



Designated Quality Body
in England

Degree Awarding Powers Assessment

National Film and Television School



Review Report

July 2022

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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 Full DAPs 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 a Full Degree Awarding Powers (Full DAPs) assessment of the National Film and Television School conducted by QAA between 1 April 2022 and 29 July 2022 under the assessment method outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

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 time-limited Full DAPs authorisation for Taught Degree Award Powers (TDAP) up to and including Level 7.

Provider information

Legal name	The National Film and Television School
Trading name	The National Film and Television School
UKPRN	10004511
Type of institution	Higher education institution
Date founded	1971
Date of first higher education provision	January 2001
Application route	Full Degree Awarding Powers (Full DAPs)
Level of powers applied for	Taught Degree Awarding Powers (TDAP) up to and including Level 7

Subject(s) applied for	CAH-25 Design and Creative Performing Arts
Current powers held	None
Locations of teaching/delivery	Beaconsfield Leeds Glasgow Cardiff
Number of current programmes as at August 2020	1 Master's degree 9 Professional Diplomas 6 Postgraduate Professional Diplomas 12 Postgraduate Professional Certificates
Number of students as of January 2022 (Self-assessment)	Total Students - 554 Full time - 415, Part time - 139 (See Annex for more information)
Number of staff as of August 2020 provider staff spreadsheet	43 permanent staff 62 visiting lecturers
Current awarding body arrangement	Royal College of Art

About the National Film and Television School

The National Film and Television School (the School) was established in 1971 as the National Film School, created jointly by the industry and government to educate and train talent for the film industry. It was formally recognised as a higher education institution in 2013 with its main delivery site in Beaconsfield. Other delivery sites (hubs) were opened in Glasgow (in 2018) and Leeds (in 2020).

The School delivers a Level 7 MA Film and Television programme, which integrates theory and practice and embraces specialised course pathways in 17 areas such as Cinematography and Games Design and Development. The master's programme is a full-time course delivered over two years and involves seminars, workshops, and extensive practical experience in production. The programme is validated by the Royal College of Art (RCA) which has been the School's validating partner since 2001. In 2021 RCA revalidated the MA Film and Television programme for a further four years. The School has also been delivering its own full and part-time professional diplomas and short professional courses for the last 15 years.

The School's mission is to 'discover and develop the skills and talents of new and emerging film, television and games makers - wherever they may come from and whatever their means - so they have the opportunity and support to develop the higher level globally competitive skills required by industry...to be recognised internationally as the leading film, television and games school in the world'.

Providing an industry-led and informed curriculum and using industry experts and professionals, the School confirms recognition by the film and television industry for its nurturing of creative talent and in 2018 was awarded both the British Academy for Film and Television Awards (BAFTA) for Outstanding British Contribution to Cinema and the Queen's Anniversary Prize for Higher and Further Education. Currently, the School's alumni have won 11 Oscars and 138 BAFTAs.

The School is not planning to extend its programmes beyond the core mission of film and television and has therefore applied for full degree awarding powers (Full DAPs) in the single

subject of Design and Creative Performing Arts. If successful in gaining Full DAPs, the School plans to commence operationalising its degree awarding powers in 2022-23, with the aim of recruiting to its own awards for a January 2023 start.

How the assessment was conducted

The QAA team completed an assessment of the National Film and Television School according to the process set out in [*Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019.*](#)

The OfS referred the National Film and Television School to QAA for a Full DAPs assessment on 28 July 2020 and the provider's submission and supporting evidence were received on 9 October. An initial assessment was undertaken to assess the credibility of the provider's self-assessment and supporting evidence as the basis for a detailed assessment. This was conducted by two assessors who were independent from the assessment team below and culminated in a judgement on 28 October 2020 that the assessment should proceed to the next stage. The detailed assessment began on 3 November 2020, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 8 September 2022 and final advice to the OfS.

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

Name: Karen Willis
Institution: formerly University of Chester
Role in assessment team: Institutional assessor

Name: James Freeman
Institution: University of Bristol
Role in assessment team: Institutional assessor

Name: Mark Langlely
Institution: Bath Spa University
Role in assessment team: Subject specialist and institutional assessor

The QAA Officer was Damon Lane.

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 the provider'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 National Film and Television School prior to the review to identify and resolve any possible conflicts of interest.

The team conducted the assessment by reference to a range of evidence gathered according to the process described in the Guidance for Providers. The criteria used in relation to this assessment are those that apply in England as set out paragraphs 215-216 and in Annex C in the OfS regulatory framework. To support the clarity of communication between providers and QAA, the DAPs criteria from the OfS regulatory framework have been given unique identifiers and are reproduced in Annex 4 of *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019.*

Assessment period

The assessment period commenced on 1 April 2022. For some criteria, the assessment drew upon materials and evidence received from a different application made by the provider that was subsequently withdrawn, from the period 9 October 2020 to 16 July 2021. Due to government guidelines introduced in response to the COVID pandemic, this earlier activity was completed online. Online assessment activity included two visits incorporating meetings with School governors, staff and students. The assessment team also undertook online observations of teaching and other assessment activities including deliberative committee meetings and exam boards as well as the analysis of assessed student work. For the recent assessment activity, the team also conducted its work as a desk-based review, having determined that it did not consider a further visit to the provider was required.

Evidence

In the course of the scrutiny, the team read over 578 documents presented in support of the application. An original set of 182 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 110 documents were provided in response. Between this initial request for evidence and the second visit, another additional evidence request was made and ongoing requests in response to observational activity resulted in a further 157 documents being presented, which included assessed student work. Following the team visit a further evidence-request was made, 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 oversight of provision through the Academic Standards Committee (ASC) and the Heads of Department (HoDs), the approaches to monitoring of standards, teaching qualifications of academic staff, the implementation of student progress reviews, the Annual Course Evaluation (ACE) process and placement provision. The provider uploaded ongoing committee papers, any new or revised policies and similar newly generated relevant evidence on a continuing basis throughout the assessment. A further 122 documents were presented following a final request for evidence in June 2022.

Observations

The team formulated a programme of online 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.

Individual members of the team observed a total of 25 online provider meetings and events, held one individual meeting with academic staff to discuss placement provision (18 June 2021) and held eight meetings (25 February 2021) with individual students to discuss their final progress review meetings.

The following committees were observed in order to understand how academic governance operates and gauge its effectiveness; to assess the reporting lines for academic governance and how issues are tracked and monitored through the deliberative structure; to assess the authority of committees and how effectively they function and, where applicable, to assess the involvement of students in governance:

- Academic and Standards Committee (ASC) 20 January 2021
- Audit Committee 9 March 2021

- Finance and General Purposes Committee 10 March 2021
- Board of Governors 23 March 2021
- Academic and Standards Committee 20 May 2021
- Extraordinary Academic and Standards Committee 21 July 2021.

The team observed two senior management level meetings to assess how, as a senior team, it monitors and evaluates performance, considers feedback and sets and monitors actions:

- Management Team Meeting 27 April 2021
- Director Meeting with HoDs 6 May 2021.

The team observed six Annual Course Evaluation (ACE) meetings to confirm that robust discussions were taking place; to identify how actions are assigned and discharged; and to assess the rigour of the process:

- 3 x ACE (Motion Graphics & Titles, Digital Effects and Production Management) 16 March 2021
- 3 x ACE (Directing Animation, Film Studies, Programming & Curation, and Directing & Producing Television Entertainment) 17 March 2021.

The team observed two examination boards to understand how the process was operationalised and to assess the effectiveness of the process:

- Sub-Board for Examiners 1 March 2021
- Final Exam Board 5 March 2021.

The team observed a course approval event to verify that the programme approval arrangements are robust, applied consistently and ensure that academic standards are set at a level which meets the UK threshold standards. The team also sought to assess that there are sufficient levels of self-criticality and rigour in the development of learning outcomes and assessment criteria:

- Course Approvals Event 1 July 2021.

The team observed a staff development session to verify whether the School provides its staff with opportunities to engage in reflection and evaluation of their learning, teaching and assessment practice:

- Staff development session 5 March 2021.

The team observed two student induction sessions to ascertain whether the delivery of induction materials is effective:

- 2 x student induction sessions 1 February 2021.

The team observed an Industry Advisory Panel meeting to understand the interface between industry and delivery, the fitness of programme content and the interaction between the School and industry:

- Industry Advisory Panel Meeting 30 March 2021.

The team undertook one teaching observation. Although satisfied with the quality of teaching, the team requested additional teaching session observations; however, this was

not possible as the teaching calendar and team availability did not align:

- Teaching observation 30 June 2021.

The team observed an Institutional Annual Curriculum Meeting to consider the overview of curriculum scheduling in the School and to follow up on the curriculum planning process:

- Institutional Annual Curriculum Meeting 26 July 2021.

A member of the team was taken on a real-time virtual tour of the School's Beaconsfield site on 7 June 2021, including its facilities and resources for academic delivery and student support, in order to assess whether the School provides appropriate resources to support the delivery of its programmes.

Visits

The team made two online visits to the provider, on 16-17 February and 9-10 June 2021. Each visit consisted of a series of meetings with groups of students, academic, professional and management staff, governors and other stakeholders (further details in the annex to this report). The first visit focused on 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 92 individuals during the course of 16 meetings across the two visits, which included:

- two meetings with senior staff over the two visits, which included the Directors, Registrar and HoDs
- two meetings with Governors over the two visits, including the Chair of the Board of Governors attending both meetings
- meeting with professional staff, including the Head of IT and Head of Engineering, Student Support and Wellbeing Manager and the Library Manager, the Curriculum Coordination Manager, Quality Assurance Manager, the Finance Manager and the Registry Manager
- three meetings with students, which included meetings with student representatives and those without student representative responsibilities across a mix of levels and disciplines and including the Students' Union President and attendees of ASC
- meetings with academic staff; two separate meetings with staff with academic management responsibilities and those without across all disciplines, including HoDs, Course Leaders, members of ASC, full-time and fractional staff as well as visiting lecturers, and newly appointed staff
- a joint meeting with professional and academic staff at the second visit
- a meeting with representatives from RCA
- a meeting with a placement provider
- both visits concluded with a final clarification meeting with the Registrar.

Sampling

Given the relatively small size of the institution (554 students), and the number of programmes, specific examples of evidence were requested by the team from the provider (for example assessed student work across the programmes, including pass/fail elements), but no sampling was required as the team was able to see complete sets of minutes for the governance committees, programme documentation for all programmes, including programme specifications and handbooks, annual monitoring reports and external examiners' reports for all programmes.

Further details of the evidence the assessment team considered are provided in the 'Explanation of findings' below.

Explanation of findings

Criterion A: Academic governance

Criterion A1 - 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and the National Film and Television School's submission. The assessment team identified and considered the evidence for the purposes described in Annexes 4 and 5 of this Guidance as follows.

- 3 Specifically, the assessment team considered or assessed:
- a The effectiveness of academic governance, and whether the School's higher education mission and strategic direction and associated policies are coherent, published, understood and applied consistently. The team examined the Corporate Plan – NFTS 2023, [251] NFTS Corporate Plan, [017] Learning, Teaching and Enhancement Strategy, [003] Research and Knowledge Exchange Strategy, [199] People Strategy, [200] ASC agendas and minutes, [037e, 072, 196, 209] Management meeting minutes, [163, 252a, 262b] Heads of Department Terms of Reference, [197] People Plan 2021-24 Progress for Management, [252b] and Board of Governors minutes. [040, 217] 219] The team also observed meetings of the Board of Governors, [ObsAD04] ASC, [ObsAD01] the Management Team, [ObsAD07] and a meeting between the Director and Heads. [ObsMI03]
- b The differentiation of function and responsibility within the School. The team examined the NTFTS Articles of Association, [035a] Scheme of Delegation, [035b] Board of Governors Terms of Reference, [033] Board of Governors minutes, [030, 039, 040, 143, 144, 217, 219, 253b, 282g] New Academic Regulations for Taught Programmes, [066] Quality Assurance and Enhancement Reports, [032, 032a] ASC - Current Terms of Reference, [036] ASC New Terms of Reference, [094] Agendas and minutes from ASC Meetings, [031, 031a, 037a, 037b, 037c, 037d, 037e, 069, 072, 102, 102a, 196, 209, 254, 280i] Annual KPI Review to Board, [147] 2020 Report for the RCA, [006a] Board Report Update on NFTS Response to Coronavirus, [103] ASC Paper on Response to C19 and Continuity of Learning,

[043] Governance Effectiveness Review 2015, [028] Quality Assurance and Academic Governance Review 2017, [034] KCG Audit Report, [029] Draft IA Plan 2023-24 to 23-24, [253c] Actions taken in response to 2017 HQM report, [280i] Actions from Internal Audit review of Governance, [282h] ASC Annual Review of Effectiveness against ToR, [038] Audit Committee minutes, [174, 174a] Finance and General Purposes Committee minutes, [172, 172a, 174b] and Governance, Appointments and Remuneration Committee Papers. [282d, 282e] The team also observed meetings of the Board of Governors, [ObsAD04] Audit Committee, [ObsAD03] and Finance and General Purposes Committee. [ObsAD02]

- c Whether the function and responsibility of the senior academic authority is clearly articulated and consistently applied. The team examined ASC - Current Terms of Reference, [036] ASC New Terms of Reference, [094] ASC Agenda and minutes, [031, 031a, 037a, 037b, 037c, 037d, 037e, 069, 072, 102, 102a, 196, 209, 254, 280i] Institutional ACE Action Plan Updates for ASC, [051a] ASC minutes Institutional ACE Action Plan Updates, [051b] Institutional ACE Action Plan Update for ASC 2021, [051c] ASC Papers, [280a, 280b, 280c, 280d, 280e, 280f, 280g, 280h] ASC Reports on Attainment, [024, 024a] ASC Reports on Progression and Completion 2019-2020, [025, 025a] and ASC Annual Review of Effectiveness against Terms of Reference. [038] The team also observed meetings of the Academic Standards Committee. [ObsAd01, ObsML09, ObsMI04]
- d The depth and strength of academic leadership. The team examined the Learning and Teaching Strategy, [003] Organisation Chart - Management Team, [026] NFTS Director CV, [011] Registrar Job Description and CV, [012] Finance Director Job Description and CV, [013] HR Director Job Description and CV, [014] Director of Marketing and External Relations Job Description and CV, [015] Director of Curriculum Job Description, [021] Director of Curriculum CV, [266] and HoD Job Description. [008]
- e How the School develops, implements and communicates its policies and procedures in collaboration with its staff and students and external stakeholders. The team scrutinised the Student Information Handbook, [041] Student Information Handbook - 2021, [041a] NFTS Policy Review Schedule, [068] Registrar Email to Course Tutors - ASC Summaries, [213] Changes to Policies etc posted on Workplace, [042] Screenshot of Changes to Policies etc posted on Workplace, [042a] Minutes of Heads of Department meetings, [140a, b] Course Team Meetings Terms of Reference, [208] Games Course Team Meeting minutes, [279] Staff Survey results 2021, [136d] Industry Advisory Boards minutes. [113] The team also observed a Heads of Department meeting. [ObsMI03]
- f Whether the School will successfully manage the responsibilities that would be vested in it were it to be granted degree awarding powers. In order to form a judgement the team consulted the Degree Awarding Powers Action Plan, [019] Articles of Association, [035a] Board of Governors minutes, [039, 040] ASC agendas and minutes, [037a, 037b, 037c, 037d, 037e, 072] Course approval policy, [074] Reports from Course Approval events, [058, 076c, 256d] RCA Validation Agreement 2017 and Briefing Document 2016, [001] RCA Validation Agreement 2021, [001a] and reports for the RCA. [005, 006, 006a]
- g How students individually and collectively are engaged in the governance and management of the organisation and its higher education provision, with students supported to be able to engage effectively. The team reviewed Board of Governors minutes, [030, 039, 040, 143, 144, 217, 219, 253b] ASC agendas and minutes, [031, 031a, 037a, 037b, 037c, 037d, 037e, 069, 093, 102, 102a, 196, 209, 254,

280i] Role description for Students' Union President, [054] Role description for Students' Union Representative, [055] Student Rep Induction Meeting Confirmation, [210] Student Rep Induction Meeting, [211] Audit Committee minutes Nov 2021, [174a] reports on Annual Student Survey, [111, 111a, 111b] and ACE Synoptic Report for ASC. [092] The team also observed a meeting of the Academic Standards Committee. [Obs ML09]

- h The School's arrangements to working with other organisations. The team examined the Job description - Partnership Manager, [285c] Student work placement agreement template, [060] Placement learning policy, [061] Placement feedback from provider, [062] Placement module briefs [105] and Placement Briefing. [215]

How any samples of evidence were constructed

- 4 Due to the small size of the School and its provision, the volume of evidence relating to the criterion was sufficiently complete that all relevant documentation could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

- 5 The School's current position and plans in relation to this criterion are as follows.

6 The School is governed by a Board of Governors which has delegated authority of academic governance to the Academic Standards Committee (ASC) as its senior deliberative body, with responsibility for the regulation, governance and quality assurance of the academic work of the School. Under the ASC, and reporting into it, sit the following subcommittees: Sub-board of Examiners, Final Board of Examiners, the Academic Appeals Committee, the Complaints Committee and the Misconduct Committee. Students are represented on the ASC and the Board of Governors. A Corporate Plan sets the strategic direction of the School. This governance structure will remain unchanged if the School is awarded DAPs.

7 The School does not work with other organisations to deliver learning opportunities although it does work with employers who provide placement opportunities for students, usually as a form of unassessed work experience. For four courses, the placement is assessed as part of the academic award and, where this happens, assessment of learning undertaken in placement is conducted by the Head of Department and overseen by the ASC, as the senior academic authority of the School.

- 8 The assessment team's analysis of the evidence led to the following observations.

9 The School's Corporate Plan 2023 [251] sets out the School's higher education mission and strategic direction in five sections: 'Creating Opportunity; Working UK Wide; Exploring Future Storytelling; Unlocking and Celebrating our Legacy; and Building on our Success' that set out its higher education mission. Each section includes a brief commentary and rationale for statements of intended action to enable fulfilment of its vision. To achieve these, the School plans to reach out more widely to students; grow its capacity; continue to establish bases across the UK; establish a programme of research and knowledge exchange in Immersive Storytelling; restore its archive, modernise, and improve its estate; develop its inclusion plan; and develop blended learning courses. To support their DAPs application, the Corporate Plan's objectives are collated at the end of the document, as measures of success by 2023. A financial plan within the Corporate Plan summarises key sources of income, and the document concludes with a list of the values to which the School is committed. The Corporate Plan identifies its intended actions for measuring success, and

states that enhancements will be reviewed annually. Although it does not detail how the School will review these, Board of Governors meeting minutes (March 2020) [040] note the Board's approval of key performance indicators to monitor performance against the five-year plan to 2023/24.

10 The team noted that the Corporate Plan is being actioned. One example is the section on Working UK Wide. [251] The School's main centre is in Beaconsfield and offers MA courses validated by the Royal College of Arts (RCA) and its own Level 7 diplomas, as well as professional short courses. It also offers a range of other full and part time professional diplomas that do not lead to recognised awards. However, during the period covered by the Corporate Plan, it has opened hubs in Scotland (2018), Leeds (2020), London (2020) and Wales (2021), offering the School's own part-time diploma, certificate and short courses. Board of Governors meeting minutes record that these activities are monitored and minutes from November 2021 [217] also show that a working party has been established to further develop the School's strategy for the development of these hubs.

11 The Learning, Teaching and Enhancement Strategy 2023 (dated October 2019) [003] reaffirms the School's mission from the Corporate Plan. [251] The underlying principles, stated as agreed by Heads of Department (HoDs) and tutors in 2017, are: 'to nurture, develop and challenge the individual voice of each student; to instil the value of collaboration and teamwork; to encourage creative risk taking; to value process as much as outcome; to ensure students reflect on the cultural impact of their work; to support students to marry inspiration with skill; and to promote diversity and equality for all'. [003]

12 The first part of the Learning, Teaching and Enhancement Strategy (LT&E) [003] sets out strategic School-wide education enhancement objectives and the activities to be undertaken to deliver them. These reflect the aims and commitments of the Corporate Plan 2023 [017, 251] and their application is to be monitored by the Academic Standards Committee and the Board of Governors. A second section relates to bottom-up course specific enhancement and mechanisms for continual improvement, to include formal and informal feedback from students, and from external advisers, tutors, examiners and assessors. Minutes of Academic Standards Committee (ASC), the School's senior academic authority, in December 2019 [037e] record discussion of the development and approval of the LT&E Strategy, which 'set out how the NFTS intended to deliver its new mission over the next three years'. The ASC owns the strategy as recorded in the minutes from January 2020 [200] demonstrating that it monitors progress annually against the objectives set within it.

13 The People Strategy 2021-24 [200] approved by the Management Team and ASC in December 2021 [196 – ASC Minutes] recognises the need for knowledge sharing and succession planning in the context of the small organisational size of the School. Furthermore, it includes a commitment that the School will support all HoDs and Course Leaders to achieve a teaching qualification or fellowship of the HEA (detailed in this report under Criterion C). This is consistent with the aims of the Corporate Plan [017, 251] and the LT&E Strategy. [003] The People Strategy [200] also commits to supporting the development and implementation of the new draft Research and Knowledge Exchange Strategy [199] and identifying strategic recruitment requirements for teaching staff. The People Strategy is overseen by the HR Director, reporting to Management and ASC.

14 The draft Research and Knowledge Exchange Strategy 2022-2025 [199] states that 'The NFTS is committed to an ethos that aims to ensure that teaching and learning on its MA in Film and Television and on its postgraduate diploma courses is informed, enhanced and enriched by professional practice, research and scholarship. Such research and scholarship include the application and integration of knowledge alongside discovery research, as key components of the practitioner-based research that characterises the research culture of the School.' The team noted that the document sets out appropriate strategic aims that focus on

the principal strands of practice as research; knowledge exchange as research; pedagogical research; and research generating specialist journalism, conference papers, peer-reviewed journal articles and book chapters. The strategy also seeks to support student research through their MA dissertations or creative practice-based research and development. A newly appointed Director of Curriculum from July 2022, reporting to ASC, will lead the development and implementation of this strategy.

15 The Research and Knowledge Exchange Strategy is in draft form, and the People Strategy 2021-24 [200] has only been developed recently. However, considered with the Corporate Plan and other associated strategies, they are coherent and support the School's stated higher education mission and there is evidence of the Corporate Plan being applied by the School, as described above. These documents are published and accessible on the School's website, as are the School's policies and regulations, including the RCA's academic regulations for MA courses. [Website]

16 Academic policies support the School's mission and strategy, covering the full range of stages from Admissions through to assessment-related policies, and are aligned to the School's strategic direction. For example, the procedure for a new periodic review process [256b] to be implemented in 2022 states that the documents to be provided to the panel will include the Corporate Plan. This aims to support the consistent application of the School's strategies. As a further example, a detailed course approval policy and procedure [256a] approved by ASC in March 2019 [minutes 072] states that 'proposers of a new course should prepare a strategic rationale that, in addition to an academic rationale, 'will support the achievements of the School's strategic objectives'. A course approval event report [256d] confirms that the panel was provided with a statement of course strategic intent. The policy includes Assessment Design Guidance stating that 'staff designing new courses and assessment tasks should take into account the principles underpinning the School's Learning, Teaching and Enhancement Strategy and the School's Assessment Strategy' and setting out the principles of both these strategies. This demonstrates support of these academic policies for the School's mission, aims and objectives, and consistency with its strategies and principles that should support the effective governance of the School.

17 The School's commitment to developing practitioner skills in its students is also reflected in the Placement Learning Policy [061] which states that the School 'aims to embed skills relevant to students' future careers throughout its curriculum, and many courses will include elements of work-based learning, including placement or work experience, in the approach to learning, teaching and assessment'.

18 Observation and minutes of meetings of the Board of Governors [ObsAD04, 217, 219] and the Management Team [ObsAD07, 252a] provide evidence that the School's higher education mission and strategic direction are consistent with each other and are understood and consistently applied by staff. For example, the team observed a Board of Governors' discussion [ObsAD04 March 2021, minutes 219] of a review of student socio-economic data, and also of an Inclusion and Diversity report, including the ethnicity profile of staff. The subsequent Management Team meeting [April 2021 ObsAD07] discussed the characteristics profile of student admissions, prompting suggestions to check the language on ethnicity used in School documentation, and to build questions on socio-economic background into scholarship applications. This is consistent with the Corporate Plan's commitment to ensuring that the School 'is open to students of genuine ability, no matter what their background or financial circumstances'. [251] This is monitored by ASC, which receives reports on student support and wellbeing [145] and diversity, [146] the latter of which specifically monitors socio-economic ethnicity and other metrics of entrants to courses. Data is also to be collected and monitored regarding the ethnicity of visiting tutors, to check that Heads of Department are making progress with increasing diversity. This is in line with the People Strategy commitment to 'foster a values-based culture focused on diversity (and

inclusion...and ensuring under-represented groups are given opportunities to develop their careers at the NTFS'. [200]

19 Each weekly Management Team meeting includes an update report by the Director. [minutes 163, 252a, 262b] Agendas are generally structured to include Finance, Student Administration, Productions, and Human Resource matters, but may also encompass other areas, for example Marketing and External Relations. [163] The meetings [minutes 163, 262b] note the draft agendas and topics for discussion at forthcoming meetings of the Board and its committees. The Management Team also receives a quarterly update [252b] detailing actions and progress against the objectives of the People Strategy, including, for example, numbers of HoDs and Course Leaders on course for Fellowship with AdvanceHE. [minutes 5 April 2022 252a] In observing a Management Team meeting [Observation AD07 24.4.21] the assessment team noted that managers reported general updates to each other, with the Director supporting and challenging appropriately from an informed perspective on all aspects discussed. These meetings are comprehensive in their coverage and consideration of matters relating to the management of the School. The mechanism of Management Team meetings therefore enables the members to be consistently informed of and to apply the School's mission and strategy.

20 Monthly HoD meetings provide a forum for communication and consultation with the School's senior teaching staff. The group reports into Management via the Director. The HoDs terms of reference [197] note that the meetings support the embedding in practice of policy and procedural matters delegated by Academic Standards Committee or Management. Minutes [140a, b] demonstrate this process recording discussions between the senior staff and the HoDs on the Learning and Teaching Strategy, the NFTS Mission Statement and various policies, for example on academic misconduct and placements. [Observation MI03 6.5.21]

21 Course team meetings, to which all tutors are invited, follow a template agenda [208] which includes items on course-based quality monitoring and enhancement and a School update, in which information about updated School policies and procedures are communicated by HoDs and any other key School changes discussed. For example, a Games course team meeting [279] discussed the School's exploration of whether to shorten the MA course from two years to 15 months and whether this would be a good option for games. This provides an example of a course team contributing to the development of policy with the meeting producing an action plan that is then distributed to and monitored by attendees. The team formed the view that the School's strategic direction is understood and applied by staff and that its academic policies support its higher education mission, aims and objectives.

22 The School's system of governance is set out in its Articles of Association [035a] and clearly set out the powers of the School and its Governors. The Board of Governors consists of a minimum of five independent Governors; the Director ex officio; one Staff Governor; and one Student Governor. The Scheme of Delegation [035b] clarifies where authority rests within the School for particular types of decisions. This notes that 'As detailed in the Articles of Association and the Board of Governors' Terms of Reference, the Board of Governors is itself responsible for approving corporate strategy and associated plans and budgets; for approving major decisions and corporate policy; for the framework of governance and management; and for monitoring institutional and Executive performance'. A matrix clearly identifies who is responsible and accountable, and who should be consulted and informed, with regard to matters categorised under strategy and policy; budget allocation and resources; governance, management and control; property, transactions and capital projects; staff; students, international agreements; financial transactions; and forward commitments. For example, this shows that the Governance, Appointments and Remuneration Committee is responsible for leading on the appointment of Board Members.

However, it is the Board of Governors that is ultimately accountable for such appointments, with the Director entitled to be consulted and NFTS staff and key partner funders being informed of any such changes.

23 The terms of reference of the Board of Governors [033] articulate its primary responsibilities, noting that this statement conforms to the model Statement of Responsibilities published by the Committee of University Chairmen. The Board has established three subcommittees: Audit Committee, a Finance and General Purposes Committee, and a Governance, Appointment and Remuneration Committee. [KCG Internal Audit of Governance 029] There are, therefore, clear lines of accountability for the School's governance structures.

24 The Board has amended the Articles of Association [035a] in preparation for being granted degree awarding powers. [282g] Minutes of the Board meeting held in November 2019 [039] also confirm approval of changes to the Scheme of Delegation, [035b] the Code of Business Conduct, the Terms of Reference for the Board and its committees, the Terms of Reference for the Academic Standards Committee, and the constitution of the Students' Union in preparation for gaining degree awarding powers. Board meeting minutes (March 2020) [040] record the Board's discussion and approval of new academic regulations. [066]

25 Board meeting minutes [030, 039, 040, 217, 219, 253b] demonstrate the Board's active attention to detail and oversight of financial matters and its other areas of responsibility, including approval of the annual Accountability Return. Each Board meeting includes an update from the Director, the Finance Director, and the Students' Union, as well as standing items on Strategy and Governance and Committee Reports. A team observation of a meeting of the Board of Governors [ObsAD04] noted good discussions on each agenda item, with robust challenge and questioning from Board members, and decisions confirmed by the clerk before moving on. The observer noted that there is no direct oversight by the main Board of the Risk Register in its agenda, as this is overseen by the Audit Committee. However, it was noted that the Audit Committee's minutes are presented to the Board and the Terms of Reference [033] do make clear that any matters of concern must also be raised at Board meetings. A summary of the main risks on the risk register and an indication of what has changed on it from the previous year is presented to the Board annually in September.

26 The Board of Governors assures itself of the academic quality and maintenance of standards through the receipt of the annual Quality Assurance and Enhancement Report [032, 032a] and through attendance of its representatives at an extraordinary meeting of ASC held each year to consider this report. [ASC minutes 031, 031a] In addition to summarising learning and teaching and student support updates, this report includes detailed comments from external examiners and the School's responses; issues arising from the Annual Course Evaluation (ACE) process (with links to course reports) and actions; updates on appeals and academic complaints; student satisfaction; policies approved; and graduate destinations. The meeting's approval of this report in the presence of Board representatives enables the Board to be assured of the quality of the student academic experience, student outcomes and the standards of the School's awards, and is then reported to the full Board by the Director. [Board minutes 030, 039] The team considers that the detail and scope of this annual report enable the Board of Governors to be assured of the maintenance of the School's academic quality and standards and that the function of the ASC, as the senior academic authority, is consistently applied.

27 The Board receives updates [minutes 143, 144, paper 147] on performance against the School's Key Performance Indicators (KPIs), which are aligned to the Corporate Plan. Minutes of the Board's meeting in October 2021 [298] confirm that the Board received a review of performance against the School's KPIs for 2020-21, aligned to the themes of the

2023 Corporate Plan. The minutes highlight measures that were on track or had met target, and those projected to fall slightly short of target. This demonstrates the Board exercising its responsibility for oversight and monitoring against the aims of the Corporate Plan and the management of the School's higher education provision.

28 The annual report to the RCA (2020) [006a] notes that during the closure of the School due to the pandemic, the Chair led a small group of the Board of Governors in regular meetings to provide support and guidance to the School and oversaw decisions being made by the Management Team. A paper to the June 2020 Audit Committee [103] also confirms this and provides a detailed update from the Director and Registrar on the measures in place to support students. This indicates the responsiveness and flexibility of the Board and the Management Team, in exceptional circumstances, to their responsibilities in relation to the management of the provision, as does a paper to ASC in September 2020 [043] on steps taken by the School to mitigate the impact on students during the pandemic and maintain continuity of learning and teaching.

