students themselves through their submission [002], by members of staff met by the team [V1M4, V2M6] and by external examiners who comment in detail on assessment practice in their reports [079-082, 105a-105d]. Marking is carried out in accordance with undergraduate and postgraduate marking criteria [113a, 113b]. The tutorial forms reviewed by the team showed assessment feedback on performance to be comprehensive and developmental, providing a detailed level of information that enables students to improve, and making clear students' strengths and areas where they still need to develop [124a, 124b]. Thus, LAMDA's experience in providing feedback on student learning and assessment is congruent with its aim to award its own degrees and is both constructive and developmental.

86 LAMDA's ensemble ethos is conducive to formal and informal collaborations between staff and promotes ongoing reflection and evaluation of learning, teaching and assessment practices [V1M5]. For example, staff collaborated with other performing arts academies on the virtual conservatoire project which brought individual and collective benefits in terms of digital expertise [037c/107i] (see paragraph 118 for more information). Meetings with both full-time and associate members of staff confirmed a high level of reflection takes place formally and informally through staff meetings and day-to-day interactions with colleagues and Heads of Departments [V1M5, V1M8, V2M4]. Formal elements include discussion about marking, specialist elements of modules and the content of module specifications [V1M2], discussions relating to a variety of teaching and learning issues during Learning, Teaching and Quality Committee meetings [035, 035a, 035b, 107i, DRObs01, DRObs05] and Heads of Department meetings [MCoObs02, 179-181], funded external mentorship of staff members [V1M8], as well as the lesson observations approach mentioned above [115a-115d].

87 Teaching teams are able to attend conferences and other training, and are encouraged to reflect on their teaching methodologies [V1M4]. Examples include British Voice Association conferences for voice teachers, and training in new technologies and health and safety for technical teachers [V1M8]. LAMDA hopes to increase the number of staff with external examining appointments at other higher education institutions [V2M1] in

recognition of the useful benchmarking that arises from such activity [V2M4]. A significant number of staff (60) are engaged in the profession, which offers further opportunities for reflection and collaboration, and staff met by the team were clear that such engagement enhanced their teaching practice by ensuring relevance and currency [V1M4]. Thus, clear opportunities exist for staff to engage in reflection and evaluation of their learning, teaching and assessment practice. Evidence of how such activity directly informs teaching is not systematically collated to date, although LAMDA's prospective annual monitoring template [109e] explicitly prompts consideration of the impact of staff development, scholarship and research activity on teaching and learning practice, and anticipate greater use of data in these reports.

88 LAMDA is a vocational provider primarily focused on teaching and advanced scholarship rather than pure academic research and it describes itself as having a 'maturing' rather than 'mature research environment' [107g]. Nevertheless, its Research and Scholarship Strategy, introduced in 2017, has been instrumental in enabling progress on developing a research profile. In November 2018, LAMDA undertook a self-assessment of its research capability and outputs [107g], evaluating its performance against the Research Excellence Framework (REF) criteria and while it resolved not to enter the REF exercise, it identified steps to develop its research culture. LAMDA's initiative to arrange 'Research First Tuesdays' (a series of informal lunchtime presentations on individuals' research projects) is a successful approach and is overseen by the Research and Ethics Committee [037b, 037d]. Minutes of this Committee and observation by the team demonstrate that the Committee plays an important role in supporting research opportunities and disseminating information [036, 037, 037a, 037b, 197-201, 216, DRObs02]. Research activities were also discussed in other meetings observed by the team, including the Senior Management Team, Education Committee and DAPs Project Team [MCAObs03, MCAObs04, MCAObs06], indicating increasing visibility of research in LAMDA's business. Staff have access to LAMDA's Higher Education Innovation Fund allocation for knowledge exchange activities [014, 036b, 107h]. Updates to Academic Board on research activities since 2015 demonstrate a modest number of research outputs [036, 107h], although detailed data on the research projects being undertaken is not systematically collected. Meetings with academic staff during visits provided sufficient oral testimony that staff understand current research and advanced scholarship in their discipline and utilise this knowledge to inform and enhance their teaching [V1M2, V1M5, V1M8]. As noted above, an evaluation of the impact of research on programme delivery is expected to be addressed through the proposed annual programme monitoring approach [109e].

89 LAMDA has been carefully planning for greater responsibilities that accompany the acquisition of degree awarding powers, with the DAPs Project Team ensuring relevant actions are identified, minuted and closed off through successive meetings [MCAObs04, 217, 228, 229, 251]. While LAMDA is not proposing immediate growth in programmes or student numbers [V2M1], the assessment team had some initial concerns as to whether the likely extent of the operational implications for academic administration staffing had been fully considered. During the latter stages of the scrutiny, senior managers confirmed that they anticipated expansion in their academic services team and confirmed that additional posts have been included in the budget [V2M7]. LAMDA additionally identified specific staff development needs that would be taken forward as part of the DAPs implementation phase, including promoting external networking and training on unconscious bias [V2M7].

Conclusions

90 The team concluded that LAMDA recruits and retains a highly skilled staff body that enables it to provide students with the opportunity to develop as independent learners and to succeed in their studies. This is evidenced by LAMDA's recruitment policies, day-to-day line

management and performance procedures and level of student satisfaction demonstrated through a variety of internal and external surveys and face-to-face feedback.

91 Staff are provided with ample opportunities to participate in internal and external development activities, professional mentoring, further studies and other external activities that ensure their ongoing engagement with the pedagogic development of their discipline, reflection and evaluation of their learning, teaching and assessment practices and enhancement of their practice. LAMDA has started to foster a research culture through its tailored research initiatives. Its intensive engagement with HEA fellowship and the support offered to those who are engaged in the scheme provides additional opportunity for staff to engage in reflection and evaluation of their professional practice and scholarship. Internal validation events and supporting staff to participate in external validation activities further ensures that it has sufficient expertise in curriculum and assessment design. Staffing data verifies that those involved in teaching or supporting student learning, and in the assessment of student work, are appropriately qualified, supported and developed.

92 On the basis of the above, the team concluded that LAMDA **meets** the criterion.

Criterion D: Environment for supporting students

93 This criterion states that:

D1.1 Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

The evidence considered, and why and how the team considered this evidence

94 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and LAMDA's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of the Guidance for Providers. More specifically:

- a The team reviewed strategic plans and policies relating to student support, learning, teaching and assessment to evaluate whether LAMDA takes a comprehensive, strategic and operational approach to enabling and monitoring student development for its diverse body of students. The policies and procedures reviewed related to access and participation [008], learning, teaching and assessment [015], personal tutoring [016], student protection [024], equal opportunities [032a, 061] and disability support [060]. The team also looked at these policies to determine the extent to which the organisational approach is guided by a commitment to equity.
- b The team reviewed evidence relating to oversight and evaluation of student support and the learning environment in order to assess LAMDA's effectiveness in supporting students in developing their academic and professional skills and to assess the effectiveness of advisory support and counselling provisions. This included the Annual Monitoring Report on Student Support [015b], strategy scorecards on student performance and experience [019-019b], records of Academic Board, Learning Teaching and Quality Committee, Heads of Department meetings and examination boards [031-031b, 034-035b, 039-040, 069a, 107-107a, 108-108g, 109, 127, 173-177, 179-185, 255-261], periodic review and programme/module monitoring reports [046, 069, 070-078, 083, 084] and tutorial forms [124a, 124b]. In addition, the team met with senior academic staff, trustees and students [V1M5, V1M6, V2M6] and observed the Student Staff Liaison Committee, a Heads of Department meeting and programme validation event, including the business planning stage [MCoObs03, MCoObs02, MCoObs07, DRObs04].
- c The team reviewed strategic and operation documentation detailing the physical and virtual infrastructure and resources, including the student submission [002], the LAMDA Case Studies publication that showcases achievements [003], access and participation plan [008], library and learning resources strategy [013], library development plan [120], minutes of Student Staff Liaison Committee [039] and student handbook information [060]. The team also met with students, senior academic and support staff [V1M4, V1M5, V1M7, V2M2], observed a Heads of Department meeting [MCoObs02] and visited the student learning facilities. The team undertook these activities to be assured that existing premises, library and IT resources are adequate to support LAMDA's mission and facilitate a high quality learning experience for students, and that LAMDA enables students to use the campus facilities and digital resources in a safe and effective manner.

