

Central Film School

2025-26

Central Film School

New Centre Approval Process

1. Purpose

- 1.1. This document outlines the process for how new Central Film School centres are approved and readied to deliver Central Film School programmes. The approval process and monitoring of new centres ensures comparability, regulatory compliance, and mission alignment across all provisions.
- 1.2. Additional centres which deliver CFS programmes will comply with central Academic Frameworks, curriculum, associated policies and regulations. CFS does not operate franchising or validation arrangements.
- 1.3. One Academic Framework, Differentiated Application
 - All Central Film School delivery centres use the same core Academic Framework and regulations, with adjustments only where required by local law (international centres).
- 1.4. Regulatory Compliance
 - UK centres must comply fully with OfS, the UK Quality Code, and Equality Act 2010.
 - International centres must comply with UK regulatory requirements and any relevant local laws (e.g., employment law, data protection, educational licensing).
- 1.5. Parity of Standards, Contextualised Experience

- Standards and academic integrity are identical across all centres.
- Student experience remains equivalent but may differ in delivery mode, local partnerships, or facilities due to geographical context.
- All centres will use centrally approved course and module descriptors as developed by the central Learning & Teaching Committee and Course Boards and approved by the Academic Board.
- All academic staff at CFS centres must meet the School's academic criteria and UK expectations for HE teachers in line with the Staff Recruitment Procedure. For international centres, this will include compliance with local employment law that governs contractual arrangements and additional professional equivalence checks.

1.6. Mission Alignment

- All centres must uphold CFS's mission, particularly amplifying under-represented voices in the screen industries and engaging with local communities.

2. Scope

2.1. This process applies to all new centre proposals at direct delivery locations outside of London, including those in the United Kingdom and International centres.

2.2. CFS does not operate franchising or validation arrangements.

3. New Centre Proposal

3.1. The decision to consider opening a new centre to deliver Central Film School programmes is the responsibility of the Academic Board. Once this has been discussed and agreed, the initial scoping and risk assessment will be carried out by the lead developer, and captured in a New Centre Proposal Form, as designated by the Academic Board.

3.2. For UK Centres, the lead developer will

- Conduct UK Centre Viability Assessment
- Consider market, facilities, staffing, location and regulatory alignment
- Complete the UK Centre Academic Risk Assessment

3.3. For International Centres, the lead developer will

- Conduct International Viability Assessment
 - Complete the International Delivery Risk Assessment, including:
 - legal/regulatory requirements
 - data protection implications
 - political/economic stability
 - language/cultural considerations
 - cross-border delivery risks
- 3.4. Once initial scoping and risk assessments have been completed, these will be tabled and reviewed at the Quality & Registry Committee. After this review, the committee will either:
- Table the proposal at the next Academic and recommend that the Board approve progression to the next stage
- Or
- State that the new centre proposal does not progress at this stage
- 3.5. Once tabled and reviewed at the Academic Board, the Academic Board will either:
- Approve the new centre proposal in principle
 - Approve the new centre proposal in principle with recommendations
 - Decide not to approve the new centre proposal at this stage

4. New Centre Business Case

- 4.1. If approved, the lead developer