29 The School makes use of external experts to support the review of its governance. An interim review by an external consultant [028] confirmed the effectiveness of the Board but identified recommendations for how it might operate more effectively. Most of these were procedural but some were more strategic. In 2017 a further Quality Assurance and Governance Review [034] concluded that 'the arrangements underpinning the Board's annual quality assurance declaration...are fit for purpose and in line with current sector good practice and that the academic governance structures and processes are fit for purpose'. This review made recommendations including enhancing the effectiveness of student representation and including several concerning the updating of terms of reference, membership and conduct of business of ASC, such as to annually approve a calendar of business for the forthcoming academic year to include specific business in specific meetings. Across both reports a total of 19 recommendations were made. Minutes of subsequent ASC meetings [031, 031a, 037a, b, c, d, e, 069, 072, 102,102a,196, 209, 254] and a summary paper [280i] demonstrate that these recommendations have been addressed.

30 An internal audit report on governance published in May 2019 [029] concluded that 'the control framework for the School's arrangements for the governance framework in place provides satisfactory assurance that associated risks material to the achievement of the School's objectives are adequately managed and controlled'. The report made recommendations to enhance the control environment and strengthen the control framework of governance at the School, including updating aspects of the Articles of Association and clearly specifying the number of terms a governor can serve to be a maximum of three of three years' duration. [035a] The School accepted these, recording actions and details of how these were implemented. [282h] The School's response to the team's request for additional information about any planned internal reviews of academic governance effectiveness notes that 'An internal audit of academic quality which would encompass academic governance was scheduled for 2021 but will now take place in the 2022-23 audit period because of the ongoing DAPs scrutiny and the pandemic', and the draft internal audit plan [253c] also shows that six days have been allocated for this. In response to changes to the Committee of University Chairs [CUC] Higher Education Code on Governance, the Board noted and approved in 2020 an overview of how the Board and its subcommittees had oversight of the School's academic governance arrangements, including quality and standards, and academic risks. [minutes November 2020 253b] The March 2021 meeting of the Board [minutes 219] scrutinised a mapping document it had requested from the Registrar to assess and demonstrate how the Board could be assured that the School complied with the OfS Conditions of Registration. Discussions resulting from this presentation resulted in the decision that a report on compliance with these conditions should be provided for the Board annually to ensure the School's ongoing compliance. The team agreed that this

provided a further example of the appropriate exercise of the Board's academic responsibilities.

31 Under the School's revised Articles of Association, [035a] the ASC is designated as the primary committee responsible for the management of the academic activities of the School and, therefore, as the senior academic authority. The current ASC terms of reference [036] state that it is the senior deliberative body of the School 'with responsibility to the Governors for the regulation, governance and quality assurance of the academic work of the School. Its responsibilities include ensuring that the School is compliant with the regulatory requirements of the Office for Students, the Office of the Independent Adjudicator for Higher education (OIA), other Government departments (including UK Visas and Immigration) and the requirements of its accrediting bodies'. Chaired by the Registrar, the ASC will delegate authority for making final decisions on academic awards under its DAPs to the Final Examination Board. [036]

32 The Board of Governors has approved [minutes 039] updates to the ASC terms of reference [094] in order to ensure that its responsibilities for academic regulations are appropriate, should the School be granted its own degree awarding powers. As defined by these updated terms, ASC is responsible for assuring the quality and standards of the School's awards, through duties and functions which include considering and approving policies on: new courses, and withdrawal of courses leading to awards, including degrees; modifications to courses; entrance requirements and admissions processes; conduct of assessment and appointment of external examiners; any collaborative arrangements; the schedule of periodic course reviews; and course and student information handbooks. The terms of reference also include the review of data relating to student performance, diversity and satisfaction; receipt of reports from external examiners and Annual Course Evaluation; and oversight of the management of work placements, compliance with Prevent Duty, and the appointment of external assessors. These terms of reference are comprehensive because they encompass all aspects of the regulation and assurance of academic standards and quality in the School's awards.

33 The function and responsibility of the ASC, is clearly defined in its current terms of reference [036] and those approved [094] in order to enable DAPs to be exercised. An annual schedule of business ensures that all matters within ASC's terms of reference are covered across meetings within a year. Minutes from the ASC demonstrate that it considers and oversees matters within its defined duties and functions through the scrutiny and discussion of academic quality reports, policies and procedures. Examples seen by the team include internal audit report on curriculum management, the annual report and action plan for the RCA, a new Academic Appeals Policy and Procedure and a Student Placements Agreement. The minutes also demonstrate that ASC receives and discusses the reports of all Annual Course Evaluation (ACE) meetings, external examiner reports [083] and results of the annual Student Survey, and agrees cross-institution issues arising from these to be added to the institutional action plan. [051a, b, c, d, 092]

34 Minutes from extraordinary ASC meetings [031,031a] held annually to approve the School's Annual Quality Assurance Evaluation Report, demonstrate detailed and thorough discussion of each section of the report and its associated action plans by ASC and the Governing Body members present. An observation of the July 2021 meeting confirms the close critical consideration given to this annual report with the committee going through each section in detail and allowing for discussions to take place that involved all attendees, including student representatives. [Obs ML09 ASC July 2021]

35 Minutes [037a, 037b, 037c, 037d, 037e, 072] also demonstrate that each meeting of ASC tracks matters arising and actions from previous meetings that are provided in reports. [280a-h] These reports are clear and concise and demonstrate that the committee follows up

on actions determined in relation to, for example, Quality Assurance Evaluation Reports, and recommendations from external review reports.

36 An Annual Review of Effectiveness against its Terms of Reference [038] received by ASC in January 2019 sets out the progress made against the annual schedule of ASC business in 2018. Minutes [037c] noted that most items had been completed but noted exceptions in that a 'review of student retention data would be carried out this year; a review of student progression and achievement data would be completed this year'. March 2019 minutes [072] noted that 'ASC's Terms of Reference require that the Committee look at student progression and completion data on a regular basis to identify any trends or pick up on any potential issues'. The February 2020 meeting [minutes 069] noted also that ASC 'should review activity at the other hubs covering diploma and certificate courses...and that they should provide statistics on recruitment, diversity, etc on an annual basis'. [069] ASC now receives student completion and progression reports on an annual basis [024, 024a, 025, 025a] with minutes of the April 2021 meeting [102a] recording receipt and discussion of papers on both Student Progression and Achievement Data and Student Attainment Data. The team's scrutiny of ACS's activities, described above, demonstrate that its function and responsibilities are clearly articulated and consistently applied.

37 The Management Team [Organisation Chart 026] currently comprises the Director, as principal officer, supported by the Registrar, the Finance Director, the Director of HR, the Director of Marketing and External Relations, the Head of Production, the Director of Curriculum (when in post), and two HoDs on a two-year rotational basis. Scrutiny of curricula vitae against the job descriptions for senior management postholders [011-015] demonstrates that they are well qualified and experienced, and that there is appropriate depth and strength of leadership. In particular, the Director [011] and the Registrar [012] both have appropriate academic leadership and management experience at this and other higher education institutions and, overall, there is significant industry experience within the group.

38 The Management Team will be augmented in July 2022 by a recently appointed Director of Curriculum, who will assume the senior academic responsibilities for the management of learning, teaching and assessment currently held by the Director. The job description for this role [021] indicates a level and scope of academic leadership that will strengthen and add capacity to the current Management Team, and includes leading the implementation of the School's Learning, Teaching and Enhancement Strategy. [003] The CV of the incoming Director of Curriculum [266] demonstrates both significant academic qualifications, including a PhD, and extensive experience in leadership roles at a range of providers of higher education.

39 The job description for HoDs [008] who provide specialist academic leadership of the curriculum in their respective areas of expertise, indicates that they are required on appointment to have solid understanding, knowledge and practical experience of the professional industry rather than experience of higher education management or teaching. Although the job description for HoDs states that applicants should be educated to master's level [267d] and some CVs [265] show prior higher qualifications and teaching experience, the majority do not, as described under Criterion C. The profile for the HoD role emphasises the strength and depth of relevant professional expertise and experience in the leadership of the School's current curriculum areas, which supports the School's mission of developing students for industry practice. The new Director of Curriculum role is, therefore, an important addition to the staffing structure and that this appointment will contribute significantly to there being appropriate depth and strength of academic leadership of the School. Overall, the team agreed that there is clarity and differentiation of function and responsibility in relation to the School's academic governance structures and arrangements for managing its higher education provision.

40 Policies and regulations are published and clearly accessible on the School's website [Website] and also in the Student Information Handbook [041, 041a] so they are accessible to both students and enquirers. These include the regulations (including academic policies, for example on assessment, progression and academic appeals) and general School policies and procedures. Policies and procedures are developed in collaboration with all staff and students through their membership and attendance at ASC. Minutes from ASC demonstrate [037a, 037b, 037c, 037d, 037e, 072] this engagement taking place.

41 The December 2019 meeting of HoDs [140b] discussed penalties under the Academic Misconduct Policy, and the Placement Policy. Minutes also record group discussion of proposals for a new mission statement for the School. Minutes of the February 2020 HoDs meeting [140a] refer to a discussion, led by the Director and Registrar, of the Learning and Teaching Strategy. This demonstrates that the School develops its policies in collaboration with HoDs.

42 A Policy and Handbooks Review Schedule [068] sets out the timescales and owners of documents to be reviewed by ASC over a three-year cycle. The Curriculum Manager communicates decisions and changes to policy arising from ASC by summarising discussions and decisions relevant to curriculum coordinators and teaching staff [000, p29] which are then circulated by email. [213] For example, the summary [213] of ASC discussion and decisions from the December 2021 meeting included changes to the MA Handbook relating to the grading of dissertations, and approval of a new Student Code of Conduct.

43 The email summary [213] from the February 2022 meeting notified staff of a new Student Social Media Policy and included headlines of data on diversity in student 2022 admissions. The team noted, however, that staff are advised that minutes of ASC meetings are available on request rather than being made accessible as a matter of routine. The Registrar also communicates to staff and students changes to policies and procedures by posting on the School's intranet Workplace. Examples include changes to the Student Misconduct Policy, Complaints Procedure and Academic Appeals Procedure posted in October 2018 [042] and notification of a new Student Code of Conduct and a new Social Media Policy in February 2022. [042a] These postings include electronic links to the full documents and the offer of support and guidance to students and staff who have queries. Staff Survey results for 2021, conducted by the School [136d] show 86% support for the vision and values of the School. Of staff 77 % said they were familiar with the School's Corporate Plan (an increase from 49% in 2020) and 74% said they supported it; 90% reported that they felt well informed about what is happening in the School in general, and 87% about what is happening in their department.

44 The ASC has approved [037a,b,c,d,e] a number of new regulations and policies in readiness for the granting of degree awarding powers. For example, minutes show thorough consideration and discussion of details by ASC during development of the Draft Academic Framework and Regulations [ASC minutes 037d] (see Criterion B1). Board of Governors meeting minutes (March 2020) [040] record the Board's approval of these new academic regulations. The School's drafting and approval of regulations and policies in readiness for degree awarding powers indicate that it is well prepared to manage the responsibilities that would be vested in it were it to be granted degree awarding powers. These new regulations are already being applied to all postgraduate professional diploma courses that have undergone the School's internal validation procedure. [000 para 117] Under the current validation agreement [001,001a] the RCA 'recognises the Graduation Board of the NFTS as a competent body to present students for the award of the MA Film and Television', and the School itself administers the conferment of degrees for final approval by RCA's Senate. This indicates the confidence which the RCA holds in the School's management of its current responsibilities.

45 Minutes and observations of the School's Board and its subcommittees, the ASC, and the School's management structure demonstrate that these bodies are effective in managing the School's current responsibilities. Examples include the thorough and reflective approach demonstrated in the School's approach to the production of its Annual Course Evaluation Reports to RCA [005, 006, 006a] together with its annual Quality Assurance and Enhancement Reports [032, 032a] to the Board. These support the view that the School should successfully manage the responsibilities that would be vested in it were it to be granted degree awarding powers. The team concludes, therefore, that it will manage successfully the responsibilities that would be vested in it were it to be granted degree awarding powers.

46 In October 2018 the Board of Governors approved in principle [143] a part-time sabbatical role of Student Union President to take on some institutional-level responsibilities which had been shared by elected course representatives and, in November 2019, the Board approved the SU constitution and code of practice. [039] The role description for the Students' Union President [054] states that the SU President will 'act as lead student representative on the School Board of Governors, Academic Standards Committee and other senior School committees' and 'liaise with the Management Team about issues that affect students'. The role description for Student Representative [055] includes responsibilities to represent students, to gather and communicate their views about their experiences, and to attend and actively participate in School committee meetings. Student representatives are invited to give their views on areas including Annual Student Survey results, changes to institutional procedures and regulations, new course proposals and governance matters [055] and may attend meetings of the Board of Governors and ASC.

47 The SU President's report forms a standing item early on the agendas of both the Board of Governors [Minutes 030, 0039, 040, 143, 144, 217, 219, 253b] and ASC. [Minutes 031, 031a, 037a,b,c,d,e, 069, 102, 102a,196, 209, 254, 280i] The Registrar provides training [role description SU rep 055] and the minutes of the June 2018 ASC meeting [037a] record that the Registrar was due to meet new student representatives, and that outgoing representatives offered to meet them and share their experiences. An email from the SU President in 2020 [210] invited new student representatives to a training meeting with herself and the Registrar, the agenda [211] for which covered the governance structure, ASC, student wellbeing, Prevent duty, freedom of speech policy, student policies and procedures, student survey, and events. The Student Governor is a full voting and participating member of the Board of Governors, as set out in the Articles of Association [035a] and the ASC's Term of Reference makes clear that it must have at least one student representative as part of its membership [036] supporting the conclusion that student engagement goes beyond reporting student feedback and includes engagement in the deliberations of the School at the highest levels.

48 ASC minutes record discussion of issues raised by the student representative, for example in December 2018 [037e] regarding workshop space and insurance matters for independent projects. ASC minutes of February 2021 [069] record details of the SU President report, with the Chair noting that there was now much greater engagement with the student body. The assessment team's observation report of the July 2021 ASC meeting [Obs ML09] records the contribution of the SU President, who commented on the usefulness of hybrid teaching to students from low-income backgrounds. The December 2021 ASC meeting [196] received an annual report from the outgoing SU President.

49 Students anonymously complete an annual online student survey, which enables them to give individual feedback on their course and their wider experience at the School. ASC considers detailed reports of survey results [111, 111a, 111b] and as part of the Annual Course Evaluation summary report and action plan [092, 093] which also feeds into the Institutional Action Plan.

50 Minutes of the Audit Committee [174a] record that an internal audit report on student engagement found 'a culture of openness and engagement, with students consulted in the decision-making process and their view proactively sought'. From the evidence viewed, student representatives are engaged, individually and collectively, in the governance and management of the organisation and its higher education provision and supported to be able to engage effectively.

51 The School in its self-assessment states that it does not work formally with any other organisations to deliver its programmes. It also asserts that placement learning is 'not a core part of the School's strategic approach to the delivery of courses'. [000] The School therefore has no formal academic partnerships agreements. However, it does work with employers who provide placement opportunities for students, usually as a form of unassessed work experience and it has a Placement Learning Policy [061] and a dedicated Partnership Manager to support the delivery of learning opportunities in this context. The job description for a Partnership Manager [285c] includes that the role of the Partnership Manager is designed to 'work closely with a range of industry, higher education institutions and public bodies to establish, track and report on relationships for shared activities, productions, events, training, knowledge sharing and opportunities', but does not refer to the delivery of academic programmes of study.

52 The Placement Learning Policy [061] states the School's aim to embed skills relevant to students' future careers throughout its curriculum, and that many courses will include elements of work-based learning, including placement or work experience, delivered through collaboration with external partners and employers. The policy 'sets out the principles and processes which apply to the development, delivery and monitoring of placements or work-experience opportunities'. A template [060] for a workplace agreement between students and placement providers sets out the student's and employer's respective responsibilities, and requires the details of both parties, together with health and safety and insurance information. Although the arrangement of placements does not require formal due diligence of any external organisation, all placements must be approved by departments, and not undertaken before a formal discussion has taken place with the student regarding potential issues and risks.

53 A minority of courses require students to undertake placements for assessment, including two of the 17 MA pathways. Module briefs [105] show that students on two modules for the MA Marketing, Distribution, Sales and Exhibition are assessed by the Head of Department. This is informed by feedback from the student's placement provider, but the module specification makes clear that the assessment of students for credit is made by the academic staff. [105] For the MA Film Studies, students are allocated placements with a relevant team at the British Film Institute (BFI) then assessed in a meeting with their Head of Department to discuss their placement diary, placement feedback form and the BFI's feedback. [105] MA placement providers record comments on an Employer Feedback Form [062] which states that 'feedback will be used as part of the student's module assessment and to tailor future course content to the development needs'. However, again, the module specification states clearly that the assessment of students for credit is made by the academic staff. [105]

54 A School briefing note on placements dated January 2022 [215] sets out in detail information and prompts to enable departments that offer placements to implement the policy consistently. This makes clear that the School must always maintain responsibility for the assessment of standards of achievement on placements and specifies that there should be a formal agreement in place with the placement provider setting out each party's responsibilities and roles. This demonstrates that the School is addressing the detail of implementing the placement policy consistently. The team is satisfied that the documentation relating to placements makes clear that course delivery and assessment remain the

responsibility of the School's staff. The Placement Learning Policy [061] and associated documentation are, therefore, appropriate for the School's programmes because they provide for processes which apply to placements and work-experience opportunities.

Conclusions

55 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

56 The School has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities. The Board and its committees, including the ASC, fulfil their terms of reference in operating effective control and oversight of higher education provision. The ASC, as the senior academic authority, enacts its functions and meets its responsibilities for governance of academic quality and standards robustly and consistently. The higher education mission and strategic direction of the School are clearly and coherently defined. These are consistently reflected and applied through the School's comprehensive academic policies and regulations, which have been developed where appropriate in response to strategic plans, and reviews. Mechanisms are in place and enacted to ensure consistent communication of policies to staff and students at all levels of the organisation. There is strength and depth in academic leadership which has been credibly strengthened by the recent appointment of a Director of Curriculum to take a leading role in the academic management of the School. This appointment will bring appropriate capability to the academic leadership of the specific subject area of the School's higher education provision.

57 Academic governance, including all aspects of the control and oversight of the School's provision, is conducted in partnership with its students. Students are engaged, and supported to engage, and take an active role in ASC and the Board of Governors as well as providing individual feedback regarding all aspects of the provision.

58 The School does not have any formal agreements with other organisations to deliver its academic provision. However, it does have appropriate policies, processes and documentation in place to ensure that where learning opportunities are delivered in placements at other organisations, these arrangements are subject to effective oversight within its governance and management structure. The team concludes, therefore, that the criterion is met.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

59 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

60 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and the National Film and Television School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

61 Specifically, the assessment team considered or assessed:

a Whether the School has in place academic framework and regulations governing its higher education provision that are appropriate to its current status and are implemented fully and consistently. The team scrutinised the School's current academic regulations, [299] New Academic Regulations for Taught Programmes of Study, [1201a] MA Programme Specification, [1086] External Examiners' Reports, [1050a External Examiner Reports 2019, [1050b External Examiner Reports 2018, 1050c External Examiner Reports 2017] The team also met with senior staff, [V1M1, V2M4] academic staff with management responsibilities, [V1M5] the Royal College of Arts Moderator, [V1M6] governors, [V1M8, V2M2] and had clarification meetings with the Facilitator. [V1M9, V2M6]

b Whether the School's new framework and regulations would be appropriate for the granting of its own higher education qualifications, the team reviewed the New Academic Regulations for Taught Programmes of Study, [1201a] the Credit Framework Statement, [1239] Programme Specifications, [1086 MA Course Specification 2020, 1073 Postgraduate Diploma Programme Specification 2019, 1286 MA Programme Specification CBEE] the Chronology of development of NFTS academic regulations, [1201] New Academic Regulations for Taught Programmes of Study, [1066] Board minutes March 2020. [1182] The team also met with senior staff, [V1M1, V2M4] academic staff with management responsibilities, [V1M5] governors, [V2M2] had a clarification meeting with the Facilitator, [V1M9] and observed a Governors meeting. [ObsAD04]

c That the School 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. The team scrutinised the

Programme Specifications, [1086 MA Course Specification 2020, 1073 Postgraduate Diploma Programme Specification 2019, 1286 MA Programme Specification CBEE] and Student and Course/Module information. [1067 Postgraduate Diploma Handbook – ADFM 2020, 1191 Diploma Production Management Handbook 2020, 1063 MA Course Handbook Directing Animation 2020, 1189 MA Directing Documentary Handbook 2021, 1189 MA Directing Documentary Handbook 2021, 1190 MA Film Studies Programming and Curation Course Handbook 2021, 1191 Diploma Production Management Handbook 2020, 1070 First Year Film Module Brief, 1070b New Beyond Time Module Brief, 1075a Professional Diploma Module brief - PM Digi Fiction, 1075b Postgraduate Diploma Module brief - LSR TV Multi Cam, 1117 Digi Fiction Module Outline, 1118 MDSE Games Collaboration Module Brief] The team also met with senior staff, [V1M1] academic staff with management responsibilities, [V1M5] the Royal College of Arts Moderator, [V1M6] and had a clarification meeting with the Facilitator. [V1M9]

- d That the School maintains a definitive up-to-date record of each programme and qualification that it approves for the provision of records of study to students and alumni. The team scrutinised results letters sent to students, [1195a MA Results Letter to Students, 1195b PG Dip Results Letter to Students, 1071a Student Final Award Letter, 1071b Confirmation of Study Record] and its validation agreement with RCA. [1001 RCA Validation Agreement 2017 and Briefing Document 2016] The team also met with senior management [V1M1] and professional staff. [V1M4]

How any samples of evidence were constructed

62 Due to the small size of the School and its provision, the volume of evidence relating to Criterion B1 was sufficient and complete enough that all relevant documentation could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

63 The School currently applies the academic frameworks and regulations of its awarding partner, the Royal College of Arts (RCA), to its MA programmes and has devolved responsibilities for some regulatory aspects, including its own regulations and policies for admissions, recognition of prior learning, fees, change of course of study, interruption of studies, withdrawal, student conduct, fitness to study and suspension of studies. If successful in being awarded DAPs, the School will adopt the current regulations, with minor changes, in validating its own awards.

64 The School currently maintains the programme definitive documentation for its programmes and uses these as the basis for teaching, assessment and monitoring. The School is presently responsible for providing students with confirmation of assessment results, formal transcripts and award certificates under its validation agreement with RCA.

65 The assessment team's analysis of the evidence led to the following observations.

66 The current academic credit framework and regulations used by the School [299] to award academic credit and qualifications, operates at the level of the award so that no credit is awarded for the successful completion of individual modules but at the level of the award upon the successful completion of three units of study. Students who successfully complete the first-year workshops and projects will achieve 60 FHEQ Level 7 credits (PG Cert), students who successfully complete the first-year workshops and projects and the dissertation will achieve 120 FHEQ Level 7 credits (PG Dip) and students who successfully complete the first-and-second year workshops and projects and the dissertation will achieve 180 FHEQ Level 7 credits (master's degree). Academic credit is therefore used by the

School as a 'nominal' measure of achievement based on these three assessment points rather than through the accumulation of academic credit at module level. [1086 MA Programme Specification] Staff from RCA confirmed that the School's approach to assessment met their expectations for academic requirements and is aligned to the approach common to other art and design programmes in the UK. [V1M6 Meeting with Royal College of Arts Moderator] The team concludes that the current academic framework and regulations are appropriate to its current status and are implemented fully and consistently.

67 The School has modelled its proposed new academic framework and academic regulations on those of RCA. [1000 para 79-85] The School's New Academic Regulations [1201a] consist of sections that cover a wide range of aspects of the School's relationship with its students, including rules for admission, assessment, progression and award alongside regulations for students who do not make satisfactory progress or who have additional needs. The School's new academic regulations also link directly to key policy documents, including the Student Fee Policy, Attendance Policy, Student Misconduct Policy, Academic Misconduct Procedure, and Fitness to Study Policy. Students confirmed that they were aware of key regulatory policies and information relating to their study and understood how their achievement was measured through the process of progress and summative reviews [V1M2, V1M3, V2M1 Meetings with Students] as did staff at all levels. [V1M1, V1M5, V2M3] In addition, observations of boards of examiners by the team indicate a shared understanding and consistent adherence to RCA's academic regulations and their application in the award of credit and qualifications to the School's students. [ObsML02 Sub Board for examiners, ObsMI02 Final Exam Board] Moreover, external examiners confirm appropriate and consistent application of academic regulations and policies in their annual reports. [1050a External Examiner Reports 2019, 1050b External Examiner Reports 2018, 1050c External Examiner Reports 2017] The team considers the use of the existing RCA academic regulations as a model for the School's own regulations to be appropriate as it will enable a smooth transition for staff and students to a set of regulations that they are already to a significant extent familiar with.

68 The new academic framework mirrors the current arrangements and consists of non-credit bearing modules, where specific practical skills are developed and assessed against practice-based outcomes and three credit-bearing units (two practice-based units weighted at 80 credits and 120 credits each and one dissertation unit of 40 credits) which modules contribute to and where unit and course-level learning outcomes are assessed and academic credit is awarded. [1201a New Academic Regulations for Taught Programmes of Study, 239 Credit Framework Statement] The new regulations also outline a rigorous mechanism for the assessment of student achievement through three progress review panels (including staff from outside the team teaching the students being assessed and an external industry panel member) and a final summative review panel which evaluates summative student achievement and where 'students are assessed on the creativity and quality of their work (1), intellectual engagement (2), technical skills (3), personal development (4) and professional orientation (5)'. At this summative assessment point 'grades' are assigned (Excellent, Very Good, Good, Pass, Referral, Fail) against each of the five key attributes listed above and detailed in the Programme Specification [programme specifications 1086, 1286, 1073] and the evaluative descriptors contained within the New Academic Framework. [1201a, p.6-7] Students who marginally fail a module may be compensated based on overall performance at progress review and those who have not met the standard at the final review may be invited to provide additional evidence to a further final review. In meetings with the team, senior academic managers robustly defended their reasoning for choosing to retain the majority of the existing RCA regulations within the new academic framework, saying that after comparing other frameworks, this credit framework gave the School the flexibility it needed and suited its context. [V1M1 Meeting with Senior Management, V1M9 Clarification Meeting with Coordinator, V2M4 Meeting with Senior Staff]

69 In developing its new regulations, the School instigated a process of consultation with its governors, staff, student representatives and expert external advisers which was conducted between May 2019 and March 2020 [CSA, paras 81-82, 201 Chronology of development of NFTS academic regulations, 201a New Academic Framework ASC190905] and their inclusion in this consultation was confirmed by student representatives in their meetings with the team [V1M2 Meeting with Student Representatives] by the School's governors [V2M2 Meeting with Governors] and its academic staff. [V1M1 Meeting with Senior Management, V1M5 Meeting with Academic Staff with Management Responsibilities] Following initial consultation, the School's New Academic Regulations were considered by the School's Academic Standards Committee (ASC) in February 2020 prior to approval by the Board of Governors in March the same year. [1182 Board Minutes March 2020] The review team found this process to be out of alignment with the position of ASC as the senior academic committee, although its current terms of reference [1036] do not empower it to approve academic regulations, its draft terms of reference in preparation for TDAPs do empower it to 'determine and review regularly the regulations governing the School's postgraduate courses...'. [1094] In addition, the Board of Governors' current terms of reference [1033] do not include powers for the approval of academic regulations; however, these powers are contained within the School's Articles of Association. [1035a] Notwithstanding these omissions, the team concludes that the new framework and regulations would be appropriate for the granting of its own higher education qualification with one exception: that the regulations do not make provision for credit transfer. [1066 New Academic Regulations for Taught Programmes of Study] In discussions with senior managers on this topic it was stated that the School has not had any requests for credit transfer from students so does not consider a mechanism for credit transfer to be necessary, [V1M1 Meeting with Senior Management, ObsAD04 Governors Meeting] although the team agreed that it is highly likely that, in future, the School will receive credit transfer requests.

70 The team found that the School maintains a definitive record of each programme and qualification that it approves through the creation and conservation of programme specifications [1086, 1073, 1286] and the information contained in these specifications is accurately and consistently reproduced in student-facing course handbooks, [1067, 1191, 1063, 1189, 1190] which are aligned to the UK Framework for Higher Education Qualifications (FHEQ) and relevant QAA Subject Benchmark Statements. This alignment was also clearly articulated to the team by the School's staff in meetings with academic staff and managers. [V1M1, V1M5, V1M7, V2M4, V2M3] Currently, programme specifications [1086, 1073] are provided at the level of the qualification rather than the named pathway and are based on those produced for RCA. However, at the most recent course approval event observed by the team, a course-level specification was included due to the new course being delivered over 15 months and comprising of a different credit structure. [1286 MA Programme Specification CBEE] Despite this change in approach to the way the School deploys specifications, the team concluded that the School maintains definitive up-to-date records of the qualifications it delivers.

71 Course handbooks also provide students with relevant information, including the philosophy, aims and objectives of the course and unit and course learning outcomes, the School's learning and teaching strategies, module information, guidance on the dissertation, the School's credit framework, timetables, monitoring and assessment of progress, retrieval of failure, external monitoring, masterclasses, career development, and reading lists. The team found the information provided to students in course handbooks to be both appropriate and comprehensive. [handbooks 1067, 1191, 1063, 1189, 1190, 1191] The team also found that the examples of module briefs used at the School indicate a generally consistent approach to the provision of information on assessment at module level to students, including a summary of the module's aims and content, the learning objectives for the module, the module schedule, assessment and feedback on assessment and how the module is assessed. [1070, 1070b, 1075a, 1075b, 1117, 1118] The quality assurance of

these documents is overseen by the Registrar and Quality Assurance Manager on behalf of ASC and the team found that this is effective with the vast majority of briefs demonstrating a consistent standard. [V1M5, V1M7] The team found, therefore, that the definitive records produced by the School are used as an effective basis for the delivery and assessment of each programme.

72 The School provides graduates with a 'Student Record of Study' that includes the name of the award, the general assessment result and the result for the dissertation. [1195a MA Results Letter to Students, 1195b PG Dip Results Letter to Students, 1071a Student Final Award Letter] Graduates also receive a confirmation of study record that details the results of each of the three progress reviews, the final review (which includes a breakdown of grades for each of the five assessment criteria listed above in paragraph 68) plus the result for the dissertation and the final overall grade and named qualification from the Registry. [1071b Confirmation of Study Record] Qualification certificates are produced by the School and co-signed by RCA. [1000, p 12, 1001 RCA Validation Agreement 2017 and Briefing Document 2016] The team concludes therefore, that students and alumni are provided with suitable and comprehensive records of study.

Conclusions

73 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

74 The School's approved New Academic Regulations for Taught Programmes of Study are transparent and comprehensive and therefore provide a sound basis for the School to govern how it awards academic credit and qualifications, notwithstanding the need for a mechanism for credit transfer in the regulations. Given that the new regulations are closely modelled on the current regulations of RCA, which the team found to be well understood and consistently applied at the School, the team considers that the School's new academic framework and regulations are likely to be implemented fully and diligently in practice should DAPs be awarded.

75 The School maintains a definitive record of each programme and qualification that it approves 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 scrutiny of course and programme documentation by the team, and meetings with staff and students, confirmed that documentation is accurate and accessible to students and that definitive documentation is used as the source for production of student transcripts and certificates and that this is likely to continue to be the case should DAPs be awarded as the School already takes responsibility for issuing both transcripts and certificates. Therefore, the team has confidence in the School's ability to continue to provide these documents for its own awards.