- d In order to determine whether students are advised about, and inducted into, their study programmes in an effective way the team reviewed admission and induction policies and regulations, information provided to students [050-063, 065-066, 092, 092a, 122a], audition records [218, 218a, 219], access and widening participation plans [004, 008] and the equal opportunities policy [032a]. It also held meetings with students [V1M3, V1M4] and observed the auditions process [MCoObs06]. This evidence was also examined to further determine the extent to which LAMDA's practices are underpinned by the principles of equity.
- e Results of student surveys and other feedback [002, 086-091b, 172, 188-188, 191-194], such as DLHE outcomes [089-090], were examined, a Heads of Department meeting observed [MCoObs02] and meetings held with students [V1M3, V1M4, V2M6] to confirm that student views of their learning environment correspond to LAMDA's own assessment of the quality of its provision and that the learning environment is conducive to the achievement of graduate outcomes by all students.
- f The team reviewed the employability strategy [011], and work placement policies, practices and regulations [093, 094, 096-097b], information to students [050-056, 063, 065-065b] programme monitoring reports [046, 067-073, 075, 083, 084] and held meetings with students [V1M4, V2M6] to ensure that LAMDA provides opportunities for all students to develop their employment and professional skills in a safe and equitable manner.
- g In order to determine that LAMDA is able to effectively monitor student progression and performance accurately without reliance on its awarding body, the team examined administrative support services and student record systems [099], together with student datasets used at observed examination boards and internal moderation meetings [232-236, MCoObs05, MCoObs01, MCoObs02]. It also met with key staff involved in these processes, including an awarding body representative and the Head of Academic Services and Development [MCoMtg01, V1M1, V2M7].
- h Observations [MCoObs04], meetings [V2M7] and minutes [217, 228, 229, 251] of the DAPs Project Team were reviewed to assess LAMDA's readiness and planning to support the additional resource requirements associated with degree awarding powers.

How any samples of evidence were constructed

95 A mixture of representative and random sampling was applied in assessing evidence relating to criterion D. The team requested a sample of tutorial records to evaluate the scope and content of those sessions with personal tutors or Heads of Department. A random sample of eight tutorial forms relating to two different students was examined, covering a range of qualification levels and subject areas. Student audition reports were representatively and randomly sampled, with two report forms, one successful and one unsuccessful in outcome, being examined to triangulate processes already described, documented and observed.

What the evidence shows

96 The team's analysis of the evidence led to the following observations:

97 LAMDA's strategic and operational approach demonstrates strong commitment to determining and evaluating how it develops and supports all students. This is evident through its overarching strategies for improving the learning environment which are

underpinned by policies and developmental plans that are complementary, such as those relating to learning resources, widening participation, personal tutoring, teaching and learning, and employability [004, 008, 011, 013, 015, 016]. Strategies are implemented through corresponding policies, plans and bespoke initiatives. For example, the Access and Participation Plan [008] links to the Access and Widening Participation Strategy [004] and draws on references to LAMDA's strategies and policies on employability, personal development, student engagement strategy, diversity and inclusivity policy [008]. Other examples of integration include the personal tutoring policy [016], equal opportunities policy [032a] and work placement policy [094] which include internal cross-references and overall coherence. Similarly, the annual Academic Services Development Plan [120] outlines development priorities for the year with reference to the Strategy Map which enables a consolidated operational plan to be produced across departments [120].

98 Evaluation of the implementation and outputs is undertaken through the relevant committees with ultimate oversight resting with the Academic Board and the Board of Trustees. The team reviewed minutes of these bodies and their subcommittees and confirmed that strategic plans and initiatives were regularly discussed, including through the use of the scorecard approach at the Board of Trustees [019-019b, 035-035b, 039-039b, 109, 127, 180-185, 255-261]. The team also observed meetings of Student Staff Liaison Committees and Heads of Department meetings which demonstrated that updates on resources and student support developments are discussed by staff [MCoObs03, MCoObs02]. An observation of the business proposal stage for a new programme further confirmed that resourcing considerations are built into the costing and approval processes and were afforded careful attention [DRObs04].

99 Programme evaluations and monitoring reports are completed annually and are evaluated by the senior management team to underpin their strategic and operational planning [069, 070-078, 083, 084]. Feedback from students is additionally collated via external and internal surveys which are evaluated and lead to action plans that drive improvements. For example, data from NSS, internal surveys and awarding body surveys are collated into respective summary reports often with accompanying commentary [086-088, 188, 189, 191-194, 091b, 107f, 172] and the team observed a meeting of the Learning, Teaching and Quality Committee where there was thorough engagement of members in identifying issues from student surveys and progressing action plans [DRObs01]. Externally collected data further support the conclusion that LAMDA's strategic and operational approach to student support is effective and achieves intended outcomes. This evidence includes LAMDA's continuing gold status under TEF [000, MCoObs02], sound DLHE employability outcomes [089, 090] and positive NSS scores for learning resources [086-088, 189, V1M6]. Students met by the team reported overall satisfaction with the academic environment and learning support which further confirms that academic and pastoral matters are addressed satisfactorily by LAMDA [V1M3, V1M4, MCoObs02]. The team was able to confirm that suitable arrangements for monitoring and evaluating learning resources and support are in place.

100 LAMDA's recent investment in its physical infrastructure is significant and has ensured that its premises are fit for purpose, are well equipped to deliver a high-quality environment for students and can better accommodate those with disabilities [tour of the building, 000, 060]. LAMDA has a dedicated library with a librarian [003, 013]. The library collections are based on reading lists provided by module leaders each term and the librarian's own assessment of what resources are required. LAMDA reported that its subscription to online resources is comparable to other drama schools [V1M7]. Members of staff and students can also make direct request for plays and other resources and students have access to libraries at other universities, as outlined in the library strategy and confirmed by students met during visits [013, V1M7, V1M4, 120]. Access is inclusive and includes provisions for those with specific needs [013, 057, 060]. The team concluded that the

learning resources provided facilitate a high-quality learning experience for students, and students are able to make safe and effective use of the facilities.

101 LAMDA's advisory and induction processes are well established and were praised by students met by the team [V1M3, V1M4, V2M6]. Students are provided with detailed initial information regarding enrolment procedures, term times, fees, and the terms of the student contract in the offer letter [092]. Registered students are given an induction pack prior to arrival [092a] which is supplemented by a student handbook, course handbook, and programme and module specifications once enrolled [050-063, 065, 065a, 065b, 066]. Induction weeks materials outline generic induction sessions on research writing, study skills, access to library resources, information regarding injuries and diagnostic questionnaires as well as information that is bespoke to the programme they will study [122a, MCoObs07]. Student feedback and comments regarding induction effectiveness were highly complimentary and demonstrate that students are advised about, and inducted into, their study programmes in an effective way that takes into account their specific needs and choices [V1M3, V1M4].

102 LAMDA's pastoral, advisory and counselling support is strategically driven through policies and student feedback. It is monitored via the internal scorecard [019a, 019b] and through formal and informal student feedback collected during Student Staff Liaison Committee meetings [039-039b, 184, 185, MCoObs03], student representations [V1M3, V1M4] and formal surveys. Disability support starts on application and continues throughout students' studies, with students being provided with details through the offer letter, induction pack and student handbooks [057, 060, 092, V1M7, MCoObs02]. All students with special needs enter into personalised study contracts [057, 060] and are provided with additional learning support [035a, V1M3, V1M4]. In addition, all students and staff have access to counselling, physiotherapy, speech therapy and online mental health services, which was confirmed during observation visits [premises observation during visits, 063, 039, 015b, 008, MCoObs02]. Feedback received from students on the effectiveness of these services obtained during visits was very positive [M1V3, M1V4]. Reports reviewed by the team indicate that these services are in high usage at LAMDA [008] and demand is addressed in the annual student support report to Academic Board and position papers to Academic Board [015b, 128].

103 Additional pastoral support is outlined in the teaching and learning strategy [015], underpinning personal tutoring policy [016] and programme information to students [063] and is offered by personal tutors and Heads of Department [MCoObs02]. Written tutorial forms are produced for each student, examples of which include bespoke feedback on the student from each module leader and record goals for development agreed between the personal tutor and student [124a, 124b]. Meetings with students and Heads of Department indicated that the pastoral care and supervision provided to students by their personal tutors is highly personal, extensive and well received [MCoObs02, V1M3, V1M4, V2M6]. LAMDA also operates a buddy system, a mentoring programme and offers extensive financial support to its students [002, V1M4]. An annual monitoring report specifically on pastoral student support provision is presented to Academic Board. This report includes a commentary on actions and training needs [128] which features as subsequent actions in the minutes of the Academic Board meeting that received the report [151]. Thus, LAMDA's student and staff advisory, support and counselling services are effectively monitored, and any resource needs arising are considered.

104 Feedback to students on academic performance is provided regularly throughout the term and all tutors provide individual feedback to facilitate progression and achievement. Student progress is formally discussed in mid-term internal exam board meetings [069a, 173-177] and Heads of Department meetings [179-181] and is informally considered on an ongoing basis. The team observed one such meeting and concluded that extensive

discussions of student academic performance facilitate consistency and parity of treatment of students and decisions are taken fairly and equitably [MCaObs05]. The employability strategy [011] reflects LAMDA's vocational nature and its emphasis is on professional, employment and future career management skills. All production and technical courses include one or two work-based placements as outlined in the Work Placement Policy [094] and Placement Learning Module Specification [093, V1M7], and work placements are highly valued by students as substantially enhancing their employability prospects [V1M4, V2M6]. Acting students are exposed to a variety of activities that are focused on professional preparation [V1M7]. Those include in-house productions, public shows, in-house weekly interview workshops, audition preparation, industry guest lectures and master classes, and participation in showcases in New York and Los Angeles. These are outlined in the programme specifications and handbooks to students [063, 065, 050-057] with notable achievements being recorded in programme monitoring reports [067, 070, 072]. Thus, LAMDA provides good opportunities for students to develop their academic, personal and professional skills.

105 LAMDA's student information system is largely manual and therefore potentially prone to errors. A new record system was implemented in 2016 but there is still a reliance on manual input of data [099, MCAmtg01]. Meetings with a representative from the awarding body and Head of Academic Services and Development reassured the team that the system delivers accurate data and LAMDA operates a system of regular database checks by three super users and review of imputed data by tutors to minimise the risk of errors and ensure correctness of final data [V1M1, MCAmtg01, V2M2]. The team observed the use of accurate student datasets during internal and external Exam Boards [232-236, MCoObs01, MCoObs02, MCAObs05] and concluded that the records systems enable accurate monitoring of student achievement and provide secure data to satisfy management information needs. Further work on developing the student management information system to support assessment and conferment have been undertaken during the scrutiny period and are outlined in the minutes and actions of the DAPs Project Team meetings that have been preparing the institution for the responsibilities incumbent on degree awarding organisations [MCaObs04, 217, 228, 229, 251, V2M7]. The institution has completed two data returns to the Higher Education Statistics Agency (HESA) to date [100] and is currently working with its supplier to get transcripts and certification systems in place [V2M7].

106 LAMDA's commitment to equity was evidenced throughout the scrutiny. LAMDA operates in compliance with its Equal Opportunities Policy [032a, 061] and implements its Access and Widening Participation Strategy through its Access and Participation Agreement [004, 008, MCAObs02, 107k, V1M4]. It has comprehensive provisions for students with special needs [057, 060] and offers inclusive access to library resources [013]. LAMDA focuses on identification of student backgrounds, develops action plans for rectifying imbalances, and works on ensuring that equal opportunities are delivered in practice through its Equality, Diversity and Inclusion Working Group [032, 008]. Students met by the team reported that LAMDA's environment is inclusive and diverse and they welcomed further initiatives in this area [V1M4], such as that of the new Director to ensure that all staff undertake training in unconscious bias, which the senior team confirmed was planned [V1M7]. LAMDA offers a range of widening participation activities [000, 008, 057, 084, 085] and auditions were observed to be carried out in a supportive and constructive environment for all students irrespective of their backgrounds, with clear criteria and recording of outcomes [MCoObs06, 218, 218a, 219]. Thus, LAMDA's organisational approach demonstrates a commitment to equity.

Conclusions

107 The team concluded that LAMDA has a strong commitment to ensuring that it has a fit-for-purpose and effective environment where all students are supported and enabled to develop their academic, personal and professional potential. This is evidenced through a variety of relevant policies and strategies designed to enable appropriate planning and monitoring of arrangements. Students are provided with appropriate facilities that include physical and virtual resources, are extensively supported by personal tutors and are exposed to a wide range of activities aimed at enhancing their employability prospects. The effectiveness of those provisions is evidenced in part through student satisfaction levels and employability outcomes. Students' academic progress as well as mental and physical welfare is ensured through ongoing support offered by tutors and through access to counselling and other relevant services. LAMDA collects student feedback in a regular and systematic manner through formal and informal methods and evaluates the suitability of its learning environment through the formal committee structure and annual programme monitoring process. On this basis, the team considers that LAMDA has in place, monitors and evaluates arrangements and resources which enable students to develop their academic, personal and professional potential.

108 On the basis of the above, the team concluded that LAMDA **meets** the criterion.

Criterion E: Evaluation of performance

109 This criterion states that:

E1.1 An organisation granted degree awarding powers takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths.

The evidence considered, and why and how the team considered this evidence

110 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and LAMDA's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of the Guidance for Providers. More specifically:

- a The team examined the Trustees' Governance Development Plan [027], amendments to its Articles of Association [148] and Good Governance Code [169], to identify how, at the highest level of the institution, the Board of Trustees engages in critical self-assessment of its own operation, institutional governance and its higher education provision. The team also met with trustees and the Director [VM16, V2M1, V2M5] and observed meetings of the Board of Trustees [MCoObs05, MCoObs06] to assess its approach to critical self-assessment.
- b The team reviewed LAMDA's prospective academic regulations and quality assurance policy and procedures [041], and met staff responsible for quality and standards [V2M2] to assess the effectiveness and clarity of mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision. This included the review of policies and procedures for admissions [005, 055a] annual student cases reporting [006] and student misconduct [007].
- c The team evaluated periodic review documentation [046, 110a], annual monitoring reports and module reports produced by LAMDA for the current awarding body and CDD [071, 083-085] and its prospective annual monitoring approach [109e] to determine how LAMDA uses these documents to assess its own performance, respond to identified weaknesses and further develop its strengths. The team also met senior managers [V1M2], trustees [V1M6] and observed Academic Board [DRObs03] to assess how action is taken in response to matters raised through internal or external review [107/107a/b; 108a/e].
- d Similarly, the team scrutinised documentation relating to external appraisal of LAMDA, including all external examiner reports [079-082], teaching excellence framework (TEF) and QAA reports [003a], expert adviser input into programme approval [064] and information on staff external engagement and research [001a, 036a-b], to examine how LAMDA uses internal and external ideas to support effective programme design and development, good quality teaching, learning and assessment practice.
- e The team also observed activities that included external input, including the Board of Trustees [MCoObs05], examination boards [MCoObs02], a staff development day [MCoObs01], programme approval event [MCoObs07] and Student Staff Liaison Committee [MCoObs03] to ascertain how internal and external expertise is received and used by LAMDA to inform its practice.