76 The approved academic frameworks designed by the School are appropriate to its current status and the School maintains records of each qualification leading to an award that are used as the basis for assessment. Students and alumni are provided with records of achievement for their studies at the School. The team considers that, based on the School's application of RCA's regulations, the new academic framework and regulations are likely to be implemented fully and consistently should DAPs be awarded. The team concludes, therefore, that the criterion is met.

Criterion B2 - Academic standards

77 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

78 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and the National Film and Television School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

79 Specifically, the assessment team considered or assessed:

- a If the School's higher education qualifications take appropriate account of relevant external points and are offered at levels that correspond to Level 7 of the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies. The team considered the New Academic Regulations for Taught Programmes of Study [066] as well as the NFTS Course Approval Policy and Procedure, [074, 256a] the MA Programme Specification, [086] and the Postgraduate Diploma Programme Specification. [073] The team also considered the NFTS' Periodic Review Procedure and a range of course approval event documents including meeting agendas, minutes and action plans. [256c-f]
- b That the setting and maintaining of academic standards takes appropriate account of external and independent points of expertise, including students, the team considered the External Examiners Policy and Procedure, [082] the NFTS External Examiner Appointment Letter, [080] and NFTS External Examiner Report Template. [081] The team also examined minutes from Final Examination Boards 2018-2021, [048-049b] External Examiner Reports 2017-2020, [050a-c, 050g] Responses to External Examiners 2017-2020, [050d-f, 050h] and Minutes from Board of Examiners - Diploma, [090] Minutes of ASC Discussing External Examiner Reports 2019-20, [083] External Examiner Reports and Annual Course Evaluation (ACE) follow-ups, [084] ACE Meetings - External Examiner Reports Email 2022, [091a] and ASC New Terms of Reference. [094] Consideration was given to the Schedule of Learning and Teaching Development Activities 2021-22, [095] ASC minutes 21-Jan-20, [209] Feedback Guidance for Staff, [121a] Feedback Guidance for Students and Staff, [121b] Feedback from EEs to Directing HoDs, [194] and Feedback from EEs to Single HoD. [195] In terms of industry reviewers, the team considered an Industry Reviewer Invitation Letter Template, [203] Industry Reviewer Role Outline [204] Industry Reviewer Guidance [205] Industry Reviewer Student Report Template [206] and MA Progress Review 4 Examples. [207]

- c That the School's programme approval arrangements are robust, applied consistently, and ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations. The team considered the Course Approval Policy and Procedure [074] and ASC New Terms of Reference. [094] The team also explored a range of approval documents, including: a Postgraduate Diploma Handbook - ADFM - Sept 2021, [067] PG Diploma Module Briefs, [075a-b] Follow-up from a Course Approval Briefing, [076a] Reports from a Course Approval Event, [076b-c] Follow-up Report to ASC Post-6 Months Validation, [077] Follow-up Report to ASC Post-12 Months Validation, [078] NFTS Course Approval Agenda 01 July 2021, [188] Course Strategic Intent, [189] CBEE Outline Schedule, [190] MA Programme Specification CBEE, [191] Combined Module Briefs [192] and the New MA CBEE Handbook. [193] The team also considered several checklists that demonstrate the School's regular updating of its accreditation with ScreenSkills. [188, 189, 190, 191, 192, 193]
- d If credit and qualifications will be awarded only where the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment, and both the UK threshold standards and the academic standards of the relevant degree awarding body have been satisfied. The team explored the MA Programme Specification, [086] Postgraduate Diploma Programme Specification, [073] the MA Course Handbook -Directing Animation - Jan 2022, [063] and Postgraduate Diploma Handbook - ADFM - Sept 2021. [067] The team considered the Course Approval Policy and Procedure, [074] and External Examiner Reports, 2020 [050g] MA Progress Review 2 Examples [087] and Diploma Interim Progress Reviews. [089]
- e That the School's programme approval, monitoring and review arrangements are robust, applied consistently and explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained. The team examined both versions of the RCA Validation Agreements 2017 and 2021, [001, 001a] the NFTS Periodic Course Review Procedure [079] and ACE documentation: ACE Form-Data-Survey Results - Model Making, [064a] ACE Reports Forms-Data Animation-Games, [091] ACE Synoptic Report for ASC, [092] ACE Synoptic Report for ASC - ASC minutes 21-May-20, [093] ACE Report CBEE 2021. [212]

How any samples of evidence were constructed

80 Due to the small size of the School and its provision, the volume of evidence relating to the criterion was sufficient and complete enough that all relevant documentation could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

81 The School's current position and plans in relation to this criterion are set out below.

82 The School's status as the National Film and Television School embodies its commitment to educating industry-ready graduates at postgraduate level and the School sets out that all its programmes should align to Level 7 of the Framework for Higher education Qualifications of UK Degree Awarding Bodies (FHEQ). Currently, the School sets and maintains academic standards through the application of the academic framework and regulations of its awarding body, RCA. In addition, it has developed its own policies and

processes for the monitoring and review of its provision that meet the quality assurance requirements of its validation agreement with RCA.

83 Should DAPs be conferred, the School's Academic Standards Committee (ASC) will take full responsibility for the regulation, governance and quality assurance of its academic provision and the School's compliance with sector regulators, including OfS, Office of the Independent Adjudicator for Higher Education (OIA) and UK Visas and Immigration (UKVI) under powers assigned to it by the School's Board of Governors.

84 The assessment team's analysis of the evidence led to the following observations.

85 The ASC is the main decision-making and oversight body for the setting and maintaining of standards of awards at the School. Oversight will be achieved through the mechanisms outlined in its proposed new terms of reference [094] which includes the consideration and approval of new courses leading to the award of a School degree, diploma or certificate, any proposed substantial changes to existing courses or modules, the reports of periodic review together with the proposed action plan, and to receive external examiner and Annual Course Evaluation (ACE) reports and to approve or note any responses or action plans, and monitor progress against them.

86 The School's main mechanism for setting the academic standards of its higher education qualifications is the process of programme design and approval which is articulated in the new Course Approval Policy and Procedure. [074] This makes clear that approval panels should scrutinise programme documentation to ensure that it is aligned to the standards defined by the FHEQ, relevant Subject Benchmark Statements, and the School's Academic Framework.

87 The team found that the Course Approval Policy and Procedure [074] contains appropriate detail about how the process is conducted in four stages, beginning with consultation of School students and staff, and the establishment of a business case which is approved by the School's Director in consultation with the Senior Management Team. The development phase of new and revised courses includes advice from industry, relevant professional, standards and regulatory bodies and placement providers. The development phase concludes with a Course Design Review which consists of a formal meeting between the Review Panel, consisting of a HoD from another subject area acting as chair, two other members of academic staff from outside the subject, the Registrar, Quality Assurance Manager, a student from another course, and at least one external reviewer. The Review Panel scrutinises the course proposal and either recommends to ASC that the course is approved or refers it back to the developer for amendment. The Course Design Panel then reports its findings to ASC for formal approval for the new programme to run. The panel is composed of a HoD, who is the chair, at least two members of the academic staff, a student from outside the department, the Registrar, the Quality Assurance Manager, and representatives from professional support departments.

88 The School already uses the above process for a range of diplomas that it offers, including benchmarking these at Level 7 of the FHEQ. This allowed the team to observe an approval event during the scrutiny period even though the School has yet to be granted degree awarding powers. [ObsMI05] During the event, the policy and procedure outlined was followed diligently, appropriate reference was made in the panel's deliberations to the standards set by the FHEQ, and the panel included appropriately experienced independent external academic and industry experts.

89 The Course Approval Policy and Procedure [074] also requires that approval panels ensure that programmes are aligned with the requirements of any (professional) accrediting bodies, specifically ScreenSkills. ScreenSkills is the professional body that accredits higher education courses for the screen industry and industry professionals assess each accredited

course before awarding the 'ScreenSkills Tick'. As an example, for the MA in Film and Television, the School applied to ScreenSkills in February 2018, the application form [257a] demonstrates that the School fully engaged with the process, while other forms [257b-g] demonstrate the School maintains this across all programmes. The School receives accreditation reports [257c, 257d] and where there are conditions, the School addresses these with ScreenSkills to confirm the condition is met. This process also includes student participation in meetings with the assessor and industry evaluator ensuring that the process engages with student opinions about their programmes and ongoing employment prospects. The team found that the School engages fully with this external accreditation process and, therefore, that it takes appropriate account of relevant external points of reference in the approval of its programmes.

90 The assessment team concludes that the School has appropriate approval arrangements for its awards and the setting of the academic standards of higher education qualifications, where standards are discussed, and draws on external and independent expertise and students. Should the School be granted degree awarding powers, it will ensure that academic standards are set at a level which meets the UK threshold standard for the qualifications offered and in accordance with the School's own academic frameworks and regulations.

91 The programme specifications [073, 086, 191] and course handbooks [063, 067, 193] demonstrate alignment to the FHEQ through the articulation of aims and outcomes for the awards that correspond to Level 7 of the framework. Module briefs [070, 070b, 075a, 075b, 117, 118] provide the key information (see Criterion B1) students require at module level and are consistently formatted as all documents make use of standard templates. The team concludes that courses are aligned appropriately to the FHEQ through the articulation of unit and course outcomes in the programme documentation made available to staff and students.

92 The team considered how the School ensures that its exam board process demonstrates that it sets and maintains standards above the threshold that are reliable over time and reasonably comparable to those set and achieved by other UK degree-awarding bodies. Minutes demonstrate that the Board of Examiners oversees the provision. All external examiners and the RCA Moderator attend, and the Board follows the RCA procedure and regulations. [048, 049, 049a, 049b] In preparation for DAPs, ASC has approved its own External Examiners Policy and Procedure. [082] When NFTS appointed an external examiner for its professional diploma courses, it used the new appointment process. [1000] Observation of examination boards by the team [ObsMI02, ObsML02] confirmed that the processing of student results was rigorous and provides assurance that academic threshold standards are being maintained because of the careful adherence to RCA's regulations and the School's own policy and processes.

93 In awarding credit and qualifications, the School mirrors the RCA's approach to assessment and does not use numerical marks or award credit for individual modules. Instead, students must pass all assessments to a satisfactory standard to progress on the course at each relevant progression point. [207, 048] The School does not expect to change this approach, should it attain degree awarding powers, because its focus is on offering curricula that enable students to produce work of a significant standard and scale over a period of months. [1000 para 179] The learning outcomes in the programme specifications [073, 086] and course handbooks [063, 067] align to the relevant level of the FHEQ and demonstrate the professional focus of the postgraduate programmes the School delivers. When considered alongside the School's operation of its Board of Examiners, the team was satisfied that credit and qualifications are awarded only where the achievement of relevant learning outcomes has been demonstrated through assessment.

94 In line with its new terms of reference, the ASC [094] will have overall responsibility for the academic standards and quality of all awards and for the regulations governing them, should the School be granted degree awarding powers. The ASC will then be responsible for programme approval (described above), monitoring and review arrangements.

95 The School ensures the continued quality and relevance of its courses through its Annual Course Evaluations (ACE) process [275a] which also identifies and disseminates good practice. Each HoD attends an ACE meeting with two other independent HoDs, the Registrar and the Quality Assurance Manager, and the Director. However, the role of the Chair for these meetings will pass from the Director to the new Director of Curriculum. Prior to the meeting, each HoD evaluates their area with the academic team over the last year and produces an action plan. [064a, 212, 091] Following these meetings, the ASC receives a synoptic report [092] of all ACE reports and agrees any issues for inclusion in the Institutional Action Plan. [051c] The ASC subsequently monitors this action plan throughout the year. [ASC minutes 093] Students are involved in the process through team meetings and through ASC meetings. The School operates this process while ensuring that it integrates with the requirements of the RCA. However, it plans to transition to a self-governed process should NFTS attain degree awarding powers, with the ASC having ultimate oversight of the provision. The team concludes the approach to monitoring on each programme is consistently applied and robust in the way it ensures UK threshold standards are achieved and maintained.

96 The School has a course Minor Modification Policy and Procedure [241] that draws on the outputs from the ACE process and is overseen by ASC. The policy defines minor modifications as those that do not have any impact on course aims or learning outcomes and would usually centre on modifications at module level so that the course itself 'should not be significantly different'. [241, p.1, para. 2] The modification process has three stages of proposal, scrutiny at School-wide bi-annual Curriculum Planning meetings, and formal approval of a revised course handbook by the Chair of ASC advised by the Quality Assurance Manager. Students confirmed that they are consulted on modifications to modules and courses. [V1M2 Meeting with Student Representatives, V1M3 Meeting with Students Non-Representatives, V2M1 Meeting with Students] The team considered the School's minor modifications policy and procedure to be robust in that it sets out the process clearly and in detail and the team has seen its application through the ACE documentation.

97 Currently, the RCA periodically reviews the School's master's provision [001, 001a] and the RCA moderator confirms that the School engages with this process in a robust and open manner. [004] In addition, the School has approved a new Periodic Course Review Procedure [079] in preparation for being granted degree awarding powers which defines a process that considers cognisant courses through self-evaluation and peer discussion at a maximum of six-year intervals. The process is conducted by a panel with a similar composition of internal academic staff to the current RCA panel membership, chaired by a HoD, with student and external reviewer membership also required. It includes meetings with students, internal staff and at least two external subject specialists to ensure the inclusion of external and independent opinions. The process is centred on a single day and will consist of a series of meetings with the HoD of the department under review, any senior tutors and current students. These meetings will focus on the areas agreed by the panel at a scoping meeting held a month in advance of the review that will include any current challenges as well as examples of enhancement and good practice. The panel will then hold a final meeting to agree its main findings as well as any actions and recommendations, including recommendations for the School.

98 The Periodic Course Review Procedure [079] makes clear that reviews will consider qualitative and quantitative data to determine if academic standards align with external reference points such as the FHEQ or the requirements of accrediting or professional

bodies, as well as the currency, coherence, and continued relevance of the courses. The ASC will receive periodic review reports that will include recommendations and the action plan for approval. Any conditions or recommendations form the basis of an enhancement action plan which the School's ACE process will subsequently monitor through ASC meetings. The School planned a pilot for spring 2020 for this process, however it was curtailed because of the pandemic. Therefore, it expects to review the whole MA provision in 2022 after the new Director of Curriculum is in post. [000 para 151] The team concludes that the School is well prepared to move to its own internal periodic review process should it attain degree awarding powers, and that this will explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required are being maintained.

99 In setting and maintaining academic standards, the School makes use of external and independent points of expertise. These include consultations with industry representatives during the design of programmes and the involvement of external reviewers on programme approval panels and Periodic Course Reviews, as described above. The School also holds regular Industry Advisory Panels for different cognate subject areas. Observation of one of these meetings for the Assistant Directing and Floor Managers programme [ObsML04] demonstrated that the School's national status enables it to engage with high-level industry specialists who are willing to attend and work with the School to ensure that it continues to train students to industry standards, discussing the latest developments in the profession and how to incorporate them into courses. Examples, include keeping the School abreast with developments in the size of shows being produced and discussions about set etiquette and the management of crowds on shoots. The team considers that the way the School engages with industry ensures that programmes and student work are set in a professional context, and that students are able to recognise and fully engage with best professional practice.

100 External examiners visit the School twice a year to meet staff and students and to review production work, dissertations, and assessment paperwork. They also attend examination boards. They submit an annual written report, using a standard template, [081] that requires them to confirm that the threshold standards set for the School's awards align with the FHEQ and that the academic standards and achievements of students are comparable with those at other higher education institutions with which they are familiar. [083, 050a, 050b, 050c, 050g] Should the School attain degree awarding powers, it intends to continue to use this template. External examiner reports consistently commend the high standard of student work and have commented favourably on the assessment process and its detailed feedback. [50a-c] The School uses external examiner comments to review its practice. For example, the Directing Documentary course introduced a series of four one-day workshops focusing specifically on storytelling spread across the year following comments from its examiner. [084] The Quality Assurance Manager shares the relevant external examiner reports with the appropriate HoD ahead of ACE meetings. The annual external examiner reports are also received by the ASC which in its terms of reference [094] is tasked with noting any responses to these, or action plans, and monitoring progress against them. The minutes of the ASC from June 2019 [083] where a summary of the latest external examiner reports was discussed, indicate to the team that there is appropriate institutional oversight of this source of external expertise and that the above processes are robust and effective in contributing to the maintenance of academic standards and in comparing standards with other providers of equivalent level qualifications.

101 The team explored the School's use of industry reviewers to support the process of student assessment to ensure that the work students produce has industry relevance. While the academic team is responsible for maintaining academic standards, the School appoints an industry reviewer for each MA specialism. The reviewers are professionals within the discipline who meet students and review their work once a year and produce a written

report. The relevant HoD uses this report to provide an external perspective during the student review process and to ensure student work is industry relevant.

102 The appointment and management of reviewers is detailed and exacting, as demonstrated by the Industry Reviewer Invitation Letter, [203] the Industry Reviewer Role Outline, [204] Industry Reviewer Guidance, [205] and the Industry Reviewer Student Report Template. [206] Critically, the reviewer feedback is not part of the final assessment for the work, but School assessors and students use it to place the work submitted within a real-world context. Students are clear that they value this process. [ObsML05] The team was satisfied that the careful use of industry reviewers ensures that there is no risk to the integrity of the School's assessment processes. Instead, this process helps to maintain the industry relevance of student work and that the School monitors the process to ensure that the feedback continues to provide context rather than any alternate assessment to that made by the academic team.

103 The team examined the formal progress review process that students undertake every six months. MA students must reach the required standard set out in their course handbook [063] by the time of the second progress review at the end of their first year to progress to the second year. [087] Diploma students must satisfactorily pass their first progress review to progress into the second half of the course. [089] The final assessment process for MA students includes a meeting between the student and the industry reviewer prior to a final review meeting with the relevant HoD and a second independent HoD to ensure the moderation of grades and the consistency of standards across disciplines. Students give short presentations detailing their progress through the course and answer questions relating to the criteria and the written feedback previously given. A sub-board to the Board of Examiners receives recommendations for all students who satisfy the assessment requirements. [063, 000 para 182] External examiners commend the assessment process for being personalised, fine-grained and meticulous, and note the detailed feedback and critical reflection evident in the progress reviews. [050g, 000 para 183] Examples of the final progress review form used [207] demonstrate a clear format that provides feedback to students regarding the level of achievement as well as more detailed feedback covering areas such as the creativity and quality of their work, technical skills and professional orientation. The team agreed that this approach supports the consistent application of academic standards in the assessment of student work.

Conclusions

104 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

105 The School has clear mechanisms for setting and maintaining the academic standards of its higher education qualifications should it be granted degree awarding powers. The School's programme approval arrangements are robust and ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations. This approval process ensures that programmes set out clear learning outcomes that align with the FHEQ and other external benchmarks. This process will ensure that the School sets and maintains standards above the threshold in a way that ensures they remain reliable over time and are reasonably comparable to those set and achieved by other UK degree awarding bodies.

106 The School can demonstrate that it can design and deliver courses and qualifications that meet the threshold academic standards described in the FHEQ. The team's scrutiny of course documentation confirms its courses meet the threshold academic

standards described in the FHEQ. External examiner reports confirm that appropriate standards are set for the awards and that these are reliable over time and are reasonably comparable to those set and achieved in other UK degree awarding bodies. The operation of examination boards and the School's plans for annual and periodic review, including those processes that are currently used in partnership with RCA, demonstrate that the standards that are set above the threshold are maintained and should be reliable over time. The team concludes, therefore, that the criterion is met.

Criterion B3 - Quality of the academic experience

107 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

108 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and National Film and Television School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

109 Specifically, the assessment team considered or assessed:

- a How the School operates effective processes for the design, development and approval of programmes. The team considered the School's Critical Self-assessment (CSA), RCA Validation Agreement and Briefing Document, [1001] the School's Learning, Teaching and Enhancement Strategy, [1003] its Corporate Plan, [1017] Course Approval Policy and Procedure, [1074] and new and proposed Academic Regulations for Taught Programmes of Study. [1066, 1290] The team scrutinised documents surrounding course approval, including panel meeting reports [1058] from a briefing [1076a] and events, [1076b] follow-up reports, [1077, 1078] and notes from a course validation event. [1193] The team also assessed the course approval agenda [1282] and Minor Modifications Policy. [1241] The team reviewed an email from OfS confirming the award of postgraduate diplomas [1007] and policy documentation placed on the School's website. [Website] The team met with governors, senior managers, senior staff, academic and professional staff, and the Royal College of Arts moderator. [V1M1, V1M6, V1M8, V2M3, V2M4]
- b If relevant staff are informed of and provided with guidance and support on these procedures and their roles and responsibilities in relation to them. The team reviewed the CSA, Course Approval Policy and Procedure [1074] and notes from a course approval panel meeting. [1058] The team considered staff involvement in the process by exploring the follow-up from a course approval briefing [1076a] and a course approval agenda. [1282] The team also met with governors, senior managers, senior staff, academic and professional staff, and the Royal College of Arts moderator. [V1M1, V1M6, V1M8, V2M3, V2M4]
- c That the responsibility for approving new programme proposals is clearly assigned, including the involvement of external expertise, where appropriate, and subsequent action is carefully monitored. The team reviewed the CSA, RCA Validation Agreement and Briefing Document, [1001] the School's Learning, Teaching and Enhancement Strategy [1003] and its Course Approval Policy and Procedure. [1074] In considering the externality embedded in this process, the team examined Industry Advisory Board minutes [1113] and observed a course approval event [ObsMI05] and an Industry Advisory Panel Meeting. [ObsML04] The team also considered a role descriptor for a proposed Director of Curriculum post. [1021] The

- team met with governors, senior managers, senior staff, academic and professional staff, and the Royal College of Arts moderator. [V1M1, V1M6, V1M8, V2M3, V2M4]
- d Whether the coherence of programmes with multiple elements or alternative pathways is secured and maintained. The team considered an agenda and minutes from one ASC meeting [037d] and Final Examination Boards, [1048, 1049] a flowchart of courses, [1184] and the School's website. [Website] The team met with senior staff, academic and professional staff. [V2M3, V2M4]
- e Whether the School maintains close links between learning support services and its programme planning and approval arrangements. The team reviewed the CSA, the School's Learning, Teaching and Enhancement Strategy [1003] and met with governors, senior staff, and academic and professional staff. [V1M1, V1M2, V2M2, V2M3, V2M4]
- f If the School articulates and implements a strategic approach to learning and teaching which is consistent with its stated academic objectives. The team studied the CSA, RCA Validation Agreement and Briefing Document, [1001] the School's Learning, Teaching and Enhancement Strategy [1003] and its Corporate Plan. [1017] The team also examined current Terms of Reference for the ASC, [1036] Quality Assurance and Enhancement reports, [1032] HoD minutes, [1140a] and Dissertation Guidance for Students. [1123] In addition, the team considered the Equality and Diversity Policy available on the School's website [Website] and student information and programme handbooks. [1041, 1063, 1067, 1189, 1190, 1191] The team met with governors, senior staff, and academic and professional staff. [V1M7, V2M2, V2M3, V2M4]
- g If the School maintains physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use. The team considered the CSA, student submission, [SS] Annual Course Evaluation Reports for RCA [1005, 1006] and the School's online learning space. [Workplace] The team undertook a facilities tour, [ObsML07] considered Board meeting minutes, [1173] and explored various policies, including the David Lean Library Acquisitions Policy, [1219] the Mental Health Strategy and Policy, [1148] and a series of policies available on the School's website. [Website] These include policies on Health and Safety, Data Protection, Bullying, Harassment and Sexual Misconduct, Equality and Diversity, Freedom of Speech, Fitness to Study, Ethics, and a Coronavirus Risk Assessment. The team also sought clarification from the facilitator. [V1M9]
- h That robust arrangements exist for ensuring that the learning opportunities provided to those of its students who may be studying at a distance from the organisation are effective. The team considered the CSA, student submission, [SS] the School's online learning space, [Workplace] a Board report update on the School's response to coronavirus, [1103] documents about the virtual classroom and training, [1104] and a meeting about online selection workshops. [1261] The team observed various student induction activities [OBSML01] and explored induction information and materials; [1215a, b, c, d, e, f, g, h, 1154, 1155, 1156] it also met with governors, senior staff, and academic and professional staff. [V1M5, V1M9, V2M3, V2M4]
- i That every student can monitor their progress and further their academic development. The team reviewed the CSA, student submission, [SS] the School's Learning, Teaching and Enhancement Strategy, [1003] student information and programme handbooks. [1041, 1063, 1067, 1189, 1190, 1191] The team discussed final progress reviews with eight students, [OBSML05] scrutinised student work and

feedback, [1243c, d, e, f, g, h, l, j, 244a, b, c, d, e, f, g, h, 1245a, b, 1246a, b, 1247a, b, 1248, 1249, 1250a, b, c, d, e] and considered progress reviews documentation on the School's website. [Website]

- j That the organisation operates valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought. The team scrutinised the CSA, student submission, [SS] the School's Learning, Teaching and Enhancement Strategy, [003] student information and programme handbooks. [1041, 1063, 1067, 1189, 1190, 1191] The team reviewed policies and regulations available on the School's website, [<https://nfts.co.uk/policies-and-regulations>] including an introduction to assessment, the assessment strategy and Criteria for Final Assessment. The team also considered an ACE report with examples of changes made following feedback to learning teaching or assessment, [1134] new and proposed Academic Regulations for Taught Programmes of Study, [1066, 1290] a Concessionary Request, [1126] and Dissertation Assessment Criteria. [1266] Regarding recognition of prior learning, the team viewed the Recognition of Prior Experiential Learning Policy [1294a] and examples of concessions granted. [1294b, c] The team met with governors, senior staff, and academic and professional staff. [V2M3, V2M4, V2M6]
- k That staff and students engage in dialogue to promote a shared understanding of the basis on which judgements are made. The team reviewed the CSA, student submission, [SS] the School's Learning, Teaching and Enhancement Strategy, [1003] student information and programme handbooks. [1041, 1063, 1067, 1189, 1190, 1191] The team also considered policies and regulations available on the School's website [Website] including an introduction to assessment, the assessment strategy and criteria for final assessment. In addition, the team surveyed feedback guidance for students and staff, [1121b] student self-assessments, [1120] an annual student survey and accompanying report, [1111, 1111b] and Students' Union role descriptors. [1054, 1055] The team met with governors, senior staff, academic and professional staff and students. [V1M2, V1M3, V2M3, V2M4, V2M6]
- l How students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice. The team considered the CSA, student submission, [SS] the School's Learning, Teaching and Enhancement Strategy, [1003] student information and programme handbooks, [1041, 1063, 1067, 1189, 1190, 1191] the School's recommended booklist, [199] as well as the Dissertation Guidance for Students [1123] and the Coursework Submission Policy. [1124]
- m That the organisation operates processes for preventing, identifying, investigating and responding to unacceptable academic practice. The team examined the CSA, student submission, [SS] student information and programme handbooks. [1041, 1063, 1067, 1189, 1190, 1191] The team also considered the Academic Misconduct Policy [1127] ASC and HoD minutes [1128, 1140b, 1221d] referring to academic misconduct, a chronology for an academic misconduct project [1211a] and an academic misconduct procedure paper. [1211c] The team met with governors, senior staff, and academic and professional staff. [V2M3, V2M4, V2M6]
- n That the processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process. The team examined the CSA, student submission, [SS] student information and

programme handbooks, [1041, 1063, 1067, 1189, 1190, 1191] and the School's Learning, Teaching and Enhancement Strategy. [1003] The team also considered progress reviews for master's and diploma students, [1087, 1089] student work and feedback, [1194a, b, c, d, e, f, g, h, i, j, k, l] revised Progress Review and Industry Reviewer forms, [1210b, 1210d] a grade distribution paper, [1027] a five-year distribution data paper, [1214] as well as the External Examiners Policy and Procedure, [1082] external examiner reports [1050a, 1050b, 1050c] and responses, [1050d, 1050e, 1050f] and RCA Internal Moderator Reports. [1004] The team met with senior, academic and professional staff. [V2M3, V2M4]

- o That the organisation makes scrupulous use of external examiners, including in the moderation of assessment tasks and student assessed work. The team evaluated the CSA, the External Examiners Policy and Procedure, [1082] an External Examiner Appointment Letter, [1080] External Examiners Schedules, [1056] the School's External Examiner Report Template, [1081] external examiner reports [1050a, 1050b, 1050c] and responses, [1050d, 1050e, 1050f] an agenda for a master's final exam board, [1221d] a screenshot of external examiners' reports on Workplace, [1057] minutes discussing external examiner reports 2019-20, [1083] ACE follow-ups to those reports, [1084] and RCA Internal Moderator Reports. [1004] The team also observed exam board meetings [ObsML02, ObsMI02] and met with senior staff and the Royal College of Arts moderator. [V1M6, V2M4, V2M6]
- p That the organisation gives full and serious consideration to the comments and recommendations contained in external examiners' reports and provides external examiners with a considered and timely response to their comments and recommendations. The team reviewed Final Exam Board Terms of reference, [1236] an Exam Board template, [1237] Final Exam Board summary reports, [1238a, 1238b] external examiner reports [1050a, 1050b, 1050c] and responses, [1050d, 1050e, 1050f] external examiners' summary reports 2018, [1295a] external examiners' summary reports 2019, [1295b] combined papers for ASC July 2021, [1297a] screenshot of external examiners' reports on Workplace, [1057] minutes discussing external examiner reports 2019-20, [1083] Annual Course Evaluation Action Plan [1202b] and ACE follow-ups to those reports. [1084]
- q That the organisation has effective procedures for handling academic appeals and student complaints about the quality of the academic experience and that these procedures are fair, accessible and timely, and enable enhancement. The team evaluated the CSA, Academic Appeals Procedure [1129] and the Student Complaints Procedure. [1130] The team also viewed outcomes from one group complaint and a series of follow-on papers [1132, 1205, a, b, f] and OIA Reports to ASC. [1131] The team met senior managers and students. [V1M1, V1M2, V1M3]
- r That appropriate action is taken following an appeal or complaint. The team considered outcomes from one group complaint, [1132] a series of follow-on papers, [1205, a, b, f] OIA Reports to ASC, [1131] and the team met senior managers and student representatives. [V1M1, V1M2]

How any samples of evidence were constructed

110 Due to the small size of the School and its provision, the volume of evidence relating to Criterion B3 was sufficient and complete enough that all relevant documentation could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

111 Currently, as defined in the Validation Agreement between the School and RCA, [1001, V1M6] the School shares responsibility with RCA for the management of quality assurance, academic standards and enhancement of provision. The RCA validates the School's master's programmes and the School internally validates its postgraduate certificate programmes. An email from the OfS [1007] confirms this reflects the intent of the new regulatory framework. The School operates an internal quality assurance process set out in its web-based Quality Assurance Handbook [Website] which integrates with RCA's system and requirements. In meeting these requirements, the mature relationship has enabled the School to [V1M6] develop structures and processes that align with key external reference points (FHEQ, Quality Code for Higher Education, Subject Benchmark Statements).