How any samples of evidence were constructed

111 Due to the relatively small size of LAMDA and its provision, the volume of evidence relating to criterion E was small enough that all documents could be assessed by the team, and therefore no sampling was undertaken.

What the evidence shows

112 The team's analysis of the evidence led to the following observations:

113 LAMDA engages in formal self-assessment processes including governance review, annual institution review and the periodic review of its programmes. Formal governance review is an ongoing iterative process which recognises the importance of the Board of Trustees' role in scrutinising its own effectiveness as a governing body and that of the organisation [V1M6]. Through governance review, LAMDA has adopted the values of the Good Governance Code [169] and introduced changes to better support its application for degree awarding powers. The Governance Development Plan produced following the last review is a reflective and self-critical document that deliberately aligns with the strategic plan in enabling institutional resilience and growth [027]. For example, the Plan reflects the Board's decision to broaden its membership and committees [027]. Consequently, the Articles of Association have been amended to bring in a student trustee and other new trustees who hold senior posts in higher education and/or have regulatory expertise [148]. The new Education Committee provides a further example of LAMDA identifying a need to harness this new expertise and increase the external perspective in the management of its provision and better advise the Board of Trustees [V1M6, V2M1, V2M5, MCAbs06] (see also information in section A on governance developments).

114 Self-assessment practices are outlined in detail in LAMDA's prospective Academic Regulations and Quality Assurance Procedures document [041] and include approaches to annual monitoring and periodic review which outline the respective responsibilities for discharging action in relation to the scrutiny and monitoring of its academic provision. The prospective annual monitoring report template [109e] also places emphasis on the critical evaluation of programmes from different perspectives, including reflection on the impact on programmes from widening participation activities, placement provision and the staff development of academic team members [019e]. Review of the effectiveness of policies is a standing item on Academic Board agendas and proposals for change are presented to the Board when policies are due for scheduled annual review [041, V2M2]. In addition, LAMDA also reflected on its experience of the first programme approval undertaken through its own procedures and presented a paper to Academic Board suggesting enhancements [268]. A detailed tracker document records actions arising from such reviews and updates on progress are maintained through Academic Board demonstrating that LAMDA adopts a systematic approach to acting on matters raised [107-107b; 108a-e; 041].

115 Annual programme monitoring reports provide a routine mechanism for self-assessment and are completed by each Head of Department and programme team prior to submission to Academic Board [028, 109f, 083, 084, 085, 109e]. These documents are detailed and require analysis of programme performance, student outcomes and the impact of activities, such as staff development and widening participation on the student experience as well as clearly reporting on the completion of previous actions and creation of an ongoing action plan [083, 084, 085, 109e]. The team observed such documents being considered at Academic Board, including a discussion regarding enhancements to the use of data in these reports, and noted that key themes from annual monitoring are reported directly to the trustees by the Director of LAMDA [V1M2, V1M6, DRObs03]. The team confirmed that clear mechanisms exist for assigning and discharging action in relation to the scrutiny and

monitoring of its academic provision and that it takes action to assess its own performance. LAMDA received a positive periodic review report from its current awarding body [046] and intends to adopt the same approach to periodic review under its own awarding powers, as outlined in its academic framework [041, V1M2].

116 As noted above, the Academic Board receives data from other internal and external sources through the use of student surveys and feedback from external examiners. These sources generate resulting actions and there is broad evidence that these are recorded, tracked and implemented (see paragraphs 16, 63, 70, 99 and 102). Staff met by the team were consistent in identifying external examiners as a key source of information on benchmarking against sector practice and in the assurance of academic standards, and LAMDA takes a thorough approach to the consideration of these reports at various levels of the organisation [V2M1, V2M2, V1M4]. Over half of staff with current external examiner appointments hold senior management or programme leadership posts within the organisation [001a] and LAMDA intends to increase the number of staff engaging in external examining activities in the sector [V2M1].

117 LAMDA is developing its capacity for external benchmarking with other higher education institutions and for horizon scanning. The appointment of new trustees with higher education backgrounds, and the formulation of the Education Committee support this aim [153]. LAMDA also intends to use data and tools available through HESA to undertake benchmarking of data and is able to do so since making its own recent data returns [V2M7]. Continued engagement with the GuildHE mission group of higher education institutions and its anticipated growth in research collaborations are also expected to enable comparative analysis of practice within the sector [V2M7]. Key successes, achievements and development priorities on all aspects of its work are outlined in its annual Review of the Year publication, annual report and Case Studies publication [021, 126, 126a, 003].

118 Ideas for development, while often opportunistic, are encouraged. During LAMDA's association with CDD it was involved in the establishment of a virtual conservatoire [003] which helped it develop and access new expertise, ideas and opportunities for its learners. Case studies provided by LAMDA demonstrated that the virtual conservatoire project explored advancements in digital technology designed to innovate learning and teaching methodologies [003]. The engagement was highly valued by staff and students and led to investment in LAMDA's information technology infrastructure which enabled the use of technology to support learning in studios and rehearsal rooms [V1M2]. Other initiatives can arise from students, staff, employers, local authorities, donors and trustees, and where resource is required, are considered by Senior Management Team against the priorities in the Strategy Map [000]. Staff data provided by the institution confirmed that teaching and management staff are also involved in other professional and academic pursuits outside of their Academy roles, including research activity, external examining and teaching at other institutions [001a, 036a/b]. Their experiences enable enrichment of the student experience and also influence the design and development of existing and new programmes through the collaborative approach taken to these activities [V1M2, V1M5, V1M8, 109c, 114a-d, MCoObs07] (see also information in Section A).

119 LAMDA is a long-established awarding organisation in its own right. It offers qualifications in a range of speech, drama and music specialisms and its Level 3 recognised qualifications are included in the Universities and Colleges Admissions Service (UCAS) tariff for entry to degree programmes. Staff met by the team noted that this commercial outlet for LAMDA has significantly supported its work and developed international associations with similar institutions [000, V1M2, V1M6].

Conclusions

120 The team concluded that LAMDA has broadened and strengthened its governance mechanisms through regular tests of effectiveness and an open culture of review. It takes effective action to assess and develop its own performance through critical self-assessment processes and periodic review which ensure its programmes meet UK academic standards and quality assurance baselines. The Academic Board keeps academic regulations and quality assurance procedures under review on a scheduled basis, particularly as it evolves in its oversight and management of its higher education provision. Heads of department and programme delivery teams effectively manage annual programme monitoring and module evaluation to continuously review and identify weaknesses and good practice.

121 LAMDA's position as an existing awarding organisation has supported its ambition to develop a high quality higher education offer in specialist theatrical, live, and recorded arts training. Its willingness to involve and encourage staff to take up professional and academic pursuits outside of their Academy roles, including research activity, external examining and teaching at other institutions, enriches the curriculum and student experience. Similarly, the outward-facing engagement with comparable institutions around the world and involvement in the creation of the Virtual Conservatoire are specific examples of how LAMDA has used its position to innovate teaching and learning.

122 On the basis of the above, the team concluded that LAMDA **meets** the criterion.

Full degree awarding powers overarching criterion

123 The Full DAPs overarching criterion is that *'the provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems'*.

Conclusions

124 The team considered there to be a cohesive academic community in operation at LAMDA. Effective use of formal deliberative committees complements the informal collegial interactions between students and staff. Staff and students sit on the Academic Board as equal members [028, 031a, 031b] and collaborate in, and are consulted on, the creation of policy and procedures [V1M3, V1M4]. There is a clearly articulated strategic approach to which staff can identify and an effective scorecard process for the realisation of strategy [019, V1M6, 136, 204a, 019a, 019b]. Staff profiles of those involved in the delivery of academic programmes indicate a broad range of qualifications and skills, and extensive professional experience which aligns with the strong vocational ethos of LAMDA [001a]. While staff are employed on different contracts, including full and part-time, associate staff and visiting lecturers, all staff are included in development activities and can access support for scholarly development.

125 Work on developing a research culture at the institution has brought further opportunities for collaboration and development across LAMDA. There is depth and strength of academic leadership which ensures policy decisions are effectively implemented and communicated to staff, students and external stakeholders [001a, 025, 098, 209a, V1M2, V1M5]. Students are engaged in the governance and management of LAMDA at various levels within the organisation and Student Presidents, Vice-Presidents and cohort representatives play an important role in representing the student body on committees and consultative groups [012, 109b, 114c, V1M3, V1M4, V1M6]. The participation of student representatives is valued by staff, who encourage active participation and dialogue [V1M3, V1M4].

126 The Academy takes effective action to assess its own performance, responding to identified weaknesses and developing further its strengths. It engages in formal critical self-assessment processes to ensure that its programmes meet UK academic standards and quality assurance requirements. Its self-assessment processes include governance review [027], periodic review [001, 109e, 110, 110a], annual programme monitoring [109e, 083, 084, 085] and the consideration of internal and external inputs from student feedback data and use of external engagement.

127 LAMDA currently operates the University of Kent's academic regulatory framework and quality systems and processes in their entirety and has increasingly assumed greater responsibility for aspects such as programme design and assessment, and the operation of examination boards [V1M1, 003c, 083, 084]. External examiners confirm the academic standards achieved comply with the University of Kent's academic regulations and quality assurance requirements [079-082, 105a-d] and outcomes from reviews by its awarding body are positive. LAMDA has devised in readiness a comprehensive regulatory and quality assurance framework, including regulations governing admissions, appeals and complaints, assessment and progression, marking procedures, classification and award, and processes for programme approval, monitoring and review [002, 041, 042]. This framework has been the result of a considered approach and has been approved and refined through the Academic Board. Given the close similarity of the framework to existing practice and the detailed understanding by staff of those requirements [DRObs05], the team is confident that its own regulatory and academic framework is likely to be implemented fully and consistently in practice. The Senior Management Team is clearly committed to developing its regulatory

frameworks both in the short and longer term based on its operational experience and sector good practice [V1M2, V2M2].

128 Quality systems are comprehensive with sufficient evidence to give confidence that these are implemented fully and consistently in practice [V1M1, 003c, 083, 084]. There are effective processes in place for the design, development and approval of its academic programmes [041] with good use of external advice on quality and standards. Indeed, there is extensive engagement with industry and use of external expertise which is integral to programme design and development, as well as more generally across all aspects of LAMDA's operations. Student views on the academic and professional experience are sought and addressed on all aspects of programmes.

129 LAMDA's current degree awarding body fully supports LAMDA's degree awarding powers application and has confidence in LAMDA's ability to become an independent institution [003c, V1M1]. The University recognises LAMDA as having a mature and well-developed approach to quality assurance and regulatory compliance.

130 The observations in the above paragraphs in this section, along with the conclusions for each of the DAPs criteria A-E in this report, demonstrate that LAMDA meets the overarching criterion and has a self-critical, cohesive academic community with a proven commitment to the assurance of standards, supported by effective quality systems.

Annex 1

List of evidence

Reference number	Evidence description
V1M1	Meeting with representative of University of Kent
V1M2	Meeting with Senior Management Team
V1M3	Meeting with students who are/were representatives
V1M4	Meeting with students who are not representatives
V1M5	Meeting with academic management staff
V1M6	Meeting with Board of Trustees
V1M7	Meeting with support staff
V1M8	Meeting with academic staff without leadership or management responsibilities
V2M1	Meeting with Director of LAMDA
V2M2	Meeting with key quality and standards staff
V2M3	Meeting with placement providers
V2M4	Meeting with fractional and visiting/associate teaching staff
V2M5	Meeting with new trustees
V2M6	Meeting with students
V2M7	Meeting with key senior managers
Tour of resources and facilities	
MCaMtg01	Meeting with Head of Academic Services and Development
MCaObs01	Staff Development Day
MCaObs02	Heads of Department and Senior Tutors Meeting
MCaObs03	Senior Management Team
MCaObs04	DAPs Project Team Meeting
MCaObs05	Acting Department internal moderation meeting
MCaObs06	Education Committee
MCoMtg01	Meeting with Student Trustee
MCoObs01	Internal Exam Board
MCoObs02	External University of Kent Exam Board
MCoObs03	Staff Student Liaison Committee
MCoObs04	Audit Committee
MCoObs05	Board of Trustees
MCoObs06	Student Auditions
MCoObs07	Combined Internal Programme Approval Committee (PAC) & Validation Committee (VC) for MFA Top-up new programme proposal
DRObs01	Learning, Teaching and Quality Committee
DRObs02	Research & Ethics Committee
DRObs03	Academic Board
DRObs04	Business case for MFA Top-up new programme proposal (first part of SMT meeting)
DRObs05	Learning, Teaching and Quality Committee

000	LAMDA Self Assessment Document for Degree Awarding Powers June 2019 FINAL.pdf
000	SAD 19 07 19 SR FINAL.pdf
001	QAA DAPs Mapping and Additional Evidence Document Section 3 17 9 19.pdf
001	QAA DAPs MAPPING and EVIDENCE DOCUMENT FINAL 24.6.19.pdf
001a	LAMDA Staffing spreadsheet QAA FINAL.xlsx
001c	QAA DAPs Mapping and Additional Evidence Document Section 3 28 9 19.pdf
001d	QAA DAPs Mapping and Additional Evidence Document Section 3 28 9 19.pdf
001e	QAA DAPs Mapping and Additional Evidence Document Section 3 11 10 19.docx
001f	QAA DAPs Mapping and Additional Evidence Document Section 3 17 10 19.docx
001g	QAA DAPs Mapping and Additional Evidence Document Section 3 08 12 19.docx
001h	QAA DAPs Mapping and Additional Evidence Document Section 3 11 12 19 .docx
001i	QAA DAPs Mapping and Additional Evidence Document Section 3 13 12 19 .docx
001j	QAA DAPs Mapping and Additional Evidence Document Section 3 20 12 19 .docx
001k	QAA DAPs Mapping and Additional Evidence Document Section 3 24 01 20 .docx
001L	QAA DAPs Mapping and Additional Evidence Document Section 3 01 02 20.docx
001M	QAA DAPs Mapping and Additional Evidence Document Section 3 14 02 20.docx
001N	QAA DAPs Mapping and Additional Evidence Document Section 3 28 02 20.docx
002	LAMDA Student Submission WRITTEN ONLY for QAA Review 2017.pdf
003	LAMDA Case Studies.pdf
003a	QAA Report LAMDA Quality Review report November 2017.pdf
003b	Student Presidents and Vice Presidents Letter in Support.pdf
003c	University of Kent Letter in Support .pdf
004	LAMDA Access and Widening Participation Strategy 2017_20.pdf
005	LAMDA Admissions Appeals and Complaints Policy and Procedures 2017.pdf
005a	LAMDA Admissions Policy November 2016.pdf
006	LAMDA Academic and Non Academic Complaints Policy 2020 March 2019.pdf
006a	LAMDA Annual Student Cases reporting for 2018.2019.pdf
006b	LAMDA Annual Student Cases reporting 2017.pdf
007	LAMDA Student Non Academic Misconduct Disciplinary Policy.pdf
007a	LAMDA Academic Misconduct position paper.pdf
008	Access and Participation Plan 2019.20.pdf
009	LAMDA Anti Bribery Policy.pdf
010	LAMDA Anti Fraud Policy.pdf
011	LAMDA Employability Strategy 2017_2020.pdf
012	LAMDA Student Representative Guidance 2019.20.pdf
013	LAMDA Library and Learning Resources Strategy 2017.pdf