112 The School operates a clearly defined process for programme design, development and approval. This involves its own internal validation process, which currently intersects with RCA. The School anticipates it will utilise this existing internal process for all future programme validations and, assuming a positive DAPs outcome, the School aims to deliver its own degrees starting in January 2023. [V2M4] The School also aims to develop a wider range of specialised courses, including blended learning provision, but does not expect to extend its provision beyond its core film, television and games remit in the immediate future. The School anticipates a smooth transition from its current practice, because although the School will manage all processes, they will resemble the current arrangement with RCA. [1066, 1290, V1M1]

113 The assessment team's analysis of the evidence led to the following observations.

Design and approval of programmes

114 The team reviewed the School's process for programme approval and found that the Quality Assurance Handbook [Website] defines the School's quality processes, including a Course Approval Policy and Procedure [1074] modelled on RCA's requirements, but reflecting the School's needs. [V1M1] The RCA currently validates the master's programmes, which are due for revalidation in 2021. [1000: Para 33, 1001] The single master's course covers 17 specialist areas [1184] each lasting two years full-time. The School validates its own professional part-time and full-time diplomas which align with Level 7 of the FHEQ: the diploma programmes run for one year. The School requires that its courses meet appropriate academic standards, provide current and coherent curricula and offer a high-quality student learning experience. [<https://nfts.co.uk/quality-assurance>] The strategic School-wide enhancement objectives set out in the Learning, Teaching and Enhancement Strategy [1003] and Corporate Plan [1017] echo this. The team considers the process detailed in the handbook to be thorough and, should the School validate its own master's programmes, the processes for the design, development and approval of its programmes should be effective.

115 The team explored the detail of the Course Approval Policy and Procedure [1074] which encompasses course approval and major modifications and an accompanying Minor Modifications Policy and Procedure [1241] which is detailed in Criterion B2. Throughout the process, the departmental Curriculum Coordinator, together with administrative staff who support the programmes in each department, [1010 Curriculum Coordinator Job Description] maintains close links with the School's learning support services to aid the academic lead. The Registrar manages the curriculum coordinators and the learning support team, ensuring coherence between these key support areas. [V1M4] This enables the process to embody one of the School's key enhancement aims [1003] to support students. The team considers that these initial stages of the process ensure that programme development and institutional business need are clearly but appropriately linked, therefore confirming the effectiveness of the processes for the design, development and approval of programmes.

116 The team also explored the nature of externality within this process and found that to ensure such externality, the lead academic nominates external advisers for the School Director to appoint. [1074] This aligns with RCA's requirements. [V1M6] In addition, Industry Advisory Panels for each specialist area [OBSML04, 1113] inform the School about the current needs of industry, guiding the School when developing new programme areas. The team observed an Industry Advisory Panel meeting where there was no discussion of programme development, but there were references to previous suggestions made that had affected programmes, and it was clear that advisers would make comment in this forum if they felt it appropriate. Again, the team found that the link between approval processes and business needs are aligned closely and are highly responsive to each other because there is a broad approach to externality driven by a clear two-way dialogue.

117 The team considered the third stage, the Course Design Review. The team found that a panel scrutinises the proposed course and either recommends it for approval or requests further amendments. The School's aim as set out in the policy [1074] is for course learning, teaching and assessment modes to enable students to achieve the intended learning outcomes and measure student achievement against them. The School monitors this carefully in the approval process. [ObsMI05] The Final Academic Approval stage rests with the School's ASC, which receives a report from the Review Panel. [1074] ASC approves all new courses and any major modifications to existing courses. [1037d] ASC considers if new courses are strategically appropriate and reflect Competition and Markets Authority guidance. [V1M1] Currently, once approved by ASC, master's programmes then go to RCA for final approval. [V1M6] The team considered the process in place to be appropriate for an institution with degree awarding powers, because the responsibility for approving new programme proposals is clearly assigned, including the involvement of external expertise.

118 The team reviewed the training and support offered for academic teams developing programmes and found that the appendices in the Course Approval Policy and Procedure [1074] provide key templates for each part of the process. Programme writing information is also available on the School's internal drive, and registry and quality assurance provide individual training for staff writing new programmes. There has been some internal training for the approval of Postgraduate Diplomas for HoDs, for example defining Level 7 learning outcomes. Some academic staff are also involved in course approvals at other higher education institutions. The Schedule of Learning and Teaching Development Activities [095a] shows that training on programme development will be offered to all staff by the new Director of Curriculum ahead of the periodic review of the MA in August 2022.

119 The team observed a course approval event [ObsMI05] which was robust and detailed in its approach, because the review of documentation was thorough and considered. This was later reflected in the report back to ASC. [ObsML09] Although recent examples have been for postgraduate diploma approvals rather than master's courses, a Course Approval Agenda, [1282] a follow-up from a Course Approval Briefing, [1076a] reports [1076b, 1193] and follow-up reports [1077, 1078] indicate a well supported process. The team considers that staff are currently informed of and provided with guidance and support on these procedures and on their roles and responsibilities, but this is on a needs-driven basis. Given the present scale of the institution this works, but as comments at the ASC meeting [ObsML09] indicate, the School aims to improve its current approach by engaging staff more regularly with programme development training, which can only improve the School's approach to programme development.

120 The team considered the School's plans to establish a Director of Curriculum post. As described under Criterion C, this post has now been appointed to and will take up the role in July 2022. [1021, V1M1, V2M2] The team heard that this post will oversee the School's academic work to support the School's Director and lead on academic standards and quality

assurance. The School has mapped out a timetable for effecting the changeover [1074] and staff recognise the need for this role given the increase in the School's activity. [V1M1, V1M5, V2M4] Presently, the School's Director and Registrar fulfil the tasks this role will oversee. The team recognises the value of such a post, and that such a broader management base can only benefit the School.

121 The team reviewed the coherence of programmes with multiple elements within the School. The team found that the course flowchart [1184] and curriculum grid [1119] indicate that the School secures and maintains the management of each specialist area within the master's and postgraduate diploma programmes to ensure coherence of each element. The course approval event [ObsMI05] and a report from a Course Approval Panel Meeting for diplomas in Assistant Directing and Floor Managing, Location Sound Recording for Film and TV and Production Management for Film and TV [1058] indicate that the School's approval process maintains a clear distinction for each programme. Similarly, the focus of exam boards indicates that at sub-Board level [ObsML02] each specialism is addressed separately, and likewise at the final examination boards [1048, 1049, ObsMI05] each programme is clearly delineated. The team considers the coherence of programmes with multiple elements or alternative pathways is secured and maintained because the film production process approach embedded within the School gives each pathway a clear and distinct identity, which the School's examining and evaluation processes consider separately.

Learning and teaching

122 The team reviewed how the School articulates its strategic approach to learning and teaching. It found that it does this through its Learning, Teaching and Enhancement Strategy [1003] which reflects the institutional aims set out in the School's Corporate Plan [1017] and the expectations set out in the agreement with RCA. [1001] The Board of Governors is responsible for setting the School's mission and strategy, often holding away days to debate future strategic direction, such as the aim to extend its blended learning approach to some diploma courses. The Board is highly supportive of the School's executive team, and collectively they set the strategy. The Board sets the broad aims and then delegates differing strands to the appropriate governors who lead debate in separate meetings and report back to the whole Board. [V1M1, V1M8] The team considers the way the School articulates its learning and teaching is consistent and that the aims of its strategy are wholly connected to its mission.

123 The team explored how the School develops its strategic approach to learning and teaching. It found that HoDs lead the development of the strategy in meetings they chair and [1140a, 1140b] ASC [1036] is then responsible for developing, approving and monitoring the implementation of any emerging strategy, [1003] as well as any associated action plans. [1017] The Board of Governors [V1M8] then receives the approved strategy and plans for ratification. [1033] To ensure oversight, Board meetings feature a briefing slot for the Director to update governors on School progress against its strategic aims. [1030, V1M8] Governors state that they continually seek the Director's input to ensure a clear relationship between strategy and operation. [V1M8] This process involves staff and students, with representatives of both sitting on the Board. [V1M1, V1M8] Students confirm they are fully engaged with the School's management through the Board and ASC meetings. [V1M2] The team considers the process for developing and enacting its strategy is reflective and inclusive of all key stakeholders.

124 The team reviewed the nature of the current 2023 strategy [1003] and found that this dates back to October 2019 and aims to deliver a world-class educational experience across the full range of the School's provision. This mirrors the 2023 Corporate Plan [1017] which has five key elements based around creating opportunity, working across the UK,

exploring future storytelling, unlocking and celebrating the School's legacy (the School is now 50 years old), and building on the School's success. Staff and students engage positively with the implementation of the Corporate Plan. [V1M1] The School's mission [1017] is to discover and develop the skills and talent of new and emerging film, television and games makers. The focus of all courses is therefore on training students to work to professional standards. Staff and students speak clearly about the passion and level of teaching provided and the strength of connection between teaching and the needs of industry. Students confirm that they see the School as always pushing itself to reflect industry standards. [V1M2, V1M3, V1M5] This is evident in Annual Course Evaluation Reports for RCA, [1005, 1006] which link the teaching directly to professional outcomes. These reports draw on the course-level Quality Enhancement Reports, [1032] which draw on Annual Course Evaluations. For example, the Bridges to Industry section highlights how students work with major production companies as part of their graduation projects. The team recognises that the School's current strategic plans connect to the industry for which it trains its students, ensuring the School's continued success.

125 The team considered the ability of the School's staff to realise its strategic aims. The team found that HoDs have significant professional profiles and the School's Director ensures that for full-time and substantive appointments, tutors are appropriately qualified to teach at master's level. [1000: Para 146, 1008, V1M1, V1M3, V1M6] Although the HoD role descriptor [1008] makes no reference to postholders holding a higher degree qualification, some staff are external examiners and advisers for other higher education institutions, [V1M1, V1M5, V1M7] and the HoDs are supported by a series of visiting lecturers whose profiles indicate stronger connectivity with the wider higher education sector. This is detailed under away days focus on themes Criterion C.

126 HoDs away days focus on themes relating to learning and teaching, with recent topics including supporting students with dyslexia, the role of Screen Arts in the Curriculum, Mental Health Awareness, Writing Feedback, Decolonising the Curriculum, Immersive Storytelling, Virtual Production and three sessions by other leading international film schools on their approach to assessing creative work, organising production and to enabling successful student collaborations. [1000: Para 165, Hod Away Day content 1196, M1] These topics aim to ensure that HoDs continually develop ideas about learning and teaching. The team recognises that in such a specialist school, with a focus on professional training, the industry-relevance of staff is critical. The School does not have a systematic approach to enabling its staff to contextualise the School's highly specific training within the broader higher education sector beyond the film school environment, or benchmark itself with other academic institutions that also do not deliver the same kind of syllabus. The School does enable staff to make individual connections, but does not oversee the process, to allow the institution to develop a deeper sense and understanding of the entire higher education sector. While the School articulates and implements a strategic approach to learning and teaching, consistent with its stated academic objectives, the team found that clear oversight of academic development was not as apparent.

127 The team reviewed the suitability of the School's physical resources and found that the professional focus detailed above is equally evident in its facilities. The cost of industry-facing resources is considerable, and the School recognises the value of the professional support it receives. [Facilities tour ObsML07, V1M4, V1M5] By observing the School's facilities through an online tour, the team found that many spaces are equipped through industry sponsorship; for example, Cineworld sponsored the installation of the onsite cinemas. Also, the School is the only UK film school with a full Dolby Atmos sound system. The site is compact and, having recently increased from eight to 10 students on each master's course, [1003, 1017] the School has now reached its maximum for growth. To add another student per cohort would require the School to buy any adjacent land to expand the facilities as well as a significant capital spend. The site therefore requires excellent

management to ensure the facilities work well, but the virtue of the compact site is that it enables each programme team to interact with others. In industry terminology, each programme represents a film-making department, so the site mirrors the professional processes for which the students train. The team considers these resources and their management excellent because of the way their industry-level status underpins course delivery.

128 The team examined how the School enables students to engage fully with the facilities. The team understands that the 3.5 acre campus concentrates a range of allied skills into one space. Base-rooms are teaching-focused spaces and workstations are for the personal practice students carry out between taught sessions, both are accessible 24 hours a day. Each department has a base-room (sometimes one per year cohort). Where appropriate, each student has a specialist individual workstation, be that a music studio, a model making bench, or edit suite. Students taking subjects like production management, direction and production do not require such dedicated individual spaces. [ObsML07] Syllabus sheets [1108a & 1108b] and detailed weekly schedules [1108c] indicate thorough planning, but given the School's production-based nature, the timetabling of spaces does not follow a conventional model. Instead, the schedule for each film in production drives the scheduling on campus and relies significantly on the curriculum coordinators to ensure smooth day-to-day running. For example, if there is a last-minute change, such as needing to re-shoot a scene, the coordinators will make the change. Students greatly appreciate the contribution the curriculum coordinators make to the successful running of the School and the aid they give to each film project. [V1M2, V1M3] The team recognises that the way the School and its facilities support student learning is highly focused on enabling them to achieve professional standards.

129 The team considered how the School identifies resource needs and found that HoDs lead the process. In late July of each year, they and their associated Curriculum Coordinator begin the process of curriculum planning. [V2M4] This informs the Annual Course Evaluation [1064] in which the HoD identifies any resource or staffing requests. Quality Enhancement Reports [1032] collate these for action by the Director. Management Team meetings [1163, V1M4, V1M5] discuss learning resources, ensuring that estate and facilities are continuously improved. There is an annual capital funding bid process that staff approach in a collegiate manner. [V1M4, V1M5] The governors delegate authority to the Director for the School's financial and estate management, but if significant investment is required, the Director consults with the Board and in particular the Finance and General Purposes Committee. For example, opening the hubs in Glasgow, Leeds and Cardiff [1017 NFTS Corporate Plan, V1M1] was a strategic decision made by the Board. The team find this process to be clear and considered.

130 The team reviewed how the School ensures it maintains its learning resources. The School founded its David Lean Library on a bequest from the film director. The library is a unique and comprehensive collection of books and audio-visual materials and online learning resources. [ObsML07] The library's media-specific strategy [1219] ensures that students have access to a range of films and programmes. Each January the library team collates departmental reading/viewing lists, assesses the requests for cost and availability and then initiates the acquisitions process. [1005 & 1006] Course handbooks [1063, 1067, 1189, 1190, 1191] and the Student Information Handbook [1041] provide details of the resources available and specify the learning opportunities and support students can access. [V1M2, V1M3] These are stored on the online learning portal [Workplace] which functions like a social media page, more than a conventional VLE. The team considers the School's approach to maintaining its learning resources as highly attuned to its specialist needs.

131 The team examined how the School promotes dignity, courtesy and respect in the use of its resources. The social media focus of the online space [Workplace] works very well

in that it is a highly social and interactive space. The proximity of the spaces on the campus promotes interactions between each department. [ObsML07] Institutionally, the Board and its committees consider student attainment, [Attainment papers 2019-20 - 1024, Progression and Completion 2019-20 - 1025, Grade Distribution Paper to ASC - 1027, Progression and Completion 2019-20 - 1101] enabling the School to engage with its determination to provide access to students from all backgrounds. [NFTS Corporate Plan 1017] Student representatives sit on ASC [Minutes from Extraordinary ASC Meetings 1031] and biannual Curriculum Planning meetings consider programme refinement, pedagogic enhancement, and enhanced collaborative activity [1000, V1M1, V1M5] ensuring that students are involved in the development of the resources. The School also makes a series of policies available on its website [Website, 1148] including policies on Health and Safety, Data Protection, Bullying, Harassment and Sexual Misconduct, Equality and Diversity, Freedom of Speech, Fitness to Study, Ethics, and a Coronavirus Risk Assessment. Students recognise the value of the approaches embedded in these policies and spoke about being respected as peers. [V1M2] The School's response to the Black Lives Matter movement was a further example of its commitment to diversity. [<https://nfts.co.uk/diversity>] The team considers that this combined approach successfully promotes dignity, courtesy, and respect because its policies are considered, students regard the support systems they can access positively [ObsML09] and the ACE process has a clear focus on such issues.

132 The team reviewed how the School ensures it provides effective online learning. The team acknowledges that the School's MA courses are highly practical, and therefore require a physical presence in the spaces. However, starting in October 2020, the School began delivering some postgraduate courses with a greater focus on blended learning, although the School recognises that online delivery is limited to specific subject areas. [1000: Para 27, V1M8] The pandemic forced the School to extend its focus to online learning [Virtual Classroom and Training 1104] and to shift its recruitment process online. [Notes from Meeting 20-04-21 - Online Selection Workshops 1261] The School found the approach very successful. The lockdown also forced the School to reschedule its production activities, but this process was carefully mapped by the School in a Curriculum Planning Meeting [1212] and the Board of Governors maintained oversight of the conversion to online learning. [Board update on response to the Coronavirus 1103] Students report that the School listened to their requests about changes to the course, such as a recent diploma approval where the staff adopted student suggestions around diversity and technology. [V1M2] The team observed various online induction activities [ObsML01] and saw a range of induction materials, such as the Wellbeing week agenda, [1154] the Springboard Programme [1155, 1215f, 1215g] and feedback, [1156] but also Board minutes that discuss induction. [1173] To understand how students receive this information, the team also considered the Typical Information Timeline for Start of Course, [1215a] welcome emails from a HoD and Curriculum Coordinator, [1215b, c] a departmental Important Info Pack, [1215d] and a Registry Information Document. [1215e] Each confirms that the move online ensured that effective learning was uninterrupted. The team concludes that the School operates robust arrangements for ensuring that the learning opportunities provided for students who may be studying at a distance from the organisation are effective.

133 The team reviewed how the School enables students to monitor their progress and further their academic development. The team found that the School draws on the art critique model used by RCA [V1M6] using a combination of personal tutorials and progress reviews to enable students to monitor their progress and further their academic development culminating in a final review. [1063] The team sought to clarify if there was a time scheduled for these meetings but recognised that students understand that a finite timetable for these meetings at the outset of the programme is not practical, because the timing is wholly relative to production schedules. Students did, however, confirm that from the outset of the programme they know they will have two progression meetings a year. When the team met with students to discuss the final review, responses were variable. Some felt the process

was clear and well run, others enjoyed the discussion, while others were underwhelmed. [ObsML05] However, student work and feedback [1194a l, 1243c – j, 1244a- h, 1245a, b, 1246a, b, 1247a, b, 1248, 1249, 1250a, b, c, d, e] indicates that staff collate feedback from all areas and present this to the students. Students are clear [ObsML05] that the progress reviews and final review are a core support process with tutorials and project reviews orbiting around that process. Students also have access to Dissertation Guidance [1123] as well as tutorials to support that process. Having observed a project review meeting [ObsML06] there is a clear format in place for students to present their work to the HoD (in the manner of a commissioning editor in industry) echoing the art critique process. It was clear these review sessions are part of an ongoing process, mirroring industry practice. The team considers the progress review process is clear and supportive, and that the School has responded to external examiner feedback to find a balance between coursework feedback and the School's desired aim to provide a more holistic overview. However, the School recognises this is an ongoing issue [ObsML09] that it is actively addressing to ensure greater consistency in the way that staff set out the expectations of the process.

Assessment

134 The team reviewed how the School's Assessment Strategy [Website] underlines the aims set out in the strategic plan. [1003] The team found that the School's focus is on continuous monitoring throughout each course, with the aim of encouraging students to develop their maximum potential and enable them to improve their skills and understanding. The School regards itself as a specialist provider, and sets assessment criteria under key headings, such as the module brief for Mapping the Landscape (Creative Business for Entrepreneurs and Executives, Module 1), which lists Creativity and Quality of Work, Intellectual Engagement, Technical Skills, Personal Development, and Professional Orientation. Under these headings are one to three sub-points which are not written as measurable qualities, but as abilities to be attained. [QAA Innovations Report on DAPs Readiness 1020, Subject Benchmarking Statement - PG Business and Management 1285] For master's students, emphasis is on attaining the required academic standard before being awarded their degree, and the School therefore asks students to define their own personal agenda at the start of the course and to revisit it throughout the progress review system outlined above. The team acknowledges that the graduates are highly successful in the industry, therefore the School's approach achieves the desired outcome. The team considers, therefore, that the assessment strategy is appropriate for the School's provision.

135 The team reviewed the validity of the School's assessment regulations and found that the Board of Governors and ASC have approved new academic regulations [1066, 1290] for its internally validated postgraduate courses. However, in comparison with the current regulations, [299] if the School successfully attains degree awarding powers the only element in the assessment and examination processes that will not carry through from the current system is the oversight of RCA's internal moderator. The School's new regulations therefore mirror existing processes, an approach which the School's external examiners and RCA internal moderator commend. [V1M5, V1M6, 1050a, 1050b, 1050c] The School has not chosen to rethink its approach to programme and assessment design, [V1M1] which is fitting given the strength of the current provision, but if the School were to move into less-practical subject areas, it would need to adapt its approach to reflect a more academic focus. The team considers the regulations are appropriate for an institution with degree awarding powers, because they are valid and reliable processes that enable every student to demonstrate the extent to which they have achieved the intended learning outcomes.

136 The team explored the School's approach to recognition of prior learning and found that the School does not exempt students from any parts of its courses based on prior learning. However, it does offer places on its MA courses to applicants without undergraduate degrees. [New Academic Regulations for Taught Programmes of Study 1066]

The School's process for recognising prior learning [Website] currently follows RCA's approach. The School accepts that some applicants will lack formal academic qualifications, so it operates a rigorous system for assessing non-traditional applicants. This requires the relevant HoD to provide a written recommendation from the selection panel justifying the rationale for accepting the student. The panel consists of the HoD and a tutor or industry professional. The HoD then makes any recommendations to the Director, who currently recommends any successful applications to RCA's Concessions and Discipline Committee. The website offers no further guidance on what applicants should offer by way of evidence to support their request and when requested, the School provided the same Recognition of Prior Experiential Learning Policy found online [1294a] and examples of concessions granted for previous students. [1294b, c] The intention is for the new Director of Curriculum to fulfil this role upon appointment. The team considers the process is clear under the current agreement with RCA but requires further development should the School attain degree awarding powers.

137 The team examined how the School demonstrates the extent to which students have achieved the intended learning outcomes for the credit or qualification being sought. The team found that programme handbooks [1018, 1067, 1070] clearly indicate the outcomes, and that these relate to programme specifications. [1073, 1086] Module briefs [1075a, 1075b, 1105, 1116, 1118] indicate module-level outcomes, but some, such as those for the Production Management for Film and Television professional diploma, [1075a] the Location Sound Recording for Film and Television postgraduate diploma, [1075b] and the Beyond time module brief [1116] do not state the assessment activity, whereas others, such as the MDSE Company Presentation module [1105] and the Games Collaboration module, [1118] give a clear outline of the task being assessed. Because the focus is production work, students are aware of what they are being assessed about, but this could be clearer in the documentation. For master's students, the progress review process detailed above and further explained in the Progress Reviews document [Website] involves meeting the relevant HoD and an industry reviewer, for which the School provides a role outline and guidance [1203c, b] and a form template. [1210d, 1262] Completed forms [1114] provide discursive material for the review process. The HoD collates this form with feedback from academic colleagues. For the final review meeting an independent HoD and another tutor from the course (where relevant) also attend. A written self-assessment prior to each progress review requires students to evaluate their own work and achievements and develop their own understanding of the professional world in preparation for future practice. At all review meetings, students give a short presentation detailing their progress and answer any questions. At interim review meetings, students have a dialogue with their HoD about their assessment, the criteria and how to improve. The School views this as a rigorous process of academic and pastoral support and, while some students who met the team viewed the meetings more as tutorials, [V1M3] the team agreed that the Progress Review model is an appropriate approach for the School because students are provided with feedback that addresses the creativity and quality of their work, technical skills and professional orientation.

138 The dissertation assessment criteria are in the Dissertation Guidance document. [1123] Two tutors grade the work, one from the student's own department and one Screen Arts tutor, to ensure consistent application of the criteria. A third marker moderates the dissertation anonymously. [V1M5] The iterative review process provides students with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice. The team recognises that, when approving its new regulations, the School has chosen to retain the current art critique model, where staff and students engage in an ongoing dialogue about the work, critically appraising it and adapting the work throughout, to track student attainment of learning outcomes, and to demonstrate the extent to which students have achieved the intended learning outcomes for the credit or qualification being sought. Criteria for final assessment are on the School's website.

[Website] Feedback guidance [1121a, 1121b] indicates a dialogue about assessment between staff and students. The process for the final film project and dissertations follows RCA's approach of using qualitative indicators rather than numerical grades. The process also ensures that staff and students engage in dialogue to promote a shared understanding of the basis upon which academic judgements are made.

139 The team reviewed how the School operates processes for preventing, identifying, investigating and responding to unacceptable academic practice. It found that HoDs explain academic misconduct and plagiarism to students early in the academic year. [Springboard Programme 1155, Springboard Feedback 1156, V1M2, V1M3] The Academic Misconduct policy, student appeals and student complaints processes are clear and posted on the online learning space. [Academic Misconduct Policy 1127, Academic Appeals Procedure 1129, Student Complaints Procedure 1130, Workplace] The Quality Assurance Handbook [Website] details how the School manages academic misconduct and plagiarism. To date, the School has recorded no formal instances of academic misconduct, which it attributes to the small cohorts and high contact hours. [V1M1] The School also believes the ongoing discursive process with tutors and HoDs means there is little scope for academic misconduct. In addition, a new Coursework Submission Policy [1124] sets out the importance of adhering to deadlines and the consequences of late completion and, where relevant, submission. This has most impact on written assessment tasks because discussions with staff and students indicate that the professional expectations of the programme mean that deadlines must be met, so the policy has little impact on the practical assessment tasks. [V1M2, V1M3, V1M5, V1M7] The staff state that if there was a matter of misconduct it would be for the HoD to resolve. [V1M7] The team considers the School's approach is considered and clearly successful because of the lack of recorded instances of academic misconduct, and student essays and feedback [1243g, 1244f] indicate the rigorous citation of sources and staff commentary about the effectiveness of student approaches.

140 The team explored the School's processes for marking assessments and for moderation, and the extent to which they are clearly articulated and consistently operated. The team found that staff are fully cognisant of the Level 7 descriptors in the FHEQ and staff have some sector-wide engagement through their work at other higher education institutions or as external examiners and advisers. The RCA offers no training for School staff. [V1M5, V1M6, V1M7] The progress review process detailed above has a degree of moderation built into it, because staff external to the student's department are involved, as well as industry advisers. The Visiting Tutor Handbook [1096] details expectations for any visiting staff and ASC oversees its updating. All tutors can access guidance on giving and receiving feedback. [Feedback Guidance for Staff 1121a, Feedback Guidance for Students and Staff 1121b] The School observes RCA's process for internal moderation [RCA Internal Moderator Reports for 2017-19 1004] providing a further level of moderation, and the ACE process [Annual Course Evaluation Report for RCA 2018 for 2017 1005, Annual Course Evaluation Report for RCA 2018 for 2017 1006] reviews assessment for each course. Students are very satisfied with the quality of the feedback they receive [V1M2, V1M3] and confirm that its timing enables them to make improvements to their next assessed piece of work. It is also clear that the ongoing dialogue that is part of the professional practice of the courses means that projects evolve through peer critique and feedback and that the practical elements of projects shape project outcomes. Consequently, feedback is ongoing and consistent. [1111, 1111b, V1M5, V1M7] External examiners comment positively about the objectivity and quality of the assessment process. [1050a, 1050b, 1050c] The team considers the process for marking assessments and for moderation effective because feedback is clear and structured and praised by external examiners, [ObsML09] and the collation of feedback for progress meetings indicates that the assessment processes are managed.

External examining

141 The team examined how the School makes scrupulous use of its external examiners and found that this was defined in the External Examiners Policy and Procedure [082] supported by templates for letters of appointment and reports. [1080, 1081, 1088, 1237, V1M6] The RCA currently oversees this process, but the School expects to maintain the current process should it successfully attain degree awarding powers. Currently, the ASC suggests external examiners for appointment and then the pro-rector of RCA makes the appointment. In future, the School will make the appointment. External examiner appointments and visits are well planned [1056, 1080] and the School expects to continue this approach. The School receives external examiner reports [1050a, 1050b, 1050c] and provides responses. [1050d, 1050e, 1050f] Students can view the reports on the learning portal. [1057, Workplace] The RCA recognises the School's current graduation board as 'a competent body to present student awards'. [V1M6] The Director chairs these meetings [1221d, ObsMI02] and the preceding sub-boards [ObsML02] as set out in the Final Exam Board Terms of Reference for MAs. [1236] In future, the Director of Curriculum post will share some of these duties. [V2M4] Through the ACE report system, the HoDs do not respond directly to the external examiners' reports within the annual course review. Instead, the Quality Assurance Manager shares the relevant external examiner reports with the appropriate HoD ahead of the Annual Course Evaluation meetings. HoDs then provide comments on the reports and the Quality Assurance Manager, in conjunction with the School's Director, prepares a response to the examiners to ensure that the School provides external examiners with a considered and timely response to their comments and recommendations.

142 The team reviewed whether the School gives full and serious consideration to external examiner comments and recommendations and found that following the examination boards, the School provides RCA with final examination listings. Exam board meeting minutes [1238a, 1238b] are short because, although each programme gets its own meeting, there are few students to confirm. [1090] External examiners' reports [1050a, 1050b, 1050c] make comments such as 'world-class' and 'working to the highest standard'. The external examiner reports and responses and the overall ACE action plan [1202b] are received at the annual extraordinary ASC where governors attend. [External examiners summary reports 2018 and 2019 1295a, 1295b, Combined Papers for ASC July 2021 1297] Detailed responses to the external examiners' reports are sent by the Director to the examiners following agreement by ASC. [1297] The responses to the examiners are considered and comprehensive [1050d, 1050e, 1050f] and external examiner feedback is included in the School's Annual Course Evaluation action plan. [1202b] The team considers the overall approach gives full and serious consideration to the comments and recommendations contained in external examiners' reports.

Academic appeals and student complaints

143 The team examined the student complaints [1130] and appeals [1129] procedures which were revised and updated in 2018 and which reflect the OIA's Good Practice Framework and CMA guidance. [1000: Para 185] Students can access both procedures on the School's website [Website] and in the Student Information Handbook. [1041, V1M2, V1M3] The team found that the School clearly differentiates between complaints and appeals and that it details the scope, grounds, process and timescales for each procedure. The processes are fair, accessible and timely, although there have been very few instances of students using either process. Three complaints in total have been made by students, 2 were found to be not justified, and one was settled. [1131] When asked, students were vague about the differences between complaints and appeals but acknowledged that they have copies of the policies in their handbooks and can access them online and through registry. [V1M2, V1M3] These processes are both currently run by the School, although RCA

reserves the right to address any unresolved complaints or appeals, but to date it has not had to do so. The School also undertook an Academic Misconduct Project [Email to ASC Revised Academic Misconduct Procedure 1211a, b, c] to clarify its policy and approach. The team considered the School's processes for student complaints and appeals are fair, accessible and timely, and enable enhancement because they are readily available and all issues are tracked through the School, including the annual quality report to the ASC [ObsML09] and to the Board of Governors.

144 The team explored how the School addresses any student complaints or appeals and found that ASC oversees the complaints and appeals processes, and the outcomes of any complaints or appeals. ASC also receives an annual statement from OIA [1131] indicating the number of complaints registered with the independent adjudicator. In 2020 this numbered two [ObsML09] but although not upheld, it is clear the School aimed to support the students over the financial matters at the heart of the complaint.

145 The School has received no formal academic appeals in recent years, and attributes this to the open dialogue between students and their HoDs. The School believes this approach is effective in helping students understand the rationale for their grade. [V1M1] Students can also discuss any concerns or issues with the Students' Union President, Student Representatives and the School's Student Support and Wellbeing Advisers. [V1M2, V1M3] The team considers this process rigorous and well considered because there is a clear track through all complaints, ensuring that appropriate action is taken following each appeal or complaint.

146 The team did consider evidence about one complaint from 2019, which the School investigated. The group complaint, [1205] the outcomes to the complaint, [1132] the HoD's reply, [1205a] outcome letter [1205b] and later update [1205f] demonstrate that the complaint was about the way the course had been advertised and the students' perception about the disorganisation of some of the tuition. The School found the complaint was partially justified, and the students accepted an offer of compensation. Following this the School undertook a full strategic review of the course and made changes to the course delivery and structure. [V1M5] The team considers the School's balanced approach was highly responsive, confirming the efficacy of the procedures outlined above.