014	LAMDA Research and Scholarship Strategy 2017_20.pdf
015	LAMDA Learning Teaching and Assessment Strategy 2015_19.pdf
015a	HEA Fellowship Update to Academic Board 19.06.19.pdf
015b	LAMDA Student Support Annual Monitoring Report to Academic Board 19.06.2019.pdf
016	LAMDA Personal Tutor Policy 2017.pdf
017	LAMDA Observation of Teaching Policy 2017.pdf
018	LAMDA Academic Staff Development Policy amended Academic Board June 2019.pdf
018a	LAMDA Staff Development Day Sept. 2018 Outline.pptx
018b	LAMDA Staff Development Day Sept. 2018 Meeting Academic Standards.pptx
018c	LAMDA Staff Handbook _Last updated_ October 2018.pdf
018d	LAMDA Annual Performance Review Policy.pdf
018e	LAMDA Capability Procedure.pdf
018f	LAMDA Academic Staff Recruitment process.pdf
019	LAMDA Strategy Map.xls
019a	LAMDA Scorecard 1 Student Learner Experience 17.06.19.PNG
019b	LAMDA Scorecard 2 Student Retention Progression Achievement 17.06.19.PNG
020	LAMDA Student Engagement Strategy and Policy amended Academic Board June 2019.pdf
021	LAMDA Review of the Year 17.18 Interactive.pdf
022	LAMDA Guidance For Directors of Workshops.pdf
023	LAMDA Guidance For Freelance Directors June 2016.pdf
024	LAMDA Student Protection Plan 2019.20.pdf
025	LAMDA Organisational Structure March 2019.pdf
025a	LAMDA Organisational Structure November 2019.pdf
026	LAMDA Trustees Membership and Terms of Reference March 2019.pdf
027	Governance Development Plan 2019.pdf
027a	Corporate Risk Register.xlsx
027b	Risk Management Paper to Audit Committee June 2018.pdf
028	Academic Board Terms of Reference revised June 2019.pdf
028a	LAMDA Guidance for Staff and Student Representatives on Academic Board June 2019.pdf
028b	Proposal for Annual Effectiveness Reviews of Academic Board FINAL June 2019.pdf
029	Recommendations for Changes to the Way Academic Board Operates Report July 2017.pdf
029a	Proposal to Introduce a Calendar of Standing Items for Academic Board June 2019.pdf
030	Academic Board Minutes 13.03.2019.pdf
030a	Academic Misconduct Position Paper to Academic Board March 2019 FINAL.pdf
031	Academic Board Minutes 16.01.2019.pdf
031a	Academic Board Minutes 28.11.2018.pdf
031b	Academic Board Minutes 20.06.2018.pdf
031c	LAMDA 1st term Student Survey Report to Academic Board 13.03.2019.pdf
032	Equality Diversity and Inclusion Working Group Terms of Reference.pdf
032a	LAMDA Equal Opportunities Policy.pdf

033	Equality Diversity and Inclusion Working Group Minutes 13.02.2019.pdf
033a	Equality Diversity and Inclusion Working Group Minutes UNCONFIRMED 05.06.2019.pdf
034	Learning Teaching and Quality Committee Terms of Reference.pdf
035	Learning Teaching and Quality Committee Minutes 06.02.2019.pdf
035a	Learning Teaching and Quality Committee Minutes 31.10.2018.pdf
035b	Learning Teaching and Quality Committee Minutes 22.05.19.pdf
035c	Decolonisation statement final to LTQC 22.05.19 Amended Academic Board June 2019.pdf
036	Research and Ethics Committee Terms of Reference.pdf
036a	Research Projects in LAMDA 2015.2019.pdf
036b	Research Projects Updates 19.06.12.pdf
037	Research and Ethics Committee Minutes 05.02.2019.pdf
037a	Research and Ethics Committee Minutes 12.06.19 UNCONFIRMED.pdf
037b	Invitation to Research Seminar 12.6.19.pdf
037c	LAMDA Virtual Conservatoire Report Nov 2018.pdf
037d	Research First Tuesdays 19.06.12.pdf
037e	LAMDA Staff Research Projects 2015-19 REC 5 2 19.pdf
037f	LAMDA Staff Research Projects Update 2018-19 REC 12 06 19.pdf
038	Staff Student Liaison Committee Terms of Reference 2018.pdf
039	LAMDA Staff Student Liaison Committee Minutes 07.11.2018.pdf
039a	LAMDA Staff Student Liaison Committee Minutes 06.03.2019.pdf
039b	SSLC Minutes 11 6 2019 UNCONFIRMED.pdf
040	Heads of Department Meeting Minutes 30.01.2019.pdf
041	LAMDA Quality Assurance Procedures and Academic Regulations 2020.pdf
041a	University of Kent Academic Regulations.pdf
041b	Regulatory and Procedural Changes to Kent regs from September 2019.20.pdf
042	LAMDA Credit Framework 2020.pdf
042a	University of Kent Academic Framework.pdf
043	University of Kent Memorandum of Agreement April 2013.pdf
044	University of Kent Memorandum of Agreement Schedule Semester Course April 2015.pdf
045	Final Schedule to the University of Kent Memorandum of Agreement.pdf
045a	University of Kent Extension to Memorandum of Agreement April 2019.pdf
046	University of Kent CDD Conjoint Periodic Programme Review March 2017.pdf
047	LAMDA Periodic Programme Review Report Response 2017.pdf
047a	University of Kent Education Board approval of Periodic Programme Review 27.02.2019.pdf
048	University of Kent QAA Higher Education Review Report March 2015.pdf
049	Operating Agreement CDD and LAMDA February 2014.pdf
050	Course Handbook BA Hons Professional Acting 2018.19.pdf
051	Course Handbook Fd Production and Technical Arts Stage and Screen 2018.19.pdf
052	Course Handbook MFA Professional Acting 2018.19.pdf
053	Course Handbook FdA Professional Acting 2017.18.pdf
054	Course Handbook MA Classical Acting 2018.19.pdf
055	Course Handbook MA Directing 2018.19.pdf

056	Course Handbook Semester Programme 2018.19.pdf
057	Student Handbook 2018.19.pdf
058	Student Handbook Appendices 2018.19 Appendix Casting Agent Signing and Audition Policy.pdf
059	Student Handbook 2018.19 Appendix Complaints and Appeals Policy.pdf
060	Student Handbook Appendices 2018.19 Appendix Disability Statement.pdf
061	Student Handbook Appendices 2018.19 Appendix Equal Opportunities Policy.pdf
062	Student Handbook Appendices 2018.19 Complaint Form.pdf
063	MFA Programme Specification.pdf
064	Final MFA Validation Report March 2018.pdf
065	BA Hons Professional Acting Programme Specification.pdf
065a	Production and Technical Arts Stage and Screen BA top up Programme Specification.pdf
065b	Production and Technical Arts Stage and Screen Fd Programme Specification.pdf
066	Module Specification Applying the Craft of Acting in Public Performance.pdf
067	University of Kent FdA and BA Hons Professional Acting programme monitoring report 2017.18.pdf
068	University of Kent FdA and BA Top Up Production and Technical Arts programme monitoring report 2017.18.pdf
069	University of Kent MA Classical Acting programme monitoring report 2017.18.pdf
069a	Minutes External Exam Board Post Graduate 27 September 2018.pdf
069b	MA Classical Acting grading 2017.18 anonymised.xlsx
070	University of Kent MA Directing programme monitoring report 2017.18.pdf
071	University of Kent Annual Module Monitoring Report SAMPLE Applying the Craft of Acting in Public Performance 2017.18.pdf
072	University of Kent BA Hons Professional Acting programme monitoring report 2016.17.pdf
073	University of Kent FdA Professional Acting programme monitoring report 2016.17.pdf
074	University of Kent FdA SMTT programme monitoring report 2016.17.pdf
074a	Minutes Undergraduate External Exam Board 27 July 2018.pdf
074b	Minutes Semester External Exam Board 15 January 2019.pdf
074c	FdA SMTT grading 2016_2018 anonymised.xlsx
075	University of Kent MA Classical Acting programme monitoring report 2016.17.pdf
076	University of Kent MA Directing programme monitoring report 2016.17.pdf
077	University of Kent Semester programme monitoring report 2016.17.pdf
078	University of Kent LAMDA Semester Programme Acting Annual Module Monitoring Report 2016.pdf
079	External Examiner Reports and Responses 2018.pdf
080	External Examiner Reports and Responses 2017.pdf
081	External Examiner Reports and Responses 2016.pdf
082	External Examiner Reports and Responses 2015.pdf
083	CDD Annual Programme Monitoring Report 2015.16.pdf
084	CDD Annual Programme Monitoring Report 2016.17.pdf
085	CDD Annual Programme Monitoring Report 2017.18.pdf
086	LAMDA NSS 2015.pdf
086a	LAMDA NSS 2016.pdf

087	LAMDA NSS 2017.pdf
088	LAMDA NSS 2018.pdf
089	LAMDA DLHE 2016.pdf
090	LAMDA DLHE 2017.pdf
091	University of Kent Partner Institution Survey May to July 2018.pdf
091a	LAMDA Partner Institution Survey Response 2017.18.pdf
091b	LAMDA Student Survey Report 2018.19.pdf
092	LAMDA Offer Information.pdf
092a	Student Induction Pack 2019.20.pdf
093	L6 Placement Learning Module Specification.pdf
094	LAMDA Work Placement Policy 2018 .19.pdf
095	Work Placement Journal 2018.19.pdf
096	Work Placement Questionnaire 2018.19.pdf
097	Work Placement Report 2018.19.pdf
097a	Work Placement Report SAMPLE A 2018.19.pdf
097b	Work Placement Report SAMPLE B 2018.19.pdf
098	Director Job Description.pdf
098a	Head of Drama School Job Description.pdf
098b	Head of Technical Training Job Description.pdf
098c	Head of Voice Job Description.pdf
098d	Senior Tutor Acting Projects Job Description.pdf
099	Implementation of New Student Record System.pdf
100	LAMDA HESES Data 2018 2019 for CDD.pdf
105a	EE report Acting LAMDA 2019.pdf
105b	EE response CL for BA and MFA Professional Acting 2018.19.pdf
105c	EE report Prod-Tech Arts LAMDA 2019.pdf
105d	EE Response RY for Prod_Tech Arts LAMDA 2019.pdf
107	Academic Board 28.11.2019 Agenda.pdf
107a	Academic Board 28.11.2019 Action tracking.pdf
107b	Student Handbook Appendix Non Academic Misconduct Policy.pdf
107c	Student Handbook Appendix Exclusion or Suspension.pdf
107d	Prevent accountability and data return 2017-18.pdf
107e	CDD Senate minutes Jun and Oct 2018.pdf
107f	Kent survey outcomes.pdf
107g	REF Feasibility Study.pdf
107h	LAMDA Research Project update report.pdf
107i	Virtual Conservatoire Reports.pdf
107j	Kent General Data Protection Regulation guidance for researchers.pdf
107k	LAMDA Widening Access and Success report and plan 2018-19.pdf
107l	Learning Teaching and Quality Committee Minutes 31 October 2018.pdf
107m	Equality Diversity and Inclusion Meeting Minutes Oct 18.pdf
107n	Research and Ethics Committee Minutes 21.11.2019.pdf
108	Academic Board March 2019 Agenda.pdf
108a	Academic Board action tracking AB 18_11_28 Sections A-D.pdf
108b	Academic Board Academic March 2019 Misconduct position paper.pdf
108c	Extraordinary Academic Board Minutes 16.01.2019.pdf

108d	Academic Board Prevent preliminary self assessment.pdf
108e	Academic Board March 2019 LAMDA Admissions Appeals and Complaints Policy.pdf
108f	Academy Regulations 2019-20.pdf
108g	LAMDA Academic and Non Academic Complaints Policy 2020.pdf
108h	CDD Senate Meeting.pdf
109	Academic Board June 2019 Agenda.pdf
109a	Academic Board June 2019 Action tracking.pdf
109b	Staff Student Liaison Committee Minutes 11.06.2019.pdf
109c	HEA Fellowship Update.pdf
109d	LAMDA Academic Strategy and Policy Review 2019.pdf
109e	Annual Programme Monitoring Pro forma LAMDA version.pdf
109f	Academic Board Terms of Reference revised June 2019.pdf
109g	Proposed Calendar for AB.pdf
109h	Proposal for Annual Effectiveness Review.pdf
109i	Guidance for Staff and Student Representatives of Academic Board SR.pdf
109j	Academic staff recruitment process.pdf
109k	Changes to Student Handbooks.pdf
109l	LAMDA website development project.pdf
110	Periodic Review Submission_Documentation list.pdf
110a	Periodic Review Submission_Critical Evaluation Document.pdf
113	Assessment Design.pdf
113a	LAMDA Postgraduate acting marking criteria.pdf
113b	LAMDA Undergraduate marking criteria.pdf
113c	Minutes External Exam Board PG 27 September 2018.pdf
114	LAMDA MFA Business Case Kent.pdf
114a	email from CDD re MFA Professional Acting _Initial Planning Approval.pdf
114b	MFA planning 1st design meeting.pdf
114c	SSLC Minutes 21.02.2018 Extract re MFA.pdf
114d	Summary of MFA Validation Panel Recommendations Completed 2018.pdf
115	HoD annual appraisal 01.2017.pdf
115a	Lesson Observation 1.pdf
115b	Lesson Observation 2.pdf
115c	Lesson Observation 3.pdf
115d	Lesson Observation 4.pdf
120	Academic Services Department development Plan for Library 2019.20.pdf
121	NSS Detail 2017-2018.pdf
122a	LAMDA Induction Week.pdf
122b	Welcome Pack 2019.pdf
122c	Consent workshop.pptx
123	Reflective Practice.pdf
123a	Using Gibbs reflective healthcare piece.pdf
123b	Reflection Example 1 The Truth about bedtime.pdf
123c	Reflection Example 2 The Directors Seminar on Youth Theatre.pdf
123d	Reflection Example 3 Designing Romeo and Winifred.pdf
123e	Reflection Example 4 The experience of codirecting.pdf
123f	Sourcing information.ppt