Conclusions

147 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment* by QAA, October 2019, in particular Annex 4.

148 The team considered the processes for the design and approval of programmes to be thorough, because although the School has yet to validate its own master's programmes, the processes for the design, development and approval of programmes are effective. The approval processes align closely to the School's business needs. The coherence of pathways within the current programmes gives each pathway a clear and distinct identity. The School intends to recruit to a new Director of Curriculum post, to have oversight of curriculum development, enabling the School to fully embed the support it currently gives to staff when writing new programmes. Collectively, this approach will enable the School to write programmes that ensure it provides a high-quality academic experience.

149 The aims of the School's strategic approach to learning and teaching connect consistently to its mission. This is the result of a reflective process that is inclusive of all key stakeholders. Critical to this is the connectivity to the industry for which it trains its students. While the School works hard to maintain its national status within those professions, staff are active as external examiners and advisers. However, the team found that the School does

not have a systematic approach to enabling its staff to contextualise their work within the broader higher education sector.

150 The School manages its resources carefully to ensure they remain pitched at the highest professional level, while still recognising the differing needs of each subject. The industry-level status of these resources is excellent because of the way the School ensures its facilities support student learning. The process for defining resource needs is clear and considered and highly attuned to the School's specialist needs. Throughout all resource issues, the School successfully promotes dignity, courtesy, and respect through its policies and practices. This extends to students who may be studying at a distance from the School.

151 The School's graduates are highly successful in the industry, indicating the extent to which the School's approach achieves its desired outcomes. The assessment strategy, at its core, is appropriate for the School's current provision, although the team found that the Recognition of Prior Experiential Learning Policy was underdeveloped in preparation for degree awarding powers. The progression review process and tutorials provide students with clear academic and pastoral support throughout their studies and ensure structured feedback. The focus on assessment sits within a professional context, ensuring that students are fully prepared for professional employment, which is the School's primary focus.

152 The School provides opportunities for external examiner reports to be considered and includes external examiner feedback in its institutional action planning. The School's process for student complaints and appeals is fair, accessible and timely, and enables enhancement because procedures for both are readily available and all issues are tracked through the School's internal processes.

153 Throughout all of these processes, the School engages positively and intelligently with students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality. This is evident throughout the School from the governors, through the teaching and support staff, to the representation of students in all key quality assurance and engagement processes. The team concludes, therefore, that the criterion is met.

Criterion C: Scholarship and the pedagogical effectiveness of staff

Criterion C1 - The role of academic and professional staff

154 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

155 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and the National Film and Television School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

156 Specifically, the assessment team considered or assessed:

- a Whether learning, teaching and assessment practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship, as well as what opportunities staff have for this reflection and the degree to which they are taken up. The team considered an Annual Course Evaluation synoptic report for Academic Standards Committee, [092] Annual Course Evaluation forms reflecting on Staff Development, [134] Annual Course Evaluation reports, [091] an Annual Course Evaluation Form Template, [214] Course Team meetings minutes, [208] Games Course meeting minutes, [279] Academic Standards Committee minutes, [209] External Examiner reports for 2020, [050g] and External Examiner reports for 2019. [050a] The team also considered a schedule of Learning and Teaching Development Activities 2021-22, [095a] materials from CPD sessions on constructive alignment, [288] and Unconscious Bias Training, [133] minutes from Head of Department meetings, [140a, 140b] materials from the Head of Department Away Day held in July 2021 [289b] and follow-up correspondence from an Away Day in 2019, [277a] as well as the handout materials used. [277b] The team also considered a Visiting Tutor Handbook, [096] an overview of the Games department's new tutor induction and mentoring, [290g] the Games department's Tutor Guide, [290h] an overview of the Documentary department's new tutor induction and mentoring, [290a] and email correspondence between Heads of Department and visiting lecturers. [290b, 290c, 290d, 290e] The team also considered a proposed short course outline for visiting tutors [252c] and observed a curriculum planning meeting. [OBSML10]
- b Whether academic and professional staff have appropriate expertise. The team considered the Registrar's job description and CV, [012] the Finance Director's job description and CV, [013] the HR Director's job description and CV, [014] as well as the CVs for student support staff. [286c, 286b] The team then considered spreadsheet data provided by the School [135, 135a, 260a] and corroborated this against the CVs of Heads of Department and Course Leaders, [265] the advert and

job description for a Course Leader [267b] and the Head of Editing. [267c] The team also considered the School's People Strategy, [200] External Examiner reports relating to 2020, [050g] External Examiner reports relating to 2019, [050a] and email correspondence from the School's incoming Director of Curriculum. [274]

- c The active engagement of staff with the pedagogic development of their discipline knowledge. The team considered spreadsheet data provided by the School, [135, 135a, 260a] the CVs of Heads of Department and Course Leaders, [265] the School's People Strategy, [200] minutes of Management Team meetings, [252a] the School's People Plan 2021-22, [252b] and a 2021 Annual Course Evaluation Report. [064a] The team also observed a Management Team meeting. [ObsAD07]
- d The extent to which staff understand current research and advanced scholarship in their discipline, use this to inform and enhance their teaching and engage with research and/or advanced scholarship commensurate with the level and subject of the qualifications being awarded. The team considered the School's Research and Knowledge Exchange Strategy, [199] a schedule of learning and teaching development activities 2021-2022, [095a] spreadsheet data provided by the School, [135, 135a, 260a] the CVs of Heads of Department and Course Leaders, [265] External Examiner reports for 2020, [050g] and External Examiner reports for 2019, [050a] schedules and descriptions of course sessions, [295a] evidence of a staff publication, [295b] SNH Weekly First Year Schedules, [295d] and AD FM Schedules 2022. [095e] The team also considered email correspondence between the School and external academics and industry partners, [296b, 296a] as well as documentation from its Train the Trainer initiative, [293a] a 5-day immersive project development brief, [293b] an account of staff involvement in the StoryFutures Academy, [293] and documentation from away days with two industry partners. [293d, 293e]
- e The School's provision of development opportunities aimed at enabling staff to enhance their practice and scholarship. The team considered a schedule of staff development and training activities 2018-2020, [095] a schedule of Learning and Teaching Development activities 2021-2022, [095a] documentation concerning a conflict resolution staff course, [278] staff attendance records for CPD events, [287] documentation from a Festival held between the School and an Australian institution in 2022, [201] Heads of Department Appraisals, [198] Management Meeting minutes, [163] Accepted CPD Requests, [138] an Annual Course Evaluation Template, [214] two Annual Course Evaluation Reports, [064, 064a] Annual Course Evaluation Reports, [091] and the Employee Handbook. [291]
- f The School's provision of development opportunities aimed at enabling staff to enhance their practice and scholarship. The team considered: schedule of staff development and training activities 2018-2020, [095] a schedule of Learning and Teaching Development activities 2021-2022, [095a] documentation concerning a conflict resolution staff course, [278] staff attendance records for CPD events, [287] documentation from an Festival held between the School and an Australian institution in 2022, [201] Heads of Department Appraisals, [198] Management Meeting minutes, [163] Accepted CPD Requests, [138] an Annual Course Evaluation Template, [214] Annual Course Evaluation Reports, [064, 064a, 091] and the Employee Handbook. [291]
- g Staff experience of curriculum development and assessment design and the opportunities available to gain this experience. The team considered spreadsheet data provided by the School, [135, 135a, 260a] the CVs of Heads of Department and Course Leaders, [265] a report from a Course Approval Panel Meeting, [058]

and materials from a prior programme approval process including: Certificate in Virtual Production Handbook 2022 DRAFT [294a] VP Module Brief - Module 04 - LED Wall In-Depth DRAFT [294e] and VP Module Brief - Module 02 - Intro to Unreal DRAFT. [294c] In addition, the team considered a schedule of Learning and Teaching Development activities 2021-2022 [095a] and staff attendance records for CPD events. [287] The team also observed a course approval meeting [ObsMI05] and a staff development session. [OBSMI01]

- h If the School has made a rigorous assessment of the appropriate student:staff ratios. The team considered spreadsheets provided by the School, [135,135a,260a] a breakdown of ethnicity and gender by course, [262a] job descriptions and adverts for Head of Department [008] and Curriculum Coordinator. [010] It also considered the Course Leader job description and contract, [009] an anonymised worker contract, [269] the NFTS Corporate Plan [017] and Annual Course Evaluation synoptic report for Academic Standards Committee, [092] Annual Course Evaluation forms reflecting on staff development, [134] Annual Course Evaluation reports, [091] an Annual KPI Review presented to the Board, [147] Quality Enhancement reports, [032a] a Learning, Teaching and Enhancement Strategy, [003] minutes of Management meetings, [262b] and two staffing requests. [272a, 272b]
- i If the School has made a rigorous assessment of the skills/expertise required to teach all students. The team considered Job descriptions for the Executive Assistant, [285b] Partnership Manager, [285c] Head of Department, [008] Head of Editing, [267c] Head of Location Sound, [267d] Curriculum Coordinator, [010] a Senior Tutor, [285a] Course Leaders, [009, 267b] Visiting Tutor, [268a] Animation Producing tutor, [268b] and the Lead Vision Mixing tutor. [268c] The team also considered an Annual Course Evaluation form template, [214] Annual Course Evaluation reports, [091] Annual Course Evaluation synoptic report for Academic Standards Committee, [092] and a report from a Course Approval Panel meeting. [058] The team also observed a Course Approval panel meeting. [ObsMI05]
- j Whether the School has appropriate staff recruitment practices. The team considered the job descriptions for an Executive Assistant [285b] and Partnership Manager, [285c] alongside the job descriptions and adverts for a Head of Department, [008] Head of Editing, [267c] Head of Location Sound, [267d] Curriculum Coordinator, [010] and Course Leader CBEE. [267b] The team also considered documentation from the appointment process of the Head of Fiction [271a] and Head of Visual Effects. [271b] The team then considered staffing requests made by two members of staff [272b, 272a] and documentation given to new tutors at induction, [290a] and email correspondence showing mentoring practices in operation. [290b, 290c, 290d, 290e]

How any samples of evidence were constructed

157 Due to the small size of the School and its provision, the volume of evidence relating to Criterion C was sufficient and complete enough that all relevant documentation could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

158 The School has 43 permanent staff, 23 of which are HoDs or Course Leaders, and 62 additional visiting tutors who provide discipline-specific classroom teaching. Academic staff at the School are drawn from professional practice with the majority currently involved in high-level creative work within the film and television sector. Courses are managed by HoDs who also act as pathway/Course Leaders and are assisted by 17 curriculum coordinators who work closely with HoDs and provide the first point of contact for both students and visiting tutors, offering information, resource access, support and guidance.

159 The assessment team's analysis of the evidence led to the following observations.

160 In the consideration of the School's approach to supporting staff to reflect on their teaching, learning and assessment practices, staff appraisal records show that academic leaders reflect on the delivery of their course management and their individual teaching and assessment practice. [198] The Annual Course Evaluation Form Template shows that academic staff are asked to systematically reflect upon the teaching methods used at the end of each year. [214] Completed Annual Course Evaluation reports show that programmes reflect on the success of initiatives or changes made. [ACE Form reflecting on Staff Development 134, ACE Reports Forms Data 091] A 2018 Annual Course Evaluation Report [064] confirms that staff consider changes to teaching methods introduced. A synoptic report drawing together these course evaluations ensures that the School picks out common themes for further improvement. [ACE Synoptic Report for ASC 092]

161 The terms of reference for course team meetings [208] also show that the School encourages reflection on teaching and assessment practices. The standard agenda includes time set aside for reflection from visiting tutors, students and feedback gained via external examiner reports and other sources of data. The minutes of a Games Course Meeting evidence effective evaluation of learning, teaching and assessment because student feedback is linked to potential changes in pedagogic practice and course design and because the programme's visiting lecturers are involved in the discussion and action planning. [279] The team's observation of a curriculum planning meeting [OBSML10] showed that this involved reflection on the previous year's delivery to inform the programme's approach for the following year.

162 Minutes of the Academic Standards Committee (ASC) [209] show that senior staff reflect on aspects of assessment. This is because they record discussions of teaching and organisational practices and potential changes. For example, one meeting records a discussion of the use of Industry Reviewer reports and potential changes to these based on experience. External examiner reports [050a, b, c, g] provide evidence that staff adapt their practice considering reflection and evaluation. For example, one external examiner has identified improvements over time in the delivery of the dissertation unit, in the consistency of feedback and in the integration of specialist strands in collaborative production projects in response to feedback to the teaching team.

163 A list of staff development activities shows that the School organises a range of opportunities for staff to reflect upon and evaluate their practice. [095a] For example, in 2021 online a series of 'best practice' sessions were held with international speakers. External speakers have also delivered sessions on feedback, assessing creativity, decolonising the curriculum, and inclusive curriculum design. Staff attendance data shows engagement with these opportunities. [287]

164 Head of Department away days include sessions on pedagogic practice led by the School's directors. [095a] For example, one such session concerned the principles of constructive alignment and drew on standard pedagogic theories in higher education and

another involved training in unconscious bias. [Constructive Alignment Material 288, Unconscious Bias Training 133]

165 The minutes of Head of Department meetings [140a, b] show that they are a forum for reflection on some aspects of pedagogic practice, although this is typically in response to survey results or issues arising. The Head of Department Away Day planning and documentation evidence more systematic reflection. For example, the away day held in 2021, and observed by the team [ObsAD07] centred on an extended reflection following major adjustments to delivery during the pandemic. [289b] Further away day documentation shows that this event continued a longer history of systematic reflection and planning at Head of Department away days. [Follow up from Away Day 2019 277a, Clean Questions Handout 277b]

166 There are fewer opportunities for visiting lecturers to engage in systematic reflection as they are not usually involved in the activities described above. However, new tutor induction materials show that visiting lecturers are encouraged to provide feedback and inform the delivery of future years and reflect on their practice. For example, on the Games Design course visiting lecturers are asked to complete a feedback form. [290g] A Tutor Guide also contains a clear expectation that visiting lecturers attend the course meetings described above with the purpose of reflecting on teaching practice. [290h] Minutes of course team meetings seen by the team [208, 279] indicate that these are well attended in practice. Emails between the Head of Documentary and visiting lecturers show that a similar process takes place across the School: tutors are invited to feed back on their experiences and meet with other visiting tutors and the course team. [New Tutor Induction and Mentoring Overview – Documentary 290a, Sample Email 1 Documentary 290b, Sample Email 2 Documentary 290c, Sample Email 3 Documentary 290c, Sample Email 4 Documentary 290d, Sample Email 5 Documentary 290e]

167 The School has plans for its new Curriculum Director to lead further staff development opportunities in the autumn of 2022. These plans are credible because they are specific as to what will be covered by whom and when and with a relevant audience in mind. [Schedule of Learning and Teaching Development Activities 2021 – 2022 095a, CSA NFTS 000, page 78] For example, sessions in September and October 2022 are intended to focus on teaching practice for new tutors and are informed by appropriate pedagogic theory. [Schedule of Learning and Teaching Development Activities 2021 – 2022 095a, Short course outline for visiting tutors 252c]

168 The team considers, therefore, that learning, teaching and assessment practices are informed by reflection and evaluation of professional practice. This is because Annual Course Evaluations, course team meetings and senior committees are used effectively to reflect on practices and suggest changes to teaching and assessment. Educational scholarship has also begun to play a bigger role in informing this reflection in recent and forthcoming staff development events. For example, sessions have taken place that have been led by academics from a range of UK and international higher education institutions that have covered topics such as decolonising the curriculum, assessing creativity and international perspectives on learning from best practice. The team concludes that learning, teaching and assessment practices at the School are informed by reflection, evaluation of professional practice and educational scholarship. While visiting lecturers have fewer formal opportunities to reflect and evaluate their practice, as detailed above, the team balanced this against evidence that visiting lecturers are encouraged to reflect on their experiences and contribute to team discussions. The team also considered that the engagement with HEA Fellowships (detailed below) entailed a considerable amount of reflection and evaluation of practice and engagement with pedagogic scholarship.

169 When considering the expertise of staff at the School the team noted that CVs for its professional services and student support staff demonstrate clearly that there is appropriate expertise. For example, the Registrar has previous relevant experience managing quality assurance and student support processes at a UK higher education institution as well as relevant qualifications and experience for operating complaints and appeals procedures. [Registrar Job Description and CV – 012] Similarly, the Finance Director has both an accountancy qualification and relevant experience in senior roles at another specialist higher education institution and other not-for-profit organisations. [Finance Director Job Description and CV – 013]

170 Teaching staff CVs show that the School's staff have appropriate industry expertise. [CVs Heads of Department and Course Leaders 265] Many staff are current or former industry leaders in their fields. For example, the Head of Department Science and Natural History was previously a senior producer with a major UK heritage institution and a producer at a national broadcaster. [CVs Heads of Department and Course Leaders 265] The Course Leader for Television Production worked extensively as a director at a national news broadcaster and the Head of Television entertainment has directing credits relating to international broadcast events. [CVs Heads of Department and Course Leaders 265] The Head of Marketing, Distribution, Sales and Exhibition has extensive experience managing the sales rights of major international features and delivering industry training. [CVs Heads of Department and Course Leaders 265] This expertise also extends to emerging areas of practice: the Head of Immersive was among the first to produce major virtual reality projects in their role at a national broadcast organisation. [CVs Heads of Department and Course Leaders 265] Across each subject in which the School intends to award degrees, the range of international experience, awarding-winning credits, and industry body memberships evidence a group of staff that has expertise to design courses which are highly relevant to the industry and deliver teaching that is authentic to the specialist contexts which students will face in their future careers.

171 Data gathered by the School in 2022 reported the academic qualifications of 43 permanent or fixed-term contracted members of staff, [260a] which shows that nearly all have some appropriate academic expertise because 40 members of staff hold a qualification at Level 4 or above and 26 (60%) hold qualifications at Level 7 or above. Four members of staff hold Level 8 qualifications. For example, the Head of Creative Business holds a PhD relating to video and e-commerce. [CVs Heads of Department and Course Leaders 265] One further member of staff is recorded as working towards a Level 8 qualification. [260a] However, the data also shows that 15 members of staff hold qualifications at a lower level than that of the courses they deliver, although four of these staff have professional qualifications. [260a]

172 The School's visiting lecturers have a range of industry and academic expertise appropriate to their role and the specific subject areas within which they teach. Data collected by the School shows that 32 (47%) of its 67 visiting lecturers hold a qualification equal to the highest level at which they teach. [260a] Of the remaining visiting lecturers, 16 hold professional qualifications and 23 hold a teaching qualification (including those non-specific to HE).

173 All but two of the 27 staff members identified as academic leaders hold an academic qualification at Level 4 or above. [260a] Nineteen (70%) hold a qualification at or above Level 7 or a professional qualification. This means that six academic leaders teach at a level above their highest academic qualification and do not hold a professional qualification. However, staff CVs show that these staff members nevertheless have considerable academic and industry experience: for example, one of these staff members holds positions as external examiner at two providers and is a founding member of the UK Film Council. [CVs Heads of Department and Course Leaders 265] Other staff have

experience of teaching at other providers during and after extensive international careers at the peak of their industry, which has recognised their professional skills through membership of the British Film and Television Academy, numerous awards, and technical qualifications in specific software or techniques. [265] Others have held leadership roles within national broadcast organisations or have taught students at the School for over 20 years. [265] In the single case of an academic leader who holds no academic or professional qualification, they have extensive advanced technical experience and lead as a co-director alongside a colleague who holds a Level 7 qualification. [260a, 265]

174 The School now expects that all newly appointed HoDs or Course Leaders will hold qualifications at Level 7 or higher. [000] Job descriptions and advertisements corroborate this requirement [Course Leader CBEE 267b, Head of Editing - Advert and JD [267c] although the team noted that this requirement is not made explicit in the School's People Strategy. [200]

175 In response to a request for further clarification from the team regarding its approach to CPD for its existing academic staff, the School states that its commitment is that HoDs will hold either an HEA Fellowship or a Level 7 'teaching qualification' by the end of 2022. [283] The team noted that the School's incoming Director of Curriculum advised that the School should support staff to seek a PGCE or Advance HE Fellowship as a more appropriate route for their continuing professional development (CPD). [274] The rationale advanced by the School is that many of its staff entered the sector at a time when Level 7 qualifications in their discipline were not commonly available and that they instead accrued and hold knowledge and skills at the forefront of their respective fields. The School asserts that this approach will both encourage staff to be able to reflect on their own practice which, necessarily, entails research into practice-based pedagogy and also a continuing acquaintanceship with developments in the professional field, and that this is the most appropriate way forwards in order to bring about a valid, appropriately tailored means of developing the School's academic leaders. The team agreed that the School's approach is consistent with the context of its operations and the delivery of programmes in the subject area of design and creative performing arts.

176 External examiner reports [050a, b, c, g] support the view that staff expertise is both appropriate and used effectively. This is because external examiners' reports highlight both the industry expertise of staff and the advanced pedagogical model that structures student learning. For example, one external examiner comments (without prompting) that 'students clearly benefit from being taught by industry experts (many of whom continue to practise professionally). When the professional "voice" speaks from the culture of the School this has a real pedagogic potency'. [050g]

177 The team, therefore, considers that those teaching or supporting student learning, and in the assessment of student work, are appropriately qualified and have relevant academic and professional expertise. This is because senior professional services staff and staff supporting student learning hold appropriate qualifications and have previously held relevant roles at other institutions. Although some academic leaders do not hold a qualification at or above the level at which they teach, a clear majority (70%) hold a Level 7 qualification or professional qualification and the very considerable industry expertise of those who do not means that, in the team's judgement, the staff base as a whole can be considered appropriately qualified to teach students on the existing portfolio of programmes at Level 7. In arriving at this view, the team considered that 'qualified' must be set in the context of the specific set of industry-focused programmes currently offered. The team also considered that the proportion of visiting lecturers holding qualifications at or above the course they contribute to was appropriate to their role in the delivery of the curriculum and the specialist industry expertise visiting lecturers bring to discrete elements of the course that match their expertise.

178 Data captured by the School shows that 12 of the School's academic leaders and one member of its teaching staff currently hold Fellowships of the Higher Education Academy. [260a, 265] Of those without HEA fellowships, three hold a teaching qualification. The School's People Strategy [200] states that it will support all HoDs and Course Leaders to achieve HEA fellowship or a teaching qualification. The strategy's design is only partly credible because, while it identifies appraisals and Annual Course Evaluations as the means for monitoring staff development in general and commits to sufficient funding and CPD opportunities, it does not set a timeline or specific mechanism for achieving this. [People Strategy 200] However, observations of management meetings [ObsAD07] and minutes [252a] show that progress against the School's People Strategy is monitored. This monitoring is effective because it includes a breakdown of completed and ongoing actions against each area of the strategy. [252b] The School has clarified in response to a request from the team [283] that a further nine academic leaders plan to submit HEA Fellowship applications in 2022 with all HoDs achieving this by the end of 2022.

179 Records of staff CPD activities show that staff members have engaged with HEA fellowship training sessions and have undertaken scholarship and research work to support their application for fellowship status. [095] This is corroborated by a 2021 Annual Course Evaluation Report [064a] which shows that staff report benefits of HEA fellowship applications on their teaching practice. Data collected by the School shows that 15 of the 43 permanent or fixed-term staff are members of a Subject Association and 29 are members of a learned society or professional body. [260a]

180 Staff CVs corroborate these memberships and also show active engagement with the pedagogic development of their discipline knowledge through other means. [265] For example, they show that staff develop industry training for external organisations, produce online materials relating to specific software or techniques, act as mentors for professional organisations, contribute to the development of industry certifications, or assess the endpoint assessment for degree apprenticeships. The team considers, therefore, that staff actively engage with the pedagogic development of their discipline because most academic leaders have or are currently engaged in the HEA Fellowship scheme and staff engage with education initiatives in professional organisations or through their work as industry consultants and assessors.

181 A draft Research and Knowledge Exchange Strategy defines the different forms of current research and scholarship that staff at the School engage with. [199] The strategy is appropriate in that it identifies and articulates 'practice as research' as valuing the application and integration of knowledge as well as discovery and because it encompasses both staff and students. However, its credibility is limited because it does not consistently identify delivery mechanisms through which it will achieve its aims. While there are several commitments made to support activity, no measures of success are provided and the mechanisms (existing or proposed) for support are not stated.

182 Data provided by the School shows that 37 out of 43 permanent or fixed-term academic staff have produced creative work, as have 31 of the School's 67 visiting lecturers. [260a] Staff CVs show that many of these creative outputs are distributed across the School's subject areas and over a sustained period. [265] The Head of Game Design, for example, has created or contributed to more than 30 games, one of which was award-winning. The Head of Model Making consistently contributed to major international feature film productions from 2002 to 2017. One of the Co-Heads of Cinematography is credited on over 50 feature films and the other collaborated with a major company in the development of new lens systems. [265] Several members of staff have been nominated for, or awarded, BAFTAs for their creative work and others have led or curated prestigious film festivals and exhibitions. [265]

183 Data provided by the School shows that seven members of permanent or fixed-term academic staff have authored journal articles or books/chapters, as have 15 of its visiting lecturers. [260a] Staff CVs [265] show that this scholarship is extensive in some cases and supplemented by other research and scholarly activity. For example, the Head of Game Design and Head of Creative Business have both published extensively in their fields. [265] The Head of Immersive is the author of several industry reports and research papers and plays a leadership role in the Arts and Humanities Research Council-funded StoryFutures project which is at the forefront of current understanding of innovative storytelling. Other staff members have won funding to support knowledge exchange between industry and universities. Data provided by the School records that 11 permanent or fixed-term staff and 14 visiting lecturers have delivered conference presentations, and staff CVs show that these are in several cases invited papers delivered to international film schools or at key industry film festivals.

184 In addition to these creative and scholarly outputs, data provided by the School [260] and staff CVs [265] show that all permanent or fixed-term staff and the majority of visiting lecturers maintain the currency of their industry knowledge through consultancy or professional practice. A list of staff activities undertaken since 2018 demonstrates continued engagement with relevant areas of industry at the highest level. For example, staff produce documentaries for national broadcasters, author textbooks on software, undertake invited speaker engagements, serve on advisory committees and judging panels, and deliver workshops and masterclasses for other organisations. [095] External examiner reports corroborate the significant industry expertise of staff and the high-quality student productions that result from the advanced techniques taught on the School's courses. [050a, b, c, g]

185 Module syllabi and schedules [295a] demonstrate that current research and practice enhance programmes. This is because visiting lecturers with highly relevant recent industry expertise deliver sessions covering topics such as the impact of sustainability concerns on practice and blockchain technologies on rights management. Course Leaders who deliver sessions on topics such as artificial intelligence have recently published scholarly works on the topic. [295b] Programme schedules show that the Screen Arts course includes talks delivered by external academics on topics such as sound design and industry experts on recent developments such as virtual production. [295d] Programme schedules also show that students have access to demonstrations of new technologies such as an LED Wall as well as master-classes with the writers and directors of recent productions and international exchanges of ideas through the Festival of Film partnership between the School and the Australian Film, Television and Radio School. [SNH Weekly First Year Schedules – 295d, AD FM Schedules 2022 – 095e]

186 It is the team's view that the advanced techniques used in a recent student production ('Ascent') demonstrates that advanced research and practice inform teaching and translate into innovative student work. Correspondence with academic experts shows that the project's use of the Unreal game engine to instantly render the film is at the leading-edge of practice. [296b] For example, the co-director of the StoryFutures Academy commented: 'Ascent is a great example of training that is hands on/professional, but still really cutting edge and pushing the way to manage a curriculum'. [296a]

187 The School is one of two institutions that runs the UKRI's StoryFutures Academy. [NFTS CSA 000 page 81] Through the project - which resulted in the creation of an immersive team and laboratory space within the School - advanced research and scholarship significantly enhances teaching. For example, development sprint documentation shows that training which took place through the project's 'Train the Trainer' initiative resulted in the creation of a five-day intensive project exercise for students on the documentary strand of the MA. [Train the Trainer Report 293a, 5-day immersive project development brief 293b.] The resulting films have gone on to attract funding and be

exhibited at international film competitions. [StoryFutures Academy and teaching staff involvement 293] Similarly, the StoryFutures Academy enabled several Heads of Department to attend workshops with the creators of new virtual production technologies. [EpicAwayDay_June2021 293d, ██████████Email_FireworksJan2021 293e] These opportunities fed directly into the development of new virtual production sessions for Digital Effects students. [SNH Weekly First Year Schedules – 295d]

188 The team therefore considers that staff understand current research and advanced scholarship and that this is used to inform and enhance teaching. This is because engagement with research and advanced scholarship is achieved through a mix of sustained industry-leading creative outputs, a smaller number of published outputs, and significant professional activity and innovative projects that bridge industry and research institutions. Crucially, it is also because there are examples of current research and advanced practices/scholarship directly informing the design of novel teaching experiences or enabling innovative student projects. While recognising a weakness in terms of the limited number of staff engaged in publishing written scholarly outputs, the team considered the widespread engagement with delivering conference papers and industry talks and considers these activities appropriate for the level and specific portfolio of industry-aligned courses the School intends to offer.

189 Records of staff CPD activity show that the School runs a regular programme of staff development activity. [095, 095a] This programme is an appropriate means of enhancing staff practice because it includes sessions specifically designed to meet the School's needs and covers a wide range of training from appraisal, presentation, time management, and IT skills through to supporting students with disabilities and mental health issues. [NFTS Conflict Resolution Course Proposal 278] The programme has also developed staff members' disciplinary skills by offering training on carpentry, self-shooting, and industry-standard software. Schedules of CPD activity in 2021 and 2022 and staff attendance records show that more recent development opportunities have focused on teaching practice and scholarship. [095a] For example, in the summer of 2021 an external academic ran development sessions designed to support HEA Fellowship applications and staff have led sessions covering the emerging outcomes of industry reviews and good practice in supporting placement learning.

190 The School has effectively internationalised these development opportunities by working with other organisations beyond the UK. For example, CPD schedules and attendance records show that between 19 and 24 staff have regularly attended a 'best practice' series which drew upon speakers from institutions in the United States, Germany, and Australia. [287] Similarly, the School organised a series of events with the Australian Film Television and Radio School that included sessions on the state of the industry in different national contexts and a panel conversation about approaches to storytelling. [201] These training events are an effective means of supporting staff development because they help staff to maintain the currency of their industry knowledge and pedagogic practice in an international context that may be difficult for individuals to gain without institutional support. Staff appraisal records show that engagement with development opportunities is recorded for HoDs and discussed with line managers and that future training is identified. [198]

191 The Annual Course Evaluation Form Template [214] asks staff to identify their department's development needs annually and record any training undertaken. Completed Annual Course Evaluation Reports and meeting minutes demonstrate that staff development activity is recorded annually on most but not all programmes. The team noted that most records only log activities undertaken and many centre on the activities of the Head of Department and Course Leader rather than other staff regularly teaching on the course. [064, 064a, 091] However, Management Meeting minutes [163] show that the School considers how to support the professional development of other staff and monitors requests

for financial support. [163] A log of CPD requests [138] evidence that the School's processes are effective in practice because requests are linked to clear learning objectives and result in a wide range of activity being funded across different departments. Examples include a course in advanced carpentry techniques in order to support students in prop making and another in certified lighting techniques to support a staff member in developing technical skills, rigging lights safely and learning about new equipment and accessories. The School also has a policy of sabbatical leave which is designed to 'enable both employees' career development but also to ensure the standard of teaching at the NFTS remains high'. [Employee Handbook – 291]

192 The team therefore considers that staff have development opportunities aimed at enabling them to enhance their practice and scholarship. The team found these opportunities to be effective because an older programme of skills-based CPD has evolved into a wider set of opportunities for staff to receive training on current teaching practice and share good practice in an international context.