123g	Finding resources for your assignment.pdf
123h	How to reference correctly.pdf
123i	Kent essay styleguide.pdf
124a	Tutorial Form 1.pdf
124b	Tutorial Form 2.pdf
125	Equality Diversity and Inclusion Action Plan 05.06.2019 progress update.pdf
126	lamda_ltd_annual_report_financial_statements_for_the_year_ended_31_july_2018.pdf
126a	lamda_review_of_the_year_17-18_interactive (1).pdf
127	Learning Teaching and Quality Committee Minutes 1 November 2017.pdf
128	SMT May 2019 Staff and Student Mental Health Options Paper.pdf
128a	Student Support Annual Monitoring Report to Academic Board June 2019.pdf
128b	SMT July 2019 LAMDA Wellbeing Strategy.pdf
128c	SMT July 2019 Update on Wellbeing Strategy Paper.pdf
129a	Extraordinary Academic Board Agenda 16.01.2019.pdf
129b	Extraordinary Academic Board Self Assessment Document 16.01.2019.pdf
129c	Extraordinary Academic Board DRAFT LAMDA QA Procedures and Academic Regulations 16.01.2019.pdf
129d	Extraordinary Academic Board DRAFT LAMDA Credit Framework 16.01.2019.pdf
130	Board Papers LAMDA Board of Trustees Meeting 17 Oct 2018.pdf
131	Board Papers LAMDA Board of Trustees Meeting 13 Dec 2018.pdf
132	Agenda LAMDA Board of Trustees Special Meeting 28 February 2019.pdf
132a	Minutes LAMDA Board of Trustees Special Meeting 28 February 2019.pdf
133	Board Papers LAMDA Board of Trustees Meeting 28 Feb 2019.pdf
134	Board Papers LAMDA Board of Trustees Meeting 25 APRIL 2019.pdf
135	Board Papers LAMDA Board of Trustees Meeting 27 JUNE 2019.pdf
136	Minutes LAMDA Board of Trustees Meeting 27 June 2019.pdf
137	LAMDA DRAFT Terms of Reference Audit Committee Revised 30 July 2019.pdf
138	LAMDA DRAFT Terms of Reference Examinations Committee September 2019.pdf
139	LAMDA Finance Committee Terms of Reference.pdf
140	LAMDA Nominations Remuneration HR Committee Terms of Reference revision March 2015.pdf
141	Minutes LAMDA Audit Committee 27 September 2018.pdf
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143	Minutes LAMDA Audit Committee 13 March 2019.pdf
144	Minutes LAMDA Audit Committee 12 June 2019.pdf
145	Minutes LAMDA Finance Committee 15 November 2018.pdf
146	Minutes LAMDA Finance Committee 14 February 2019.pdf
147	Minutes LAMDA Finance Committee 5 June 2019.pdf
148	Lamda ltd Articles of Association Amended by Special Resolutions 21 June 2018.pdf
149	DAPs Project Team Draft AGENDA 8 10 2019.pdf
150	Academic Board Agenda 19 6 2019.pdf
151	Academic Board Minutes 19 6 2019 UNCONFIRMED.pdf
152	Draft Development Committee Terms of Reference October 2019.pdf
153	Draft Education Committee Terms of Reference October 2019.pdf
154	Trustee induction covering letter.pdf
155	LAMDA Trustee JD.pdf

156	Term Dates 2019 2020.pdf
157	Trustee Induction Presentation 2019.pptx
158	2019 Meeting Dates.pdf
159	Fundraising Overview.pdf
160	Fundraising Offer.pdf
161	Fundraising how can people help.pdf
162	Fundraising Notable Alumni.pdf
163	LAMDA Conflicts of Interest Policy.pdf
164	Conflicts of interest a guide for charity trustees.pdf
165	CDD Managing Conflicts of Interest Policy.pdf
166	LAMDA Whistle-blowing Policy March 2017.pdf
167	The Essential Trustee (introduction).pdf
168	The Essential Trustee.pdf
169	Good Governance Code.pdf
170	Trustees Induction Pack other documents included.pdf
171	Agreement with placement host 19-20.pdf
172	Student Surveys at LAMDA.pdf
173	Agenda Internal Exam Board 23 July 2019.pdf
174	Agenda External Exam Board 26 July 2019.pdf
175	Minutes External Exam Board 27 July 2018.pdf
176	Internal Exam Boards Terms of Reference.pdf
177	Minutes of Exam Boards July and Sept 2019.pdf
178	Staff Development Day Programme 20 09 19.pdf
179	HoDs Meeting Agenda 16th October 2019.pdf
180	HoDs Meeting Minutes 8th July 2019.pdf
181	HoDs Meeting Minutes 16th October 2019.pdf
182	LTQC Oct 2019 Papers zipped.zip
183	LTQC Minutes 2019 10 30 (UNCONFIRMED).pdf
184	SSLC 1 Agenda 2019 11 06.pdf
185	SSLC 2 Minutes 2019 6 11 UNCONFIRMED.pdf
186	SSLC 2.1 Terms of Reference 2019-20.pdf
187	SSLC 6 Access and Participation Plan Oct 19.pdf
188	SSLC 8.1.1 NSS 2019 data summary.pdf
189	SSLC 8.1.2 NSS 2019 data report.pdf
190	SSLC 8.1.3 NSS_2019_Comments_LAMDA.pdf
191	SSLC 8.2 Internal student survey report 2018-19.pdf
192	SSLC 8.3.1 Kent Student Survey Summary.pdf
193	SSLC 8.3.2 Kent Student Survey Comments Pos.pdf
194	SSLC 8.3.3 Kent Student Survey Comments Neg.pdf
195	SSLC Minutes 2019 11 6 UNCONFIRMED.pdf
196	Audit Committee Agenda and Papers 6 11 19 PDF.pdf
197	REC 1 2019 11 20 Agenda.pdf
198	REC 2 Minutes 2019 6 12.pdf
199	REC 2.1 Terms of Reference 191116.pdf
200	REC 4 2019 11 20 01 Updates.pdf
201	REC 5 2019 11 20 05 Research First Tuesdays.pdf

202	AB 2019 11 27 All papers combined.pdf
203	Board of Trustees Papers for 24.10.19 meeting.pdf
204	Board of Trustees Agenda and Papers 12 12 19.pdf
204a	Draft Minutes Board of Trustees Meeting 12 12 19.pdf
205	Agenda SMT 10.12.19.pdf
206	Draft SMT minutes 26.11.19.pdf
207	Board Agenda 12 12 19.pdf
208	HESES19 summary for SMT.pdf
209	Term Dates 2020 2021.pdf
209a	Draft Minutes SMT 10.12.19.pdf
210	Agenda DAPs Project Team Meeting 10 December 2019.pdf
211	Actions Post QAA First Team Visit October 2019.pdf
212	DRAFT Programme for Second QAA Team Visit 16 and 17 December 2019.pdf
213	Principal Brief biography.pdf
214	Draft Minutes LAMDA Finance Committee 14.11.19.pdf
215	AB19-21 Ac Bd Minutes 2019 11 27 UNCONFIRMED.pdf
216	LAMDA REC Meeting Minutes 20 11 19 unconfirmed.pdf
217	Notes and Actions DAPs Project Team 10 December 2019.pdf
218	LAMDA Blank Audition Reports.pdf
218a	Audition criteria.pdf
219	LAMDA Anonymised Audition Reports Unsuccessful and Successful.pdf
220	List of Recent Placement Providers.pdf
221	Sample Risk Assessment by Placement Provider.xlsx
222	LAMDA Proposed Template for Placement Risk Assessment.pdf
223	Sample Degree Certificate Anonymised.pdf
224	Sample Degree Transcript Anonymised.pdf
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228	DAPs Project Team AGENDA 7 January 2020.pdf
229	Action List Following DAPs Project Team Meeting 7 January 2020.pdf
230	Agenda Internal Exam Board 17 Dec 2019.pdf
231	Internal Exam Boards ToRs.pdf
232	Anonymised Acting moderated 1.xlsx
233	Anonymised Movement moderated 2.xlsx
234	Anonymised Music moderated 3.xlsx
235	Anonymised Screen and Audio moderated 4.xlsx
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237	Minutes External Exam Board 17.12.2019.pdf
238	SMT Agenda 04.02.20.pdf
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242	LTQC 19-15 Minutes 30 10 2019 (UNCONFIRMED).pdf
243	LTQC 19-16 Actions from 30 10 2019.pdf
244	LTQ 19-17 NSS 2020 timeline.pdf

245	LTQ 19-18 Term 1 student survey results.pdf
246	LTQ 19-19 Partner Institution Survey Response Template 2019.pdf
247	LTQ 19-21 LAMDA Credit Framework Annex 6 marking.pdf
248	LTQ 19-23 Arrangements for Student Transfer.pdf
249	Education Committee Meeting Agenda and papers 5 2 20.pdf
250	DAPs Project Team Draft AGENDA 4 Feb 2020.pdf
251	DAPs Project Team Actions 7 January 2020.pdf
252	LAMDA SMT minutes 04 02 20.pdf
253	LAMDA SMT Agenda 18.02.20.pdf
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255	HOD Agenda 13th November 2019.pdf
256	HoD minutes 13th November 2019.pdf
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267	LAMDA VALC Report MFA Directing top-up 26 02 20.pdf
268	Reflections on LAMDAs Proposed Validation Process.pdf

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