193 Data provided by the School indicates that 36 of 43 academic leaders have experience of curriculum development and that 39 have experience of assessment design. [260a] Academic staff CVs corroborate this high-level of staff experience in curriculum development and design because they describe tutors work developing both existing courses at the School and their experience in creating professional courses elsewhere. [265] For example, the Course Leader for Television Production, the Head of Game Design and Development, the Head of Colour Grading and Finishing and the Head of Model Making all have experience of designing courses ranging from professional training and webinars through to taught programmes at other providers. [265]

194 Course approval event records for three of the School's professional programmes show that staff have developed new specialist course strand proposals. [058] The team's observations of course approval panels for its professional courses [ObsMI05] showed that panels involve staff from across the institution and evidence that this involvement is effective because the discussion was detailed, focused on scrutiny of the proposed pedagogic design, and drew out the implications for staff and students. Although it does not lead to a credit-bearing award, course approval documentation for a Professional Certificate in Virtual Production also demonstrates effective staff engagement with curriculum and assessment design. This is because a course handbook produced during the approvals process shows the clear definition of programme learning outcomes, structure and an assessment strategy. [294a] Module briefs demonstrate effective module-level planning and design because each session has a defined purpose related to the module's overall intended learning outcomes. [294e, 294c]

195 The team therefore considers that academic staff have appropriate experience of curriculum development and assessment design and effective opportunities to gain this. This is because academic leaders have experience of designing courses within and outside the School's academic context and because course development processes, approval processes, and development opportunities have demonstrated a good level of understanding and engagement with issues relating to curriculum and assessment design.

196 Data provided by the School reports that 12 of the School's academic leaders and 12 of its visiting lecturers have served as external examiners at other institutions. [135a, 260a] This is corroborated by a list of staff CPD activities that records specific appointments to external examiner posts. [095] The Head of Digital Effects, for example, has experience as external examiner for three undergraduate and postgraduate programmes. [095]

197 Academic staff CVs [265] and records of staff activities [095] confirm that staff members serving as external examiners are spread throughout the School's different areas

of activity and this experience is complemented by staff members' experience as external assessors during the development of other institutions' courses. For example, the Head of Producing has acted as an external examiner for two UK higher education institutions and as a validation panel member for a third. The Senior Tutor for Sound Design was the external examiner for a Sound Design BA and the Head of Production Management for Film and Television was an external adviser during the development of a Production MA at another UK HEI. The Head of Game Design and Development has advised on the creation of new programmes at other HEIs. Academic staff CVs and CPD activity records also show that the School's staff often contribute to other providers' courses by giving guest lectures or masterclasses. For example, the Head of Marketing, Distribution, Sales and Exhibition is an honorary fellow at a UK university and delivers a guest lecture on its International Film Business MA. The Head of Screenwriting has international teaching experience and developed a workshop with a Spanish university.

198 The School's Employee Handbook [291] shows that staff are supported to engage with the activities of other higher education providers because its policies enable staff to take leave to act as external examiners. HoDs appraisals [198] show that this policy is effective in practice because academic leaders engage with other institutions, either as course proposal reviewers or as external examiners. The team therefore considers that staff have opportunities to engage with the activities of providers of higher education in other organisations. This is because a range of staff in different roles and careers stages have experience, not only as external examiners, but also as external advisers for programme validation and as contributors to other providers' programmes. The team considered that staff are well supported to engage in this activity because the School's leave policies make provision for this and appraisals evidence that it is supported in practice.

199 Recruitment records show that the School actively looks for expertise in delivering student feedback because assessing candidates' provision of student feedback has previously formed part of the interview process. [271b] External examiner reports confirm that staff have considerable expertise in providing constructive and developmental feedback because they commend the quality of student feedback and report it to be detailed, specific, and displaying considerable staff expertise in arriving at judgements. [050a, b, c, g] The team's observations confirmed that feedback sessions to students are effective. This is because staff are well prepared and detailed points for improvement are articulated in a supportive and developmental manner. [OBSML06 Teaching obs]

200 Minutes of the Academic Standards Committee (ASC) indicate that a staff development session on feedback was well received by staff. [209] Attendance records show that this and other training sessions were well attended. For example, 12 of the School's 23 HoDs and Course Leaders attended the session on feedback and 19 attended a session on assessing creativity. [287]

201 External examiner reports demonstrate that staff development has effectively promoted feedback, which is timely, constructive and developmental because they comment on the improvement in consistency and quality of feedback over the duration of their appointment and link this to the training delivered. [050a, b, c, g] The team therefore considers that staff, including those with key programme management responsibilities have expertise in providing feedback on assessment, which is timely, constructive, and developmental.

202 The School has 638 students, resulting in a staff:student ratio of 1:5.8 including visiting lecturers and 1:14 if calculated on the basis of permanent and fixed-term staff only. [CSA NFTS 000 Page 5, Additional Evidence Request] However, data recorded by the School and reported to the Management Team shows that some courses with small numbers of students involve contributions from many guest lecturers. This means that

students experience slightly smaller or larger student:staff ratios on particular courses. [Breakdown of Ethnicity and Gender by Course for Visiting Tutors 262a]

203 Annual Course Evaluation Reports and meeting records show that the adequacy of staffing is considered annually in most departments. [ACE Synoptic Report for ASC 092, ACE Form reflecting on Staff Development 134] The team noted that some individual Annual Course Evaluation Reports indicate that increase in student numbers has affected teaching formats and staff workloads in some areas. [ACE Reports Forms Data 091, ACE Synoptic Report for ASC 092] An annual review of KPIs for the Board [147] shows that although student number targets are monitored there is no equivalent evidence of the consideration of student:staff ratios during annual evaluation or planning. Quality Enhancement Reports [032a] and the Learning, Teaching and Enhancement Strategy [003] do not monitor or set target student:staff ratios. However, management meeting minutes [262b] show that the School monitors student:staff ratios and makes a rigorous assessment of the appropriate ratios through its consideration of ethnicity and gender data. [Breakdown of Ethnicity and Gender by Course for Visiting Tutors 262a] This is because it considers the complexities introduced by the role of regular guest contributors, defines thresholds for the inclusion of staff and breaks down the data by programme. Emails seen by the team also show that HoDs actively consider and request the appointment of tutors to meet their programmes' resourcing needs where they feel it to be necessary. [Staffing Request 272a, Staffing Request 272b] The School calculated that its average staff:student ratio is 1:3 when it considered its programmes in a discussion about recruitment. [Management Meeting Minutes 262b] The team therefore considers the number of staff appropriate to teach students given the School's overall student:staff ratios. The extent to which the School draws upon visiting lecturers is appropriate given the importance of industry expertise to the programmes it currently offers. The team considered that the School makes a rigorous assessment of the appropriate student:staff ratios because annual reporting to the Management Team takes account of the complexities of this metric and because Annual Course Evaluations consider the adequacy of staffing resource.

204 Job descriptions demonstrate that the School does consider the skills and expertise required to teach its students. Job descriptions for both professional service and academic roles provide a detailed description of both the duties that postholders will undertake and the specific skillset sought. [Job Description Executive Assistant – 285b] For example, the job description for the Partnerships Manager separately identifies the role's key responsibilities and the skills, qualifications and attributes that comprise a person specification. [Job Description Partnership Manager – 285c] Likewise, the job descriptions for HoDs specify the areas of subject and industry knowledge required and include a person specification detailing essential skills, desirable experience, and minimum-level qualifications. [Head of Department Job Description – 008, Head of Editing - Advert and JD – 267c, HoD Location Sound Job Description and Advert - 267d] The job description for curriculum coordinators also show a detailed assessment of what duties the role holder will be asked to perform, and the management skills needed. [Curriculum Coordinator Job Description – 010] The Course Leader Job Description for the Creative Business for Entrepreneurs and Executive MA specifies both required teaching experience and qualification to Level 7. [Course Leader CBEE – 267b]

205 Visiting lecturer job descriptions show that the School identifies the particular types of industry experience it needs and the skills needed to translate this experience into higher education teaching. [Visiting Tutor Ad JD ██████████ 268a, Animation Producing Tutor JD – 268b, Lead Vision Mixing JD Ad - 268c] The Annual Course Evaluation Form Template shows that HoDs are asked to identify staffing resource needs. [214] Annual Course Evaluation reports and meeting records show that departments consider their staffing requirements as well as the diversity of teachers and speakers delivering the course. [ACE Reports Forms Data 091, ACE Synoptic Report for ASC 092] Course Approval Event

Reports [058] do not explicitly record consideration of any evidence regarding the relevant skills and expertise or resourcing needed to deliver proposed courses. However, observations of course approval panels evidence that panels do consider whether the proposed course can be staffed effectively. [ObsMI05]

206 The team concludes that the School makes an appropriate assessment of the skills and expertise required to teach all students because, within the straightforward framework of the academic structure, its programme approval and monitoring mechanisms adequately consider staffing needs.

207 The team's scrutiny of advertisements for roles at the School [267b-d] together with the corresponding job descriptions and staff CVs for those recruited [008, 010, 267b-d, 286a-d] demonstrate that it operates appropriate effective recruitment practices. Recruitment records show that the School operates appropriate appointment processes. This is because shortlisting records demonstrate an evaluation of each candidate against selection criteria that include academic qualifications and experience and that all shortlisted candidates are deemed to meet the 'essential' criteria that includes education, qualifications and training as set out in the individual person specification. [Head of Fiction Appointment – 271a, Head of Visual Effects Appointment - 271b] Furthermore, interview records show that the School makes considered decisions balancing its selection criteria and recording a detailed appointment rationale. The records indicate that while a candidate's industry experience is an important consideration when making appointments, teaching experience and academic qualifications were the deciding factor when making appointment decisions. [Head of Fiction Appointment – 271a, Head of Visual Effects Appointment - 271b]

208 HoDs are responsible for the recruitment of visiting lecturers, [Additional Evidence Request Response] Email records show that their recruitment involves a clear consideration of the contributions they would make as well as their experience of teaching and supporting students. [Staffing Request - 272b, Staffing Request – 272a, New Tutor Induction and Mentoring Overview – Documentary 290a, Sample Email 1 Documentary 290b, Sample Email 2 Documentary 290c, Sample Email 3 Documentary 290c, Sample Email 4 Documentary 290d, Sample Email 5 Documentary 290e] The team therefore considers that recruitment practices for the appointment of visiting lecturers are appropriate because candidates are shortlisted on the basis of their performance against clearly stated criteria and because selection decisions balance teaching and industry expertise appropriately when making academic appointments.

Conclusions

209 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

210 The School has appropriate numbers of staff to teach its students. The School has made a rigorous assessment of the numbers of staff and skills and expertise required to deliver the programmes it currently offers. Staff:student ratios demonstrate that programmes are effectively resourced, and staff evaluate this annually. Job descriptions and an effective recruitment process ensure that candidates are selected who have relevant industry and teaching expertise.

211 Overall, the School's staff who teach or support student learning, including those involved in the assessment of student work, are appropriately qualified, supported and developed to the level and subject of the qualifications being awarded.

212 This is because senior professional services staff and staff supporting student learning hold appropriate qualifications and have previously held relevant roles at other

institutions. Although there are a number of staff teaching at a level above the qualification they hold, the team agreed that it is important to set this against the higher proportion of academic leaders who hold a professional qualification or an academic qualification at the same or higher level than that at which they design and deliver courses and against the very considerable industry expertise of staff. In the context of the specific portfolio of programmes offered, the latter is an important consideration in determining whether staff are appropriately qualified. The team therefore found that the balance of different individuals' academic, professional and industry experience meant that staff are appropriately qualified to deliver the subject-specific portfolio of industry-aligned programmes that the School intends to award.

213 Learning, teaching and assessment practices are informed by reflection and evaluation of professional practice. While there is weaker evidence that visiting lecturers have formal opportunities to reflect and evaluate their practice, the team balanced this against evidence that visiting lecturers are encouraged to reflect on their experiences and contribute to team discussions and set their level of engagement in proportion to their contribution to the courses and in the context of the specialist expertise they bring in many cases. There is widespread engagement with innovative creative outputs, conference papers and invited talks, significant professional practice and consultancy, and leadership of world-leading funded projects to be sufficient evidence of active engagement with research/scholarship in the context of the portfolio of programmes currently offered. Importantly, the team identified examples of current research and advanced practices/scholarship directly informing the design of novel teaching experiences or enabling innovative student projects. The team concludes, therefore, that this criterion is met.

Criterion D: Environment for supporting students

Criterion D1 - Enabling student development and achievement

214 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

215 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and the National Film and Television School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

216 Specifically, the assessment team considered or assessed:

- a If the organisation takes a comprehensive strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students. The team considered the CSA, the School's Learning Teaching and Enhancement Strategy [1003] and Corporate Plan. [1017] The team also viewed Annual Course Evaluation Reports for RCA, [1005, 1006] ACE Reports, [1064, 1091, 1134, 1242a, b, c, d, e, f] and ACE minutes, [1037a- e] external examiner reports and ACE follow-ups, [1084] a summary report [1065] and Board and Management meeting minutes. [1144, 1163] The team also reviewed various data reports, such as the School's UKQC Gap Analysis, [1023] attainment papers [1024] and progression and completion data, [1025] as well as considering a report on the School's readiness for the TDAP process [1020] and the new and provisional Academic Regulations for Taught Programmes of Study. [1066, 1290] The team also reviewed student module feedback, [1110a, b] various programme handbooks, [1018, 1063, 1096] and met with eight students to discuss final progress reviews, [ObsML05] and observed the review process. [ObsML06] The team also met with senior managers, professional staff and students. [V1M1, V1M2, V1M3, V1M4, V2M4]
- b How students are advised about, and inducted into, their study programmes in an effective way and account is taken of different students' choices and needs. The team reviewed the CSA, the School's Springboard programme and feedback [1155, 1156] and various induction information and schedules. [1215a, b, c, d, e, f, g, h, i, 1217d, 1217e, f, g, h, i] The team also observed Springboard induction activities [OBSML01] and met with students. [V1M2, V1M3, V2M4]
- c The effectiveness of how student and staff advisory, support and counselling services is monitored, and any resource needs arising are considered. The team examined minutes from ASC Meetings, [1031] reports to ASC from Student Support and Wellbeing [1145] and a final student wellbeing report. [1220d] The team also considered the Student Information Handbook, [1041] the Wellbeing week agenda [1154] and the Mental Health Strategy and Policy, [1148] as well as other related policies available on the School's website. [Website] The team met with senior managers, students and professional staff. [V1M1, V1M2, V1M3, V1M4, V2M4]

- d If the School's administrative support systems enable it to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management information needs. The team considered the CSA, the School's own gap analysis, [1023] Board of Governors minutes, [1030] ASC minutes, [1102] and an ACE report for Games Fiction. [1091] The team also examined attainment, progression and completion data, [1024, 1025, 1101, 1206f, h] graduate outcomes data, [1161] and a DLHE results presentation. [1162] The team also met with governors, senior managers, academic staff with management responsibilities and professional staff. [V1M1, V1M4, V1M5, V1M8, V1M9, V2M4, V2M6]
- e if the organisation provides opportunities for all students to develop skills that enable their academic, personal and professional progression, for example academic, employment and future career management skills. The team examined the CSA, the School's Corporate Plan, [1017] curriculum grid, [1119] KPIs for student satisfaction and employability, [1172] policies for placement learning, [1061] and Copyright and Intellectual Property Rights and Films on the Internet on the School's website. [Website] The team also reviewed minutes from the Industry Advisory Board [1113] and ASC meetings, [1031] along with the Student Information Handbook [1041] and MA Course Handbook. [1063] The team also considered placement-related documentation, [1060, 1105, 1216a, b, c, d] as well as placement feedback, [1062, 1106] and a range of industry-facing activities, [1002, 1157, 1160, 1175, 1176, 1177, 1207a, b, c, d, e, f, g, 1216c, 1243] and documentation to support external assessors. [1085, 1203a, 1203b, 1203c] The team also reviewed staff training activities [1095] and observed induction activities, [ObsML01] and met with senior managers, academic staff, professional staff, the Royal College of Arts moderator and students. [V1M1, V1M2, V1M3, V1M4, V1M5, V1M6, V1M7, V2M5, V2M6, V2M7]
- f How the organisation provides opportunities for all students to develop skills to make effective use of the learning resources provided, including the safe and effective use of specialist facilities, and the use of digital and virtual environments. The team reviewed the dissertation guidance for students, [1123] a paper about online learning, [1104, 1109] module briefs, [1075a, 1075b] and handbooks such as the Student Information Handbook [1041] and the Filmmaking Certificate Handbook. [1018] The team also explored the online learning environment [Workplace] and a paper describing how changes to policies are posted online. [1042] The team also undertook a facilities tour. [ObsML07]
- g If the School's approach is guided by a commitment to equity. The team explored the Equality and Diversity policy on the School's website, [Website] the student complaints procedure, [1130] the Anti-Racism Action Plan [1099] and School's Corporate Plan. [1017] The team reviewed the Student Information Handbook [1041] and reports on disability disclosure, [1149] diversity, [1146] and equality and diversity, [1171] as well as Annual Course Evaluation Reports for RCA. [1005, 1006] The team considered new terms of reference for ASC, [1094] the 50.50 Project Summary, [1152] and information about unconscious bias training. [1133] The team also observed a staff development session [ObsMI01] and met with students. [V2M1]

How any samples of evidence were constructed

217 Due to the small size of the School and its provision, the volume of evidence relating to Criterion D was sufficient and complete enough that all relevant documentation

could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

218 The School's Corporate Plan [1017] and Learning, Teaching and Enhancement Strategy [1003] place great emphasis on creating opportunity for all its students. The Springboard process, as an introduction or induction to the School, where the Director's welcome speaks with great pride about the School's status world-wide and certainly within the UK industry, exemplifies this approach [OBS ML01, V1M1] and the School's aim to recruit the best talent from all backgrounds, nationally and internationally. Currently, this approach enables student development and achievement and is core to the School's mission [1017] and is independent of its agreement with RCA. [1001] For the future, the School anticipates maintaining the same approach, having put in place measures to ensure a smooth transition should it be successful in securing degree awarding powers.

219 This approach is underpinned by access to exceptional facilities [ObsML07] and academic staff with direct contact to the industry, ensuring the professional focus of the programmes. These facilities are appropriate for an institution seeking its own degree awarding powers and given the space-constrained nature of the site, the School does not anticipate changing them. The School consistently monitors and evaluates the effectiveness of the scheduling and deployment of all its facilities and resources through carefully constructed production schedules and hire systems for equipment.

220 The assessment team's analysis of the evidence led to the following observations.

221 The team found that the Learning, Teaching and Enhancement Strategy [1003] and Corporate Plan [1017] express a clear commitment to nurturing, developing and challenging students. Central to this is the way the School simulates an entirely professional environment that establishes a real and problem-based learning approach. The professional process of creating a film is iterative, reflective and discursive, enabling all students to find a personal and distinct professional focus, as well as a deeply personal approach to the work. [ObsML06] Courses embrace diversity by allowing each student to find an individual route through the necessary requirements of Level 7 study. Staff and students are clear about the accessibility of this approach. [V1M1, V1M2, V1M3, V1M5, V1M8] The team considers this approach enables comprehensive student development and achievement.

222 The team explored how the School reviews and evaluates its provision to ensure the diversity of its programmes. The team found that the School uses the Annual Course Evaluation process, including key data, staff and student feedback and the annual student survey, which are considered at department level. [1144, 1163, V1M2, V1M3, V1M5] ASC receives School-wide reports, including retention, progression and achievement data, and regular reports from Student Support and Wellbeing to look across the entire institution. [1024, 1025, 1037a, 1037b, 1037c, 1037d, 1037e] ASC evaluates School and student performance through the ACE reports [1091] which feature commentary on feedback from external examiners [1050a, b, c] and data analysis, [1024, 1025] but also feedback from any industry reviews or advisory boards. [1113] Such engagement with industry enables the School to address the needs and perspectives of the entire student body. The students engage with the evaluative process at all stages, with the SU President acting as a member of the Board of Governors which ultimately receives a summary of all School activity. [V1M1, V1M2, V1M5] The Annual Diversity Report [170, 171] benchmarks the NFTS with other comparable institutions, industry targets and the sector more widely. The team considers that the approach to evaluating the School's provision to ensure diversity is rigorous, but sector-wide data would site the School's work in a broader context.

223 The team also considered the way the School provides clear and evaluative ACE reports for RCA. [1005, 1006, V1M6] The team found that these reports focus most on improvements to assessment and feedback, and result in clear action-planning. RCA remains confident in the School's approach to learning and teaching. [V1M6]

224 The team explored how the Corporate Plan [1017] and Learning, Teaching and Enhancement Strategy [1003] inform the operation of the programmes. The staff spoke of the small cohorts [V1M5] and how the high staff:student ratios and the high number of tuition hours each week are essential to the School's industry focus. Staff and students agree that this enables tutors and HoDs to build - over time - a detailed view of the students and their style of work. [V1M2, V1M3, ObsML05] The team also considered the School's attendance policy, designed to reflect industry practice, [Website] and in meetings with students [V1M2, V1M3] heard about the School-wide expectation of full attendance and the need to meet deadlines in step with professional practices. [1020, 1066, V1M1, V1M5, V1M7] The team considers the approach provides excellent preparation for an industry that works to very tight schedules and highly pressurised environments because the curriculum successfully emulates that professional scenario, both in terms of learning activities, and through the administrative and technical support that enables those activities.

225 The team reviewed how the School inducts students into their study programmes and found the Springboard programme [1155, 1156] diverse and engaging. It consists of a variety of activities ranging from introduction sessions, subject specialist sessions, a support services introduction, master-classes and, during the lockdown, a lockdown quiz led by a high-profile comedian. Many sessions had leading industry practitioners involved, supported by online documentation. [Workplace, ObsML01, V1M2, V1M3] Induction schedules [1217e, f, g, h, i] are detailed and the programmes for each department, such as Games, [1217d] have clearly been developed over many years. The School surveys students about their involvement in the process, their feedback is positive and talks about preparing students for the study ahead and setting clear expectations for the level of work they are expected to produce. [V1M2, V1M3, 1156] Even with the COVID pandemic requiring the delivery of the programme online, the breadth of content and quantity was not diminished. The team considers the process of induction highly effective because it is well structured and delivered with a professional focus from the outset of study, thereby establishing a dynamic but accurate sense of the demands of the profession for which students are training.

226 The team also reviewed how the School advises its students on their progress, and found that the process of six-monthly progress reviews, detailed in Criterion B3, enables staff to take account of each student's differing choices and needs. At the end of their first year, master's students must demonstrate they have reached the required standard set out in course handbooks [1018, 1063] to progress to the second year. Prior to this progress review, the industry reviewer, who is external to the School, meets each student individually and reviews their work. Their report informs the progress review, as does tutor feedback, on all completed modules and a HoD report. Diploma students must satisfactorily pass their first progress review to progress to the second half of the course. [External Examiner Reports and ACE Follow-ups 1084, Visiting Tutor Handbook 1096] Students also have access to regular tutorials, although staff, students and documentation cite the frequency (weekly, biweekly, monthly, termly) of these differently. [Student Information Handbook 1041, MA Course Handbook -Directing Animation 1063] When the team discussed this with staff and students it was evident that the open-door policy and the nature of the working environment mean that students receive constant advice and guidance. [V1M2, V1M3, V1M5, V1M6, V1M7] The team considers the School's approach to advising students, each with differing needs, to be considered and responsive because it is clearly signposted for students, responsive to their needs and provides a range of services that is comparable with larger providers.

227 The team explored the effectiveness of student and staff advisory, support and counselling services and found the School provides the support and counselling services detailed in the Mental Health Strategy and Policy, [1148] the Student Information Handbook [1041] and during induction. [OBSML01] The School links to the RCA mentoring scheme but also operates its own support and counselling services so, should the School be awarded degree awarding powers, services will not suffer any negative impact. School programmes are eligible for support by the Disabled Students' Allowance and the Student Loans Company [1007] and the School's support team identifies any declared student needs before students arrive. The support team subsequently offers advice and guidance on a range of issues and provides access to specialist services such as counselling, mental health mentoring, conflict coaching and mediation, English language support and specific learning difficulty diagnoses.

228 The School responds to student feedback regarding the support it offers, for example, when students requested more access to specialist welfare support and wanted the student support team to be more visible, the School increased resources for the Student Wellbeing and Support team and appointed additional staff. [Reports to ASC from Student Support and Wellbeing 1145] The School also operates a report and support tool for the anonymous reporting of any incidents of unacceptable behaviour. There have been no occurrences since the tool's inception [V1M4] but the team found that the process is clear in the way the School advertises the process which assures anonymity, should that be a student's preferred approach.

229 During the pandemic, the School's mental wellbeing week [Wellbeing week agenda 1154] was a significant event for a small provider, indicating the depth of support the School offers. This is something the School will continue to offer. The School also encourages students to attend a weekly yoga class and a mindfulness session. The team found that this holistic approach to learning support mirrors industry practices. [V1M1]

230 The School currently offers scholarships and bursaries to the MA courses and to its diploma students. [1031] The School also established a Coronavirus Relief Fund for students suffering financial hardship, using funds donated by individuals and commercial organisations.

231 Students confirm that the combination of the support services, the oversight of curriculum coordinators, and the almost daily contact with tutors ensures they never feel unsupported. [V1M2, V1M3] This reflects the School's commitment to enabling students to develop their academic, personal, and professional potential. [1003, 1017] The team considers the support offered to be well suited and responsive to the needs of the student body.

232 The team examined how the School monitors its support services and how it identifies any resource needs. The team found that ASC meetings discussed student support and wellbeing. [Minutes from Extraordinary ASC Meetings 1031, V1M4] The annual course monitoring process includes input from teaching and professional support staff and reviews the effectiveness of the administrative support systems. [Attainment papers 2019-20 1024, Progression and Completion 2019-20 1025, V1M1, V1M5] The Senior Management Team discusses student satisfaction, diversity and employability data [Graduate Outcomes Data 2019 1161, DLHE 2018 Main Results Presentation 1162] and shares this with the Board of Governors. [Board of Governors Minutes Covering Extraordinary ASC Meetings 1030, V1M8] An Annual Report was also produced by the Student Wellbeing Manager in 2021 and discussed at ASC. [145] Also, the School had recently appointed new key support staff such as the Student Support and Wellbeing Manager and an additional Student Support Adviser, and to date, in what is a small institution, the School Director and the Registrar have maintained a clear overview of all student support elements. If the Registrar observes any

needs surrounding support and wellbeing, these are actioned through the line-management process. [V1M4, V1M9] For instance, the Student Support and Wellbeing team offer staff training in addition to external training from specialists in areas including sexual violence and mental health. Student support is reviewed as part of the ACE review system. The team considers the way the School monitors student services through the annual course review process is adequate.

233 The team reviewed the way the School's administrative support systems enable it to monitor student progression and performance accurately. The team found that the School evaluates the administrative support systems identified in the course evaluation process. [1091] The annual monitoring approach is led from the perspective of the programmes, not from the perspective of the teams providing the administrative support. As noted above, the Curriculum Coordinator roles are deeply embedded in the daily running of each department, and they provide timely, secure and accurate information to satisfy academic and non-academic management information needs. The Registrar is responsible for both administrative and support teams [OBSML01] and has in the past led a review of student wellbeing [1220d] which resulted in plans to change the makeup of the support team, changes that the School is currently embedding. The team found that this review was very much about the School assessing its needs in this area. The School's review of the support provision is entirely in response to course evaluations. The team considers that the current approach to monitoring administrative system needs through the course evaluation process offers appropriate insight including the perspective of an annual review by the administrative team of its work through the report from the Student Wellbeing Manager referred to above. [145]

234 The team considered how the School provides opportunities for all students to develop skills that enable their academic, personal and professional progression. The team found that in addition to the tutorial and progression review process outlined above, the School also focuses on professional opportunities for all students, as expressed in the Corporate Plan. [1017, V1M1] The aim of this focus on professional opportunities is to deepen the students' academic, personal, and professional progression. Employers engage with Industry Advisory Boards to advise on curriculum content and discuss future changes and developments. [Example of Industry Advisory Board minutes. 1113, V1M1 V1M5] They also support programme approval and act as external speakers. [ObsML01] Staff, including HoDs and Course Leaders, are pre-eminent in their fields with substantial credits to their name [V1M1] and visiting tutors from across the creative industries supplement their work by delivering over 4,000 days per year. [V1M5, V1M7] Students are clear that this is one of the School's main attractions. [V1M2, V1M3] The team considers that the School provides excellent opportunities for students to develop their academic, personal and professional progression.

235 The team explored the School's Professional Orientation and Preparedness programme [Bridges to Industry Overview March 2020 1157, NFTS Graduation Screening Films for 2020 1002, Graduate Outcomes Data 2019 1161, DLHE 2018 Main Results Presentation 1162, Ready For Work Schedule 1160, Meet the Industry Schedules for Directing Fiction 1175, Meet the Industry Schedules for Producing 1176, Flyer for Portfolio Production Design Show 2020 1177, OBSML01, V1M1] which underpins all teaching, focusing on the student's professional attitude and approach to their work throughout their studies. ASC approved a new Placement Learning Policy in October 2019, and an accompanying employer's feedback form. [1061, 1062]

236 The Film Studies, Programming and Curation course has a particularly close working relationship with the BFI, which provides all its placements, and which contributed to the development of the course. [V2M7, V2M5] Students are hosted by particular departments within the BFI which provides an overview of the projects on offer and there is a

competitive process for students to work in particular departments, which supports the development of students' professional skills. [V2M7, V2M1, V2M5, BFI PLACEMENTS 2021 outline and process Redacted 1216c] Each project has been aligned to the learning outcomes of the module by the BFI coordinator and HoD. [V2M7, V2M5] As well as academic benefit, there are genuine career enhancement opportunities for students at the BFI and they are encouraged to network with as many people and departments as possible during their placement [V2M5] which often leads to employment after graduation.

237 Around 10% of students undertake a placement [Minutes from Extraordinary ASC Meetings 1031] and the placement policy states that placement providers are not involved in formal assessment. Where appropriate, ACE reports discuss placements because departments are responsible for their approval and risk assessment. HoDs seek verbal feedback from students about their experience.

238 Students also benefit from extracurricular opportunities such as additional production activities and networking opportunities, for example attending Oscar and BAFTA events and master-classes delivered by industry leaders. There is a Cinema Club which offers students regular free access to films in the School's on-site cinema ahead of their general release. The Students' Union also offers social activities. [ObsML01, V1M2, V1M3]

239 The School is proud of the career paths graduates undertake, which include all major film and television companies, alongside partnerships with industry, and is a very direct approach to bridging study and industry. Over 80% of all major UK and US television companies have a School graduate in a key role [ObsML01] and the overall graduate employment rate is 93%, graduate outcome data indicates 89% of graduates in employment. [Graduate Outcomes Data 2019 1161] The team considers that the School's overall approach to developing students' skills is comprehensive and entirely suited to the career ambitions of graduates.

240 The team considered how the School enables students to develop skills to make effective use of the learning resources provided, specifically electronic learning. Although having noted in Criterion B3 that the programmes are highly practical in their nature and benefit from impressive facilities that are pitched at the cutting edge of the industry, [ObsML07] the team found that the School's study and online support is articulated in documents such as the Dissertation Guidance for Students [1123] but also in the Inclusive Remote Learning Guidance [1109] and dynamic virtual classroom [1104] advice given to staff. The School's online learning portal enables swift and effective communication to students about changes to the School's provision. [Workplace] Students also have access there to the Student Information Handbook, [1041] key policies and the MA Course Handbook. [1063] There are handbooks for each programme and, although the detail in the Filmmaking certificate handbook [1018] is sparse, this is because the greater part of the detail is online and updated regularly - again necessitated by the changing needs of a programme driven by filming schedules. Staff convey key matters and changes online. [1042, V1M2, V1M5, Workplace] The team found that the combination of facilities, practical and online resources collectively create a learning environment that enables students to develop the skills required for immediate access to industry.

241 The team reviewed to what extent the School's approach is guided by a commitment to equity. The team found that the School defines its approach in its Corporate Plan [1017] which makes a clear commitment to working constantly to create an inclusive community. The Board of Governors is fully supportive of this approach, which is also apparent among the teaching staff. [V1M1, V1M7, V1M8] The School's strategic aims include reaching out to a wide range of different cultural, socioeconomic and geographic backgrounds. The Equality and Diversity and Inclusion Policy and other policies [Website] elucidate the School's commitment to providing an environment free from discrimination,

bullying, harassment or victimisation. [Student Information Handbook 1041] ASC has oversight of Equality and Diversity [1094] and ACE meetings focus on equity as a cross-cutting theme. [1005, 1006] The Board of Governors receives committee minutes and considers the ethnicity and gender data it receives from ASC, through the ACE process. [1030] This process also includes any disability disclosures. [1149] Following recent national events, the School issued an Anti-Racism Statement and Plan [1099] setting out how it aims to use its position as the UK's leading film and television school to effect meaningful and lasting change. The School has committed to doubling the percentage of tutors that are from a Black, Asian and minority ethnic background, from 8% to 16% by January 2022, echoed in its 50:50 project [1152] which was designed to address the diversity of the teaching staff. In addition, all new staff undergo Equality and Diversity training within six months of starting, and the School has recently offered unconscious bias training to all staff [1133] indicating a proactive approach to the equality and diversity agenda. Students who met with the team [V1M2, V1M3] were appreciative of the School's approach, which the team considers to be open, discursive and highly responsive to student needs and perspectives. The team found the School's commitment to equity is considered and highly responsive to student demands.

Conclusions

242 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

243 The School monitors and evaluates its arrangements and resources to enable students to develop their academic, personal and professional potential, mainly through ASC and the ACE process. The School's approach enables comprehensive student development and achievement and includes and assessment of its data within a broader sector-wide context.

244 The School runs a highly effective induction programme that accounts for different student needs and clarifies the range of academic, pastoral and broader support services on offer. This exemplifies a very thorough approach to student wellbeing. The School evaluates its administration and support systems annually and has increased resource for its Wellbeing and Support Team in response to student feedback. The School's approach to preparing its graduates for industry is considered and responsive, both in terms of work-based learning and through student support systems in place. The School's approach to developing student skills is comprehensive and entirely suited to the career ambitions of graduates. The combination of facilities, practical and online resources collectively create a learning environment, including the safe and effective use of specialist facilities that enable students to develop the skills required for immediate access to industry. The School has demonstrated its commitment to equity in the design of its relevant policies and developing plans and approaches, such as its commitment to increase staff from Black, Asian and minority ethnic backgrounds to address diversity of teaching staff. The team concludes, therefore, that the criterion is met.

Criterion E: Evaluation of performance

Criterion E1 - Evaluation of performance

245 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

246 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and the National Film and Television School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

247 Specifically, the assessment team considered or assessed:

- a If critical self-assessment is integral to the operation of NFTS's higher education provision and that action is taken in response to matters raised through internal or external monitoring and review. The team examined Board of Governors minutes Covering Extraordinary Academic Standards Committee Meetings, [030] Minutes from Extraordinary Academic Standards Committee Meetings – 2018-2019 and 2020-2021, [031, 031a] Quality Assurance and Enhancement Reports - 2017- 2019 and 2020, [032, 032a] Coursework Submission Policy, [124] Board minutes, [142, 143, 144, 182, 217, 219] Equality and Diversity Report 2018 to Board and 2019 [170, 171] and FGP minutes - KPIs for Student Satisfaction and Employability and Sept 2021 update, [172, 172a] Audit Committee minutes, [174, 174a] and FGP minutes - Nov 2021. [174b]
- b The mechanisms through which NFTS assigns and discharges actions in relation to the scrutiny and monitoring of its academic provision. The team reviewed Academic Standards Committee Annual Review of Effectiveness against ToR, [038] Academic Standards Committee Minutes Institutional ACE Action Plan Updates, [051b] Agenda and Minutes Academic Standards Committee 16-Jan-19 and 05-Sept-19, [037c, 037d] Academic Standards Committee Minutes Covering Progression Completion and Attainment 19-20 and 2021, [102, 102a] Academic Standards Committee Minutes - December 2021, [196] OIA Reports to Academic Standards Committee for 2019 and 2020 [131] and Minutes from Extraordinary Academic Standards Committee Meetings – 2018-2019 and 2020-2021. [031, 031a] To consider the ACE process the team considered ACE Form Template, [214] Institutional ACE Action Plan Updates for Academic Standards Committee, [051a] ACE Action Plans Showing Changes to Curriculum, [166] but also HoD Minutes - Learning Teaching Enhancement Strategy, [140a] HoD Minutes - Academic Misconduct Placements, [140b] Heads of Department - Terms of Reference. [197] The team also examined Management Meeting Minutes, [163] Grade Distribution Report – 2015-2019 [027a] and External Examiner Reports 2017-19. [050a-c] The team also looked at a range of materials of Head of Department meetings. [278, 283]

- c How ideas and expertise, internal and external to NFTS, are drawn into its arrangements for programme design, approval, delivery and review. The team explored QAA Innovations Report, [020] KCG Audit Report - Compliance - 2019, [169a] and Quality Assurance and Academic Governance Review 2017, [034] Audit Committee Minutes, [174] Responses to External Examiners 2017-2020 [050d-h] and Reports from Course Approval Events, [076b, 076c] Example Industry Reviewer Reports, [085] Industry Advisory Board Minutes [113] and ADFM Advisory Panel Agenda 2021. [187] To clarify that Academic Standards Committee meetings track action points to ensure their completion, the team also reviewed a series of meetings and action notes arising from those meetings [280a, 280b, 280c, 280d, 280e, 280f, 280g, 280h] and similarly tracked action points raised by external auditors through a series of board meeting minutes and action points. [282a, 282b, 282c, 282d, 282e, 282f, 282g, 282h]

How any samples of evidence were constructed

248 Due to the small size of the School and its provision, the volume of evidence relating to the criterion was sufficient and complete enough that all relevant documentation could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

249 The School's current position and plans in relation to this criterion are set out below.

250 The School intends to sustain and build on its current practice. Presently, the School's processes for assessing its own performance meet the requirements of its agreement with the RCA. [001] However, given the maturity of the relationship between the two institutions, NFTS has subsumed these requirements into its own practices for internal and external monitoring. Therefore, should the School be awarded degree awarding powers, any transition will be minimal, other than the requirement to manage its own periodic review process.

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

252 The team examined the School's processes for internal monitoring and review, beginning with the committee structure that oversees a cycle of review and monitoring, including consideration of Annual Course Evaluation, internal audit and, should the School attain degree awarding powers, periodic course review. [000 Para 330] The School's Management Team and the ASC oversee these processes from operational and strategic perspectives respectively. The common membership of the Management Team and committee ensures clear communication between the two processes. The committee reports to the Board of Governors, which has ultimate responsibility for maintaining critical self-assessment in the way the School operates its higher education provision. The Board receives regular reports about a range of matters concerning the way the School operates and reviews its operations either directly or through its subcommittees, evident for example in minutes for its Audit Committee, [174, 174] Finance and General Purposes Committee, [174b] and Board of Governors minutes. [182] Throughout, the School aims to benchmark its activities against other providers and reports highlight areas for improvement and propose actions. For example, when presented to the Board in 2018, the Equality and Diversity report noted that the percentage of NFTS students declaring a mental health disability was below the national average. [170] The School realised that this could suggest students perceived barriers to declaring a disability, so agreed that a Mental Health Strategy could help to encourage students to declare mental health issues. The ASC agreed a new strategy in

September 2019. Consequently, students who disclose a mental health disability have increased from two to 22. [171]

253 Through the work of the Finance and General Purposes Committee, the Board agreed a set of KPIs relating to student satisfaction and employability that include diversity targets, an area on which the School wishes to focus. The Board monitors the outcomes of the KPIs annually [172, 172a] and receives a curriculum report from the School's Director at each Board meeting. This includes a summary of the most recent Academic Standards Committee meetings, for which the Board also receives minutes, and information about the development of new courses, for example the Certificate in Filmmaking, but also recruitment information and details of any student complaints or disciplinary cases. [217] The Director also details outcomes of student and staff satisfaction surveys and graduate surveys. [143, 144] For each of these, the Board agrees actions to address any issues. For example, the Board sought assurance that NFTS was fully compliant with the Office for Students ongoing Conditions of Registration, and, at the March 2021 meeting, the Board received a full mapping document and agreed actions accordingly. [219] Periodically, the Board invites HoDs to attend meetings to provide briefings about their courses. Recently, this has included the work of the hubs, and a presentation about the School's StoryFutures Academy, resulting in directives about the future of virtual production in the creative industries. [219] The team found the Board of Governors' oversight to be effective and considered that the Board's engagement with different sections of the School is supportive of a shared culture of critical reflection.

254 The team examined the Annual Assurance Return sent to the Office for Students which includes a report and action plan about the continuous improvement of the student academic experience and outcomes. The new Regulatory Framework no longer requires this, but the Board believes the Quality Assurance Evaluation Report provides assurance about the quality and standards of NFTS's academic provision and so the School will continue to produce this report for internal monitoring purposes. [32, 032a] The report includes external examiners' reports and responses, the ACE action plans and updates on progress against them, continuation, completion, progression, student attainment and complaints data. The Board discusses the report at an extraordinary meeting of the ASC attended by members of the Board, one of whom chairs the meeting, as detailed under Criterion B2. The Board of Governors then receives minutes of this Academic Standards Committee meeting. [030, 031, 031a, 142] Reports to the Board stem from either weekly Management Team meetings or through receipt of papers from the Academic Standards Committee.

255 The team recognised that the ASC is the formal committee to which the Board devolves responsibility for assessing NFTS's performance. To ensure that its terms of reference remain appropriate, ASC reviews its Terms of Reference annually. [037c, 038] Also, it regularly considers reports and data relating to academic performance, including external examiner reports, ACE reports, and the results of the annual Student Survey. [000 Para 345] The ASC receives student continuation, progression and attainment data, which until 2021 was aggregated across the School, but from 2022 includes course-level data aggregated across three years. [102, 102a] ASC scrutinises course-level and school-wide student attainment data to consider if there is any evidence of institutional grade inflation or of individual courses awarding a disproportionate number of Excellent achievement grades. An extraordinary meeting of ASC attended by members of the Board also reviews this data. [027a, 031, 031a] The team found that the function and oversight of the ASC is, therefore, robust and considered.

256 The team explored how the ASC engages with policies and procedures to ensure they enable critical self-reflection. The committee reviews NFTS policies and procedures on a three-year basis, but sooner if the need arises, for instance to ensure compliance with the

Office for Students' Statement of Expectations for preventing and addressing harassment and sexual misconduct. The committee approved a new Student Code of Conduct, a new Social Media Policy and changes to policies and procedures relating to complaints and behaviour. [196] An earlier review in 2019 considered NFTS policies from a consumer law perspective, which led to a revision to the Academic Misconduct Procedure. [037d] The team noted that staff and student feedback can initiate revisions to policies and procedures. For example, the School recorded comments in the 2018 Annual Student Survey about adherence to deadlines, and the School subsequently added the issue to its Institutional Action Plan, which the ASC received in September 2019. [051a, 037d] Consequently, the committee approved a new Coursework Submission Policy in December 2019. [037e] By the time the committee received an updated Institutional Action Plan in May 2020 [276, 093] the matter was resolved. The team concluded that by ensuring that NFTS's policies remain current and respond to various requirements, the School ensures that critical self-assessment is embedded in its annual monitoring and review processes.

257 The ASC oversees the process of assessing NFTS's performance, using an approved report template and standard datasets. [214] A series of ASC minutes and matters arising [280a-h] reveal that external examiner reports form the core of the ACE process. The Quality Assurance Manager shares the relevant external examiner reports with the appropriate HoD ahead of the Annual Course Evaluation meetings. HoDs provide comments on the reports, then the Quality Assurance Manager, in conjunction with the School's Director, prepares a response to the examiners. On completing the report, a meeting with each HoD, the Registrar and the Quality Assurance Manager and two independent HoDs, chaired by the School's Director, considers the report; from 2023 the Director of Curriculum will chair. The ACE process reviews admissions data and, from 2022, continuation and progression data. The process also considers comments from tutors and students, industry reviewers and Industry Advisory Panels, as well as external examiner reports and action plans, which are formulated to address any concerns or issues and to drive forward enhancements. The involvement of the two independent HoDs in the process, enables a process of peer review and the sharing of good practice. The presence of the Director, Registrar and Quality Assurance Manager ensures consistency across all the ACE meetings. If a course offers a placement, HoDs are also explicitly asked to evaluate their effectiveness. For this year, NFTS has clarified that all HoDs and Course Leaders should share the student survey results with their teaching teams. This now happens as part of the Annual Course Team meeting, where the team agrees actions, such as in the Games Design and Development MA course team meeting. [279] The team considers the approach exacting and effective.

258 The team also considered other processes for which the ASC had oversight. [280a-h] The team found that the ASC discusses feedback through the annual Student Survey three times each year. First in an initial summary report presented to ASC soon after the survey closes. Second, a full report and analysis presented to the spring meeting, at which ASC identifies institutional issues for the Institutional Action Plan. Third, an extraordinary meeting of ASC [031, 031a-b] receives a summary of the survey results as part of the Quality Assurance Report. This ensures that the Board of Governors scrutinises the results. ASC also receives a report on the outcome of all complaints and disciplinary cases including any recommendations. The School has received three formal student complaints from 2018 to 2021. However, in these instances, the School considered what it could do differently to avoid a similar situation arising. For instance, following a disciplinary case against a student, the Misconduct Panel recommended that all HoDs undertake conflict coaching, which they did with an external company. [278] Subsequently the School has chosen to offer this training periodically to new HoDs and Course Leaders, or to refresh those who require it. [283] The ASC also considers the annual report published by the OIA and benchmarks itself against institutions of a similar size. [131]

259 The team examined how the School's Management Team responds to any issues arising from the annual monitoring process. Management meetings consider the operational activities and school performance across a wide range of areas, as well as the outcomes of external and internal audit reports. [163] The School's Director meets monthly with the HoDs to review and discuss strategic matters relating to the development of the curriculum and to update them on any new learning and teaching matters or changes to policies and procedures approved by ASC. [140a, 140b, 197] These meetings also offer an opportunity to consult with HoDs on proposed changes, such as the 2021 increase in cohort size from eight to 10 on some MA specialisms. An annual away day has a different focus each year, indicated by various exemplars of material presented at these sessions. [277a, 277b, 277c, 277d] For example, in 2019, the away day looked at using Clean Language [277b] to give and receive feedback and how HoDs could work together more effectively. The team was assured that through its engagement with HoDs, the Management Team oversees the operationalisation of the School's annual monitoring process effectively.

260 The team further considered the HoDs engagement with the annual monitoring process. HoDs consider how to improve their specialism or course to enhance student learning opportunities, resulting in an agreed action plan for each course. [166] The Quality Assurance Manager subsequently monitors progress against the plan which is reported annually to the ASC. The Registrar also notes any institutional actions to report them to the committee for inclusion in the Institutional ACE Action Plan. [051a-b] The ASC considers the reports from all departments along with the results of the annual Student Survey and external examiner reports and agrees an Institutional Action Plan alongside specific action plans for each specialisation or course. [051b] The committee also discusses external examiner reports and any actions before approving the responses sent to the examiners. NFTS takes examiner comments very seriously, and they lead to change. For example, the team noted that changes were made by the School because of feedback from an external examiner about a lack of consistency in applying sanctions for late submission. The Academic Misconduct Procedure [050a] did not include advice or direction on sanctions. An action to take this forward was added to the ACE action plan and taken to ASC in September 2019. [ASC Minutes 128] ASC agreed to review the Academic Misconduct Procedure to clarify sanctions to be applied for different types of misconduct. [128] This resulted in the introduction of a Coursework Submission Policy [124] and updated Academic Misconduct Procedure. [127] The team also noted an instance in 2019 during a HoDs away day that considered examiner comments on the consistency of feedback to students. Examiners confirm that NFTS responds to their comments. [50a-c] The team concluded that HoDs are actively engaged with the process of annual monitoring and review.

261 At present, the RCA periodically reviews the School's MA courses. [001, 001a] In preparation for DAPs, NFTS has prepared its own Periodic Course Review Procedure [079] outlining a six-year process that considers cognisant courses through self-evaluation and peer discussion. The process includes meetings with students, internal staff and at least two external subject specialists to ensure the inclusion of external and independent opinions. Periodic review considers qualitative and quantitative data to determine if academic standards align with external reference points like the FHEQ or the requirements of accrediting or professional bodies, as well as the currency, coherence, and continued relevance of the courses. There are, therefore, clear mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision.

262 The team found that the School draws on expertise from within and outside the organisation, into its arrangements for its governance, programme design, approval, delivery and review. This is because the School draws on a range of external expertise in the way it assesses its arrangements for programme design, approval, delivery and review. The School has commissioned external reviews of governance arrangements, including a review by Higher Quality Management Ltd in 2017 of the academic governance arrangements in

preparation for its DAPs application. [034] The School implemented a number of recommendations arising from this process. In the ASC matters arising meeting of April 2018, all recommendations made in the report were highlighted and at subsequent meetings, updates were provided until all the actions were completed. [280j] A 2019 review [020] identified that the School should articulate its approach to assessment design more clearly and provide guidance for staff. Guidance on assessment design has therefore been prepared and is made available to all staff, particularly those involved in the creation and approval of new courses. The School now publishes the guidance on assessment design in a Course Approval Policy. [281]

263 The School's internal auditors undertook an audit into its overarching governance arrangements in 2019. Although the report found that governance arrangements were satisfactory, it suggested several recommendations that the Board accepted and actioned. A well documented process [282a, 282b, 282c, 282d, 282e, 282f, 282g, 282h] of committee minutes and papers reveals how the School monitored the implementation of the actions and continued to check that the actions agreed respond to the findings until they were fully addressed. Similarly, in 2019, an audit into Student Wellbeing resulted in recommendations around the resourcing of the Student Support and Wellbeing team and the availability of information, all of which were accepted and implemented. [174] Other recent audits have looked at areas including staff diversity, student engagement, the School's compliance with the CMA Guidance, and compliance with the Prevent Duty. [169a] The team recognised that these are all examples of the diligence the School employs to ensure it fully absorbs and responds to ideas and expertise, internal and external and that critical self-assessment is integral to the operation of the School's higher education provision.

264 The team considered how NFTS engages with suggestions and recommendations made by external parties. For example, when validating the NFTS diploma courses in 2019, external panel members recommended embedding environmental sustainability practices into the curriculum, which the School did. [076b, 076c] If the School chooses not to act upon a suggestion it provides a clear rationale. [050d, 050e, 050f, 050h] If NFTS attains degree awarding powers, it expects external advisers will be key members of any Periodic Course Review Panel. Similarly, students meet with the Industry Reviewer who once a year reviews their work from a professional perspective and provides a written report. HoDs discuss the content of the report with the student at their Progress Review. The views of the Industry Reviewer serve to inform the HoD about the professional relevance of the work, they do not assess students against the learning outcomes. [085] An Industry Advisory Panel supports each department. This is a representative group of industry professionals and academics with particular skills and interests in the subject area. They advise on curriculum content and discuss future changes and developments. [187] Course handbooks list the name of the relevant Advisory Panel which meets once every 12-18 months, often with students in attendance. [113] These meetings can inform changes to the curriculum. As an example, the diploma in Cameras, Sound and Vision Mixing runs practice sessions for students of vision mixing and sound in response to its panel's suggestions. The team concluded that the School draws on ideas and expertise, internal and external in all aspects of its operations. Action is taken in response to matters raised through internal or external monitoring and review.

Conclusions

265 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

266 The School takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths. In determining if critical self-

assessment is integral to the School's operation of its higher education provision, the team observed that critical self-assessment is embedded in the key policies and processes that define its engagement with internal and external monitoring and review. There is a clear commitment by the School to ensure that it absorbs the advice and insight offered by staff, students, and a range of external stakeholders. The team found that from departmental level, through the Management Team and the ASC, to the Board of Governors there is a clear and iterative process that requires all participants to reflect on and respond to issues raised. The same process ensures that any actions defined are then followed through to their resolution, and committee processes capture this and record it in minutes and action plans. The mechanisms are therefore considered effective in their scrutiny and monitoring of the academic provision.

267 The School draws on internal and external ideas and expertise in its arrangements for programme design, approval, delivery and review. The team found externality present in all aspects, from the advisers that inform programme design, through external examiners to industry advice at both departmental and student levels. The School also engages varying external auditors to help it review and evaluate its provision.

268 The team concludes, therefore, that the School takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths and that the criterion is met.

Full Degree Awarding Powers overarching criterion

269 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

270 The team found that the School aims to nurture an environment of criticality and has established a framework which should enable self-critical reflection and evaluation of its own performance. Throughout the scrutiny period, the team observed activities such as meetings where staff and students are fully engaged in critical discussion, analysis and evaluation. The governance and committee structure allows for representation for staff and students across the School to utilise the annual monitoring and review processes and for external and industry experts to also become part of the self-critical process. The School has efficient processes in place that should provide a framework for criticality, such as the Annual Course Evaluation (ACE), periodic review, external examiner reporting and Industry Advisory Panels. These are currently operated under the auspices of the School's validation arrangements but have been appropriately adapted to operate under its own degree awarding powers. The appointment of the Director of Curriculum should make a significant difference to strengthen the School's approach to successfully managing its higher education provision.

271 The School has an ethos supporting a cohesive academic community. It is the case that there is an emphasis on the School's vocational ethos and the industry experience and standing of its staff. The School's particular academic community is, therefore, aligned with the current set of industry-applied degrees offered and is drawn mostly from industry practitioners with a significant proportion being employed as visiting tutors. However, this is in keeping with the context of the School's provision and the professional experience among the teaching faculty is greatly valued by the School's students who consider their teaching to be of high quality. The team noted that staff come together for a range of scholarly activities that include attendance at meetings, involvement in the development of academic policies and practices, course design processes, approval events, away days, and staff development events that share good practice. The School is committed to equity, and this is manifest in the sense of inclusivity in all aspects of delivery.

272 The School has demonstrated a proven commitment to the assurance of standards through its relationship with its awarding body and in the alignment of its courses with sector recognised standards. Its academic governance systems, regulations and course design processes include clear references to the assurance of standards and the maintenance of effective quality systems. Principles that underpin academic standards and quality are transparent, and reporting lines are clear. The School has adequate policies in place to ensure academic standards are periodically reviewed. Programme approval and review arrangements demonstrate the use of independent external expertise and take account of external reference points to ensure that standards are set at levels which correspond to the relevant levels of the FHEQ and that they meet professional accreditation requirements. Credit and qualifications are awarded only where the achievement of learning outcomes has been demonstrated and full use is made of external advisers and industry experts during the validation process and ongoing running of programmes to ensure that standards are fully maintained. The School has well developed strategies regarding learning, teaching and assessment. These observations, along with the conclusions for each of the DAPs criteria A-E in this report, demonstrate that the School meets the overarching criterion and is a self-critical, cohesive academic community with a proven commitment to the assurance of standards, supported by effective quality systems.

Annex

Number of students and course

Course	F/T	P/T
MA Film and Television	336	
Postgraduate Professional Diploma Assistant Directing and Floor Managing	15	
Postgraduate Professional Diploma Cameras, Sound and Vision Mixing for Television Production	7	
Postgraduate Professional Diploma Location Sound Recording for Film and Television	10	
Postgraduate Professional Diploma Model Making for Animation	12	
Postgraduate Professional Diploma Motion Graphics and Titles for Television and Film	4	
Postgraduate Professional Diploma Production Management for Film and Television	17	
Professional Diploma Assistant Camera (Focus Pulling and Loading)		9
Professional Diploma Sports Production	6	
Professional Diploma Directing Commercials		12
Professional Diploma Factual Development and Production		11
Professional Diploma Script Development		20
Professional Diploma Writing and Producing Comedy		16
Professional Certificate Script Supervision and Continuity for Film and Television	8	
Professional Certificate Producing Your First Feature		17
Professional Certificate Screenwriting: Finding Your Voice		25
Professional Certificate Screenwriting: Finding Your Voice (Glasgow)		9
Professional Certificate Screenwriting: Finding Your Voice (Leeds)		11
Professional Certificate TV Drama: Creating the Bible		9

Evidence

000 NFTS Critical Self-assessment
001 RCA Validation Agreement 2017 and Briefing Document 2016
001a RCA Validation Agreement 2021
002 NFTS Graduation Screening Films for 2020
003 Learning Teaching and Enhancement Strategy
004 RCA Internal Moderator Reports for 2017-19
005 2018 Report for the RCA
006 2019 Report for the RCA
006a 2020 Report for the RCA
007 OfS Email Confirming Award of PG Diplomas
008 HoD Job Description
009 Course Leader Job Description and Contract
010 Curriculum Coordinator Job Description
011 NFTS Director CV
012 Registrar Job Description and CV
013 Finance Director Job Description and CV
014 HR Director Job Description and CV
015 Director of Marketing and External Relations Job Description and CV
017 NFTS Corporate Plan
018 Filmmaking Certificate Handbook - Jan 2022
019 DAPs Action Plan
020 QAA Innovations Report
021 Director of Curriculum Job Description
022 Example Reaccreditation Outcome Reports
023 UKQC Gap Analysis
024 ASC Reports on Attainment 2019 - 2020
024a ASC Attainment Report 2021
025 ASC Reports on Progression and Completion 2019 - 2020
025a ASC Progression and Completion Reports – 2021
026 Organisation Chart - Management Team
027a Grade Distribution Report – 2015 – 2019
028 Governance Effectiveness Review 2015
029 KCG Audit Report
030 Board of Governors Minutes Covering Extraordinary ASC Meetings
031 Minutes from Extraordinary ASC Meetings - 2018 - 2019
031a Minutes from Extraordinary ASC Meetings – 2020 – 2021
032 Quality Assurance and Enhancement Reports - 2017 - 2019
032a Quality Assurance and Enhancement Reports – 2020
033 Board of Governors - Terms of Reference
034 Quality Assurance and Academic Governance Review 2017
035a NFTS Articles of Association
035b Scheme of Delegation
036 ASC – Current Terms of Reference
037a Agenda and Minutes ASC 14-Jun-18
037b Agenda and Minutes ASC 18-Sept-18
037c Agenda and Minutes ASC 16-Jan-19
037d Agenda and Minutes ASC 05-Sept-19
037e Agenda and Minutes ASC 06-Dec-19
038 ASC Annual Review of Effectiveness against ToR
039 Board of Governors Minutes - DAPs Preparations Approved
040 Board of Governors Minutes - New Academic Regulations Approved
041 Student Information Handbook

041a Student Information Handbook – 2021
042 Changes to Policies etc posted on Workplace
042a Screenshot of Changes to Policies etc posted on Workplace - February 2022
043 ASC Paper on Response to C19 and Continuity of Learning
044 Rescheduling 2020 Curriculum
045 Back To Beaconsfield
046 September Start 2020
048 Minutes from Final Examination Boards 2018
049 Minutes from Final Examination Boards 2019
049a Minutes from the Final Examination Board 2020
049b Minutes from the Final Examination Board 2021
049c Minutes from the Sub Examination Board 2021
050a External Examiner Reports 2019
050b External Examiner Reports 2018
050c External Examiner Reports 2017
050d Responses to External Examiners 2017
050e Responses to External Examiners 2018
050f Responses to External Examiners 2019
050g External Examiner Reports 2020
050h Responses to External Examiners 2020
051a Institutional ACE Action Plan Updates for ASC
051b ASC Minutes Institutional ACE Action Plan Updates
051c Institutional ACE Action Plan Update for ASC – 2021
051d ASC Minutes Institutional ACE Action Plan Update – 2021
052 Students' Union Company Certificate
053 Students' Union Articles of Association
054 Role Description for Students' Union President
055 Role Description for Students' Union Representative
056 External Examiners Schedules
057 Screenshot of External Examiners Reports on Workplace
057a Screenshot of External Examiners Reports on Workplace - 2021
058 Report from a Course Approval Panel Meeting
059 Agenda for ScreenSkills Stage 2 Panel Meeting
060 Student Work Placement Agreement Template
061 Placement Learning Policy
062 Placement Feedback from Provider - MDSE
062a Placement Feedback from Provider – CSVM
063 MA Course Handbook -Directing Animation – Jan 2022
064 ACE Report -MDSE
064a ACE Form-Data-Survey Results – Model Making
065 Summary Report Post-ACE Meeting - Directing Documentary
066 New Academic Regulations for Taught Programmes of Study
067 Postgraduate Diploma Handbook – ADFM – Sept 2021
068 NFTS Policy Review Schedule
069 ASC Minutes 13-Feb-20
069a Agenda for ASC 13Feb20
070a Links to First Year Films for Viewing
071a Student Final Award Letter
071b Confirmation of Study Record
072 ASC Minutes 20-Mar-19
073 Postgraduate Diploma Programme Specification
074 Course Approval Policy and Procedure
075a PG Diploma Module Brief - PM Sky Module
075b PG Diploma Module Brief - LSR TV Multi Cam
076a Follow-up from a Course Approval Briefing

076b Report from a Course Approval Event
 076c Report from a Course Approval Event
 077 Follow-up Report to ASC Post-6 Months Validation
 078 Follow-up Report to ASC Post-12 Months Validation
 079 Periodic Course Review Procedure
 080 NFTS External Examiner Appointment Letter
 081 NFTS External Examiner Report Template
 082 External Examiners Policy and Procedure
 083 Minutes of ASC Discussing External Examiner Reports 2019-20
 084 External Examiner Reports and ACE Follow-ups
 085 Example Industry Reviewer Reports
 086 MA Programme Specification
 087 MA Progress Review 2 Examples
 089 Diploma Interim Progress Reviews
 090 Minutes from Board of Examiners - Diploma
 091 ACE Reports-Forms-Data – Animation-Games
 091a ACE Meetings - External Examiner Reports Email 2022
 092 ACE Synoptic Report for ASC
 093 ACE Synoptic Report for ASC - ASC Minutes 21-May-20
 093a ACE Synoptic Report for ASC - ASC Agenda 21-May-20
 094 ASC New Terms of Reference
 095 Staff Activities - Full Schedule of LD Training Activities 2018-2020
 095a Schedule of Learning and Teaching Development Activities 2021 – 2022
 096 Visiting Tutor Handbook
 099 NFTS Anti-Racism Action Plan
 099a NFTS Anti-Racism Action Plan - Update March 2022
 102 ASC Minutes Covering Progression Completion and Attainment 19-20
 102a ASC Minutes Covering Progression Completion and Attainment – 2021
 103 Board Report Update on NFTS Response to Coronavirus
 104 Virtual Classroom and Training
 105 Placement Module Briefs - FSPC MDSE CSVM Graphics
 106 Student Feedback on placements and work experience
 107 Curriculum Planning Meeting Minutes and Actions
 108a Screen Arts – Story Today Syllabus 2020
 108b Screen Arts - Story Today Syllabus 2019
 108c Screen Arts Calendar of Events - Core Syllabus - 2018
 109 Inclusive Remote Learning Guidance
 110a Student Module Feedback
 110b Student Module Feedback
 110c Student Feedback – MDSE Year 1
 110d Student Feedback – Sports Production
 111 Report on Annual Student Survey - 2018
 111a Report on Annual Student Survey - 2019
 111b Report on Annual Student Survey – 2020
 112 NFTS Students' Union Meeting Minutes
 113 Industry Advisory Board Minutes
 115b Accrediting Body Feedback – TV Entertainment
 115c Accrediting Body Feedback – Location Sound Recording
 116 Beyond Time Module Outline
 117 Digi Fiction Module Outline
 118 Module Briefs – Production Management-CBEE
 119 Curriculum Grid
 120 Student Self-Assessment Examples
 121a Feedback Guidance for Staff
 121b Feedback Guidance for Students and Staff

123 Dissertation Guidance for Students
124 Coursework Submission Policy
126 Concessionary Requests
127 Academic Misconduct Policy
128 ASC Minutes Sept and Dec 19 Penalties for Academic Misconduct
129 Academic Appeals Procedure
130 Student Complaints Procedure
131 OIA Reports to ASC for 2019 and 2020
132 Outcomes from DFX Group Complaint
133 Unconscious Bias Training Email
134 ACE Form reflecting on Staff Development
135 Staff Spreadsheets
135a Staff Spreadsheets
136a Staff Survey Presentation 2019
136b Staff Survey Presentation 2018
136c Staff Survey Presentation 2020
136d Staff Survey Results 2021
138 Accepted CPD Requests
140a HoD Minutes – Learning Teaching Enhancement Strategy
140b HoD Minutes – Academic Misconduct Placements
142 Board Minutes from Nov-19
143 Board Minutes from Oct-18
144 Board Minutes from Oct-19
145 Student Support and Wellbeing Annual Report 2021
146 Annual Diversity Report
147 Annual KPI Review to Board
148 NFTS Mental Health Strategy and Policy
149 Disability Disclosure Report
151 ACE Report from Composing Looking at Diversity
152 50-50 Project Summary
154 Wellbeing week agenda
155 Springboard Programme
156 Springboard Feedback
157 Bridges to Industry Overview March 2020
158 Feedback Newsletter - Graduate Credits and Employment
159 Grad Show Brochure 2022
160 Ready For Work Schedule
161 Graduate Outcomes Data 2019
161a Graduate Outcomes Data 2020
162 DHLE Reports
163 Management Meeting Minutes
166 ACE Action Plans Showing Changes to Curriculum
169a KCG Audit Report - Compliance - 2019
170 Equality and Diversity Report 2018 to Board
171 Equality and Diversity Report 2019 to Board
172 FGP Minutes - KPIs for Student Satisfaction and Employability
172a FGP Minutes - KPIs for Student Satisfaction and Employability - Sept 2021
174 Audit Committee Minutes
174a Audit Committee Minutes - Nov 2021
174b FGP Minutes - Nov 2021
175 Meet the Industry Programme – Directing Fiction
176 Meet the Industry Programme – Producing
177 Flyer for Portfolio Production Design Show 2020
181 Board Minutes 06-Oct-20
182 Minutes of Board March 2020 – Awards and Prizes

183 Organisational Structure 2020
 185 Student Support and Wellbeing Annual Report 2021
 187 ADFM Advisory Panel Agenda 2021
 188 NFTS Course Approval Agenda 01 July 2021
 189 Course Strategic Intent
 190 CBEE Outline Schedule
 191 MA Programme Specification CBEE
 192 Combined Module Briefs
 193 New MA CBEE Handbook
 194 Feedback from EEs to Directing HoDs
 195 Feedback from EEs to Single HoD
 196 ASC Minutes - December 2021
 197 Heads of Department - Terms of Reference
 198 Heads of Department Appraisals 2021
 199 Research and Knowledge Exchange Strategy
 200 People Strategy
 201 NFTS – AFTRS Festival Schedule 2022
 202 Grad Show Screening Room Link 2022
 203 Industry Reviewer Invitation Letter Template
 204 Industry Reviewer Role Outline
 205 Industry Reviewer Guidance
 206 Industry Reviewer Student Report Template
 207 MA Progress Review 4 Examples
 208 Course Team Meetings
 209 ASC Minutes 21-Jan-20
 210 Student Rep Induction Meeting Confirmation
 211 Student Rep Induction Meeting Agenda
 212 ACE Report – CBEE 2021
 213 Registrar Email to Course Tutors – ASC Summaries
 214 ACE Form Template
 215 Placement Briefing
 216 KCG Student Mental Health Audit Report – March 2022
 217 NFTS Board of Governors Minutes November 2021
 218 David Lean Library Acquisitions Policy
 219 NFTS Board of Governors Minutes March 2021
 220 Final Exam Board 2022 – External Examiner Report
 251 Corporate Plan - NFTS 2023
 252a Management Meeting Minutes 5 April 2022
 252b People Plan 2021-24 Progress for Management
 252c Short course outline for visiting tutors
 253a Audit Committee Minutes Nov 2021
 253b Board Minutes Nov 2020
 253c Draft IA Plan 2023-24 to 23-24
 254 ASC Minutes 150222
 256a Course Approval Policy and Procedure
 256b Periodic Review Procedure
 256c Course Approval Panel Agenda July 2021
 256d Course Approval Report September 2021
 256e Preliminary Meeting Notes June 2020
 256f Validation Event Agenda 14 October 2020
 257a Directing Animation - Tick Application Form
 257b ADFM Diploma - Tick Application Form
 257c ScreenSkills Stage 2 NFTS MA Directing Animation FINAL
 257d ScreenSkills Stage 2 NFTS Diploma Assistant Directing and Floor Managing FINAL
 257e ScreenSkills Stage 2 MA Composing for Film and TV FINAL

257f ScreenSkills Stage 2 NFTS Diploma Sports Production FINAL
257g ScreenSkills-NFTS Conditions response by [REDACTED]
257h Emails with ScreenSkills re conditions of re-accreditation
260a Staff Spreadsheets 135
260b Staff Spreadsheets 135a
262a Breakdown of Ethnicity and Gender by Course for Visiting Tutors
262b Management Meeting Minutes - 18 January 2021
265 CVs HoDs and Course Leaders
266 [REDACTED] CV
267a Advert JD for Course Leader
267b Course Leader CBEE JD
267c Head of Editing - Advert and JD
267d HoD Location Sound Job Description and Advert
268a Visiting Tutor Ad JD [REDACTED]
268b Animation Producing Tutor JD
268c Lead Vision Mixing JD Ad
269 Anonymised worker contract
271a Head of Fiction Appointment
271b Head of VFX Appointment
272a [REDACTED] Staffing Request
272b [REDACTED] Staffing Request
274 Email from [REDACTED] 22 February 2022
275a Annual Course Evaluation and Curriculum Review
275b Periodic Review Procedure
275c LTE Strategy
276 Updates to Action Plan ACEs 2019 ASC200521
277a Follow up from Away Day 2019
277b Clean Questions Handout
277c Clean Set Up Questions
277d Reflection Questions
278 NFTS Conflict Resolution Course Proposal 20220504
279 Games Course Meeting Minutes
280a ASC 180430 Paper 1802 - Matters Arising
280b ASC 180614 Paper 1816 - Matters Arising
280c ASC 180918 Paper 1828 - Matters Arising
280d 02 ASC 181105 Paper 1841 - Matters Arising
280e Paper 1902- Matters Arising - ASC190116
280f Paper 1917 - Matters Arising - ASC190320
280g Paper 1930 - Matters Arising - ASC190619
280h Paper 1949 - Matters Arising - ASC190920
280i ASC Minutes April 2018
280j Actions taken in response to 2017 HQM report
280k 2017 QA Report
280l Email from EW to ASC 25 September 2018
280m ACE template form 2018
280n ASC 180430 Agenda
280o ASC 180430 Matters Arising
281 Course Approval Policy and Procedure
282a Audit minutes Sep 2021
282b 10919 AC Paper 5.2 - Self-assessment of Audit Committee performance TH 230719
282c Audit minutes June 2019
282d GAR paper 2.2.2 61020
282e GAR Paper 2.1 131119
282f (6.1) FGP Paper 5.1 - Scheme of Delegation TH 100120
282g General Meeting minutes November 2019

282h Actions from Internal Audit review of Governance
283 NFTS Request for Additional Evidence
285a Job Description - Senior Tutor Screen Arts
285b Job Description - Executive Assistant
285c Job description - Partnership Manager
286a ██████████ CV
286b ██████████ CV
286c ██████████ CV
286d ██████████ CV
287 Staff Attendance Records CPD Events
288 Constructive Alignment Material
289a Head of Department Away Day - March 2022
289b Head of Department Away Day - July 2021
290a New Tutor Induction and Mentoring Overview - Documentary
290b Sample Email 1 - Documentary
290c Sample Email 2 - Documentary
290d Sample Email 3 - Documentary
290e Sample Email 4 - Documentary
290f Sample Email 5 - Documentary
290g New Tutor Induction and Mentoring Overview - Games
290h Tutor Guide - Games
291 Employee Handbook
293 StoryFutures Academy and teaching staff involvement
293a Train the Trainer Final Report
293b 5-day immersive project development brief
293c Workshop Notes Saturday 23rd Jan
293d EpicAwayDay June2021
293e ██████████ mail FireworksJan2021
294a Certificate in Virtual Production Handbook 2022 DRAFT
294b VP Module Brief - Module 01 - Intro to VP DRAFT
294c VP Module Brief - Module 02 - Intro to Unreal DRAFT
294d VP Module Brief - Module 03 - Working with Unreal DRAFT
294e VP Module Brief - Module 04 - LED Wall In-Depth DRAFT
294f VP Module Brief - Module 05 - VP Workflows DRAFT
294g VP Module Brief - Module 06 - VP Studio DRAFT
294h Paper 2135 New Certificate Course - ASC210929
294k VP Initial Meeting
294l VP Initial Meeting Attachment
294m Minutes Meeting - Course Review - VP
295a CBEE Sessions 2022
295b ██████████ Textbook Thumbnail
295c ██████████ Email - January 2022
295d SNH Weekly 1st Year Schedules 2022 Weeks 12-13
295e AD FM Schedules 2022 Weeks 12-13
295f PM Schedules 2022 - 29 March 2022
296a ██████████ Email 21 March 2022
296b ██████████ Email 29 April 2022
297 NFTS Request for Additional Evidence 1 June 2022
298 Board of Governors Minutes October 2021
299 NFTS Academic Regulations for Taught Programmes of Study
1000 NFTS Critical Self-assessment
1000a First request for additional information December 2020
1000b Request for additional information from first visit February 2021
1000c Request for additional information from March-April 2021
1000d Request for additional information July 2021

1050b External Examiner Reports 2018
1050c External Examiner Reports 2017
1050d Responses to External Examiners 2017
1050e Responses to External Examiners 2018
1050f Responses to External Examiners 2019
1051a Examples of ACE Action Plan for ASC
1051b Example ACE Action Plan Review Minutes
1052 Students' Union Company Certificate
1053 Students' Union Articles of Association
1054 Role description for Students' Union President
1055 Role Description for Students' Union Representative
1056 External Examiners Schedules
1057 Screenshot of External Examiners Reports on Workplace
1058 Report from a Course Approval Panel Meeting
1059 Agenda for ScreenSkills Stage 2 Panel Meeting
1060 Student Work Placement Agreement
1061 Placement Learning Policy
1062 MDSE Placement Feedback - Provider
1063 MA Course Handbook -Directing Animation
1064 ACE Report -MDSE
1065 Summary Report Post-ACE Meeting - Directing Documentary
1066 New Academic Regulations for Taught Programmes of Study
1067 Postgraduate Diploma Handbook - ADFM
1068 NFTS Policy Review Schedule
1069 ASC Minutes 13-Feb-20
1069a Agenda for ASC 13Feb20
1070 First Year Film Module Brief
1070a 2019 and 2020 First Year Film Links
1070b New Beyond Time Module Brief
1071a Student Final Award Letter
1071b Confirmation of Study Record
1072 ASC Minutes 20-Mar-19
1073 Postgraduate Diploma Programme Specification
1074 Course Approval Policy and Procedure
1075a Professional Diploma Module brief -PM Digi Fiction
1075b Postgraduate Diploma Module brief - LSR TV Multi Cam
1076a Follow-up from a Course Approval Briefing
1076b Report from a Course Approval Event
1077 Follow-up Report to ASC Post-6 Months Approval Validation
1078 Follow-up Report to ASC Post-12 Months Approval Validation
1079 Periodic Course Review Procedure
1080 NFTS External Examiner Appointment Letter
1081 NFTS External Examiner Report Template
1082 External Examiners Policy and Procedure
1083 Minutes of ASC Discussing External Examiner Reports 2019-20
1084 External Examiner Reports and ACE Follow-ups
1085 Example External Assessor Reports
1086 MA Programme Specification
1087 MA Progress Reviews 2
1089 Diploma Interim Progress Reviews
1090 Minutes from Board of Examiners - Diploma
1091 ACE Reports - Games Fiction PM
1092 Synoptic report Action Plan for ASC and Minutes
1093 ASC Minutes from 21-May-20 Discussing Synoptic Report
1093a Agenda for 21May20

1094 ASC New Terms of Reference
 1095 Staff Activities - Full Schedule of LD Training Activities (2018-2020)
 1096 Visiting Tutor Handbook
 1099 NFTS Anti-Racism Action Plan
 1101 Progression and Completion 2019-20
 1102 ASC Minutes Covering Progression Completion and Attainment 19-20
 1103 Board update on response to the Coronavirus
 1104 Virtual Classroom and Training
 1105 MDSE Module Brief Work Placement
 1106 Student Feedback on placements and work experience
 1107 Curriculum Planning Meeting 2018-19
 1108a Screen Arts – Story Today Syllabus 2020
 1108b Screen Arts - Story Today Syllabus 2019
 1108c Screen Arts Calendar of Events (Core Syllabus) 2018
 1109 Inclusive Remote Learning Guidance
 1110a Student Module Feedback
 1110b Student Module and Visiting Tutor Feedback
 1111 Annual Student Survey
 1111a Report on Annual Student Survey 2019
 1112 NFTS Student Union Minutes
 1113 Example of Industry Advisory Board minutes
 1114 Industry Reviewer (EA) Feedback
 1115b Example of Accrediting Body Feedback – TV Entertainment
 1115c Example of Accrediting Body Feedback – Location Sound Recording
 1116 Beyond Time Module Outline
 1117 Digi Fiction Module Outline
 1118 MDSE Games Collaboration Module Brief
 1119 Curriculum Spreadsheet (Grid)
 1120 Examples of Student Self-Assessments
 1121a Feedback Guidance for Staff
 1121b Feedback Guidance for Students and Staff
 1122 Assistant Camera ACE Summary and Action Plan
 1123 Dissertation Guidance for Students
 1124 Coursework Submission Policy
 1126 Example Concessionary Requests
 1127 Academic Misconduct Policy
 1128 ASC Minutes Sept and Dec 19 Penalties for Academic Misconduct
 1129 Academic Appeals Procedure
 1130 Student Complaints Procedure
 1131 OIA Reports to ASC for 2019 and 2020
 1132 Outcomes from DFX Group Complaint
 1133 Unconscious Bias Training Email
 1134 ACE report with example of changes made following feedback to learning teaching or assessment
 1135 Staff Spreadsheets
 1136a Staff Survey Presentation 2019
 1136b Staff Survey Presentation 2018
 1136c Staff Survey Presentation 2020
 1138 Accepted CPD Requests (anonymised)
 1139 Schedule of Learning and Teaching Development Activities
 1140a HoD Minutes – Learning Teaching Enhancement Strategy
 1140b HoD Minutes – Academic Misconduct Placements
 1140c HoD Minutes – Credit Structure Module Grading
 1142 Board Minutes from Nov-19
 1143 Board Minutes from Oct-18

1144 Board Minutes from Sep-19
1145 Reports to ASC from Student Support and Wellbeing
1146 Annual Diversity Report
1147 Annual KPI Review to Board and Minutes
1148 NFTS Mental Health Strategy and Policy
1149 Disability Disclosure Report
1151 ACE Report from Composing Looking at Diversity
1152 50.50 Project Summary
1154 Wellbeing week agenda
1155 Springboard Programme
1156 Springboard Feedback
1157 Bridges to Industry Overview March 2020
1158 Feedback Newsletter - Graduate Credits and Employment
1159 Grad Show Brochure
1160 Ready For Work Schedule
1161 Graduate Outcomes Data 2019
1162 DLHE 2018 Main Results Presentation
1163 Management Meeting Minutes
1166 ACEs Showing Changes to Curriculum FSPC and MM
1168 ASC Extraordinary - Approved Minutes 05-Nov-18
1169 KCG Audit Report (Curriculum Management) 2018
1169a KCG Audit Report (Compliance) 2019
1170 Equality and Diversity Report 2018 to Board
1171 Equality and Diversity Report 2019 to Board
1172 KPIs for student satisfaction and employability
1173 Board Meeting Minutes 22-Mar-16 TV Studio Refurbishment
1174 Minutes from Audit Committee Sept 2019 Prizes
1175 Meet the Industry Schedules for Directing Fiction
1176 Meet the Industry Schedules for Producing
1177 Flyer for Portfolio Production Design Show 2020
1181 Board Minutes 06-Oct-20
1182 Board Minutes March 20 Prizes
1183 Organisational structure 2020
1183a Organisational structure 2020
1184 Flowchart NFTS Courses Dec20
1185 CVs and appointment of NFTS Governors
1186 Agenda and Minutes ASC 23Apr20
1187 Agenda and Minutes ASC 14Sept20
1188 Agenda ASC 03Dec20
1189 MA Directing Documentary Handbook 2021
1190 MA Film Studies Programming and Curation Course Handbook 2021
1191 Diploma Production Management Handbook 2020
1192a Student Record Games
1192b Student Record Directing Animation
1192c Student Record Film Studies
1193 Notes from the Second Course Validation Event June 2020
1194a Business for Film and Television Module Brief and Feedback
1194b Moment of Truth Brief and Feedback
1194c Question Module Brief and Feedback
1194d Grad Fiction Project Module Brief and Feedback
1194e First Year Film Module Brief and Feedback
1194f Wildlife Sequence Module Brief and Feedback
1194g Final Year Project Module Brief and Feedback
1194h Digital Fiction Module Brief and Feedback
1194i Audiences 2019 Module Brief and Feedback Fail

1194j MDSE Progress Review 2 2020 Fail
1194k Science Natural History Progress Review 4 Fail
1194l Professional Dip Sports Production Fail
1195a MA Results Letter to Students
1195b PG Dip Results Letter to Students
1196 HoD Away Day Content
1197 Supporting our Academic staff
1198 NFTS Recruitment Policy
1199 NFTS Recommended Booklist
1200 Minutes from Management Meetings
1201 Chronology of development of NFTS academic regulations
1201a New Academic Framework ASC190905
1201b Regulations for TPS AB Oct19
1201c Approved ASC Minutes 191024
1201d Regulations for TPS GC Feb20
1201e Regulations for TPS AB Feb20
1201f Proposed new Academic Regulations ASC 200213
1201g RB email to ASC
1201h HoD Section Heads Mtg Mins 05Mar20
1201i Matters Arising ASC200423
1201j Staff Development Focus on Feedback
1202 CVs ██████
1202a ██████ CV 2021
1202b Overall Annual Course Evaluation Action Plan 2020
1202c CVs ██████
1203a Revisions to IR Template
1203b Industry Reviewer Guidance MA
1203c Industry Reviewer Role Outline
1204a MA Annual Course Evaluations
1204b Dip Annual Course Evaluations
1205 DFX Group Complaint Redacted
1205a Head of Department Right of Reply to Complaint Redacted
1205b Final DFX Group Outcome Letter
1205c Approved ASC Minutes from190905
1205d DFX MA Strategic Planning 2019
1205e DFX MA Strategic Planning 2020 Follow Up
1205f Update Re DFX group complaint outcome
1206 Approved Minutes 190320
1206a MDSE Y1 Term 1 Student Feedback on Speakers
1206b Graphics and Titles Student Feedback
1206c Student Progression and Completion Data ASC190320
1206d MDSE Y1 Term 2 Student Feedback on Speakers
1206e Student Attainment Data ASC190320
1206f Student Attainment Data ASC200423
1206g Sports production Feedback
1206h Student Progression Completion ASC200423
1206i TV Grad Student Feedback
1207a Grow your career Part 2
1207b Presentation Skills Outline
1207c Time Effectiveness Outline
1207d Coping Under Pressure
1207e Staying Productive When Working Remotely
1207f Motivating and Engaging Remote Teams
1207g Registry Information for International Students
1208a NFTS Appraisal form

1208b ACE for Cinematography
1208c ACE for Games Design
1208d Afternoon Tea Cake in the Immersive Lab
1208e Approved ASC Minutes 200521
1208f For Management HEA Fellowship
1208g GEECT Twin Conference Embracing Diversity in European Film School's
1208h Teaching Documentary II ZeLIG GEECT Conf
1208i HEA Fellowship 10 months
1208j Inclusion and Diversity training
1208k Indie Film School's Group
1209a Matters Arising ASC 180918
1209b Approved ASC Minutes 180918
1209c Update on actions following ACEs ASC190320
1209d Approved Minutes ASC190320
1209e Report on Student Support and Wellbeing ASC 190619
1209f Overall Annual Course Evaluation Action Plan 2020
1209g Approved ASC Minutes 191206
1210a Chronology on Mode of Address to Students
1210b Revised Progress Review Forms
1210c Overall Annual Course Evaluation Action Plan 2020
1210d Revised Industry Reviewer Form
1211a Chronology for Academic Misconduct Project
1211b Actions following ACEs ASC190905
1211c Academic Misconduct Procedure ASC190920
1211d Minutes from HoD Meeting 05-Dec-19
1211e Email to ASC Revised Academic Misconduct Procedure
1212 Curriculum Planning Meeting COVID Revisions 050221
1213 Agenda - ASC 210120
1213a Combined Bundle of Papers for ASC 210120
1214 5-Yr Grade Distribution - ASC200914
1215a Typical Information Timeline for Start of Course
1215b Example Welcome Email from HoD
1215c Example Welcome Email from Coordinator
1215d Example Department Important Info Pack
1215e Registry Information Document
1215f Springboard Programme 2021
1215g Springboards-Extra
1215h Example Email Directing Students to Workplace
1216a Placement Agreement NFTS Signed 26June2020 Redacted
1216b Process for MDSE Placements
1216c BFI PLACEMENTS 2021 outline and process Redacted
1216d Work Placements Agreement Redacted
1217a MA MDSE Course Handbook 2021
1217b PG Diploma Production Management Handbook 2020
1217c MA Science and Natural History Handbook 2021
1217d Games Department Introduction
1217e MDSE 1st Year Schedule Week 7
1217f Doc yr1 schedule wk7 - 10-14 Feb 2020
1217g Doc yr1 schedule wk20 - 11 to 15 May 2020
1217h 1st Year FSPC Schedule weeks 7 8 (2021)
1217i 2nd Year FSPC Schedule Weeks 8 9 (2021)
1218a ██████ Appraisal-Form 04 2019 Redacted
1218b 2020 NFTS Appraisal 02 Redacted
1218c 2020 NFTS Appraisal Form 01 Redacted
1218d Appraisal 2020 03 Redacted

1219 David Lean Library Acquisitions Policy
1220a Audit minutes Sep 2018
1220b NFTS Strategic Internal Audit Plan update Nov 2020
1220c NFTS Audit Committee minutes Nov 2020
1220d NFTS 1819 06 Student Wellbeing Final Report issued 120419
1221 Agenda for NFTS MA Final Exam Board Meeting 210305
1222 FGP agenda March 21 v2
1223 Audit Committee Agendas and Papers - 9th March 2021
1224 Final Motion Graphics ACE form
1225 Final DFX ACE form
1226 Final Production Management ACE form
1227 Final Animation ACE form
1228 Final Television Entertainment ACE form
1229 Final FSPC ACE form
1230 209th NFTS Board Meeting
1231 209th NFTS Board Meeting (003)
1233a Corrected FSPC BFI Placement Module Brief
1233b MDSE Mapping Pages from Course Handbook 2021 Placements
1233c FSPC Work Placement Evidence incl Mapping
1234 Unapproved Minutes from ASC210120
1235 Board assurance re compliance with OfS ongoing conditions of registration
1236 Final Exam Board ToRs for MAs
1237 Example Exam Board Template redacted
1238a 2020 Final Exam Board Summary Report Redacted
1238b 2019 Final Exam Board Summary Report Redacted
1239 Credit Framework Statement
1240 Proposals for the restructure of Student Support and Wellbeing
1241 Minor Mods Policy
1242a Digital Effects ACE Report
1242b FSPC ACE Report
1242c Directing Animation ACE Report
1242d Motion Graphics ACE Report
1242e Production Management ACE Report
1242f TV Entertainment ACE Report
1243 ADFM Advisory Panel Agenda 2021 - 30th March
1243a Audit Committee Agendas and Papers 08Jun21
1243b DRAFT Audit minutes June 2021
1243c [REDACTED]
1243d [REDACTED]
[REDACTED]
1243e [REDACTED] - The Iranian New Wave
1243f [REDACTED] Dissertation and Feedback
1243g [REDACTED] Essay and Feedback
1243h [REDACTED] PR3 and PR4
1243i Link to graduation project - [REDACTED]
1243j Link to video essay - [REDACTED]
1244 Management Meeting Agenda and Papers - Tuesday 27th April
1244a Link to graduation project - [REDACTED]
1244b Link to video essay - [REDACTED]
1244c [REDACTED] Parallel Cinema - NFTS
1244d [REDACTED] True Crime Drama Presentation
1244e [REDACTED] Revised Contemporary British Cinema Presentation
1244f [REDACTED] Essay and Feedback
1244g [REDACTED] Dissertation and Feedback
1244h [REDACTED] PR3 and PR4

1245a ██████████ Sound Design Distinction
 1245b PR4 ██████████ Sound Design
 1246a ██████████ Sound Design Commendation
 1246b ██████████ Sound Design PR4
 1247a ██████████ Directing Documentary Commendation
 1247b ██████████ Directing Documentary PR4
 1248 ██████████ Production Design Portfolio
 1249 ██████████ Production Design Portfolio
 1250a ██████████ Documentary Pass
 1250b ██████████ Production Design Pass
 1250c ██████████ CBEE Good Pass
 1250d ██████████ TV Ent Good Pass
 1250e ██████████ Cinematography Distinction
 1251a TV Grad Show Paperwork
 1251b TV Grad Show Feedback
 1251c Final Assessment
 1252 GFF Film Paperwork
 1252b GFF Feedback
 1252c Final Assessment
 1253 List of Student Work Final
 1254 Access to NFTS Screening Rooms for Student Productions
 1255 Grad Brochure 2018 Final
 1256 Grad Brochure 2019 Final
 1257 Grad Brochure 2020 Final
 1258 Grad Brochure 2021 as of 26 April
 1259 Agenda and papers for HoD meeting on Thursday 7 May 2021
 1260 Copy of BFI Screening Schedule
 1261 Notes from Meeting 20-04-21 - Online Selection Workshops
 1262 Revised Industry Reviewer Student Report Template v21
 1263 Agenda - ASC 210520
 1264 Combined Papers for ASC 210520
 1265 Statement on Marking of the Dissertation
 1266 DISSERTATION ASSESSMENT CRITERIA
 1267 Student- dissertation marking sheet Redacted
 1268 List of Courses with Assessed Work Placements
 1269 CSVM - Module 4 brief
 1270 CSVM Module 4 Mentor feedback form v01
 1271 Template Placement feedback form BFI
 1272 Placement Feedback Form Sample
 1273 BFI Placement Example from Student
 1274 Course outline MA Film Studies 2021
 1275 MDSE Mapping Pages Course Handbook Placements Highlights
 1276 Company Presentation Brief MDSE
 1277 NFTS MDSE Placement Employer Feedback Form
 1278 Placement approach email 2021
 1279 1st Year MDSE2021 Bios
 1280 Motion Graphics - Sky Placement
 1281 Motion Graphics Handbook Placement Highlights
 1282 NFTS Course Approval Agenda 01 July 2021
 1283 01 Course Strategic Intent
 1284 02 CBEE Outline Schedule
 1285 08 Subject Benchmarking Statement - PG Business and Management
 1286 MA Programme Specification CBEE
 1287 Combined Module Briefs
 1288 05 New MA CBEE Handbook

1289 Design Review Panel - Course Approval Policy and Procedure
 1290 Proposed Academic Regulations for Taught Programmes of Study
 1291 CBEE Approval Event Responses to Questionnaires
 1292 Combined Paper Bundle for ASC 210721
 1293 ASC 210721 - Agenda
 1294a Recognition of Prior Experiential Learning Policy
 1294b Concession Pack 01
 1294c Concession Pack 02
 1295a External Examiner's Summary Report 2018 to ASC
 1295b External Examiner's Summary Report 2019 to ASC
 1296a Notification of EE reports to all HoDs
 1296b Feedback from EEs to directing HoDs
 1296c Feedback from EEs to single HoD
 1297 Combined Papers for ObsML09
 1298 Curriculum Grid 2022 Yr 1 22.07
 1299 Curriculum Grid 2022 Yr 2 22.07

Other Resources

Website - <https://nfts.co.uk/>. Accessed 10 June – 8 July 2022
 SS – Student Submission
 Workplace – NFTS Intranet platform

Observations

ObsAD01	20-Jan 2021	Academic and Standards committee
ObsAD02	10-Mar 2021	Finance and General Purposes Committee
ObsAD03	09-Mar 2021	Audit Committee
ObsAD04	23 Mar 2021	Board of Governors Meeting
ObsAD05	16-Mar 2021	3x ACE Panel Meetings
ObsAD06	17-Mar 2021	3x ACE Panel Meetings
ObsAD07	27-Apr 2021	Management Team meeting
ObsMI03	06-May 2021	Director meetings with HoDs
ObsMI01	05-Mar 2021	Staff development session - Decolonising the Curriculum
ObsMI02	05-Mar 2021	Final Exam Board
ObsMI03	06-May 2021	Director meetings with HoDs
ObsMI04	20-May 2021	Academic and Standards Committee
ObsMI05	01-Jul 2021	Course Approvals Event
ObsML01	01-Feb 2021	2x Springboard Student Induction Activities
ObsML02	01-Mar 2021	Sub Board for examiners
ObsML04	30-Mar 2021	Industry Advisory Panel Meeting
ObsML05	Feb-25 2021	Final Progress Reviews x 8 students
ObsML06	21-May 2021	Observation of review process
ObsML07	07-Jun 2021	Facilities tour
ObsML08	30-Jun 2021	Teaching Obs
ObsML09	21-Jul 2021	Extraordinary ASC
ObsML10	26-Jul 2021	Institutional Annual Curriculum Meeting

Visit Meetings

V1M1	Meeting with Senior Staff
V1M2	Meeting with Student Representatives
V1M3	Meeting with students (no representatives)
V1M4	Meeting with Professional Staff
V1M5	Meeting with Academic Management Staff
V1M6	Meeting with RCA staff
V1M7	Meeting with non-management academic staff
V1M8	Meeting with Governors

- V1M9 Meeting with Facilitator (for clarifications)
- V2M1 Meeting with Students
- V2M2 Meeting with Governors
- V2M3 Meeting with Academic and Professional staff
- V2M4 Meeting with Senior Staff
- V2M5 Meeting with Placement Provider
- V2M6 Meeting Facilitator (for clarifications)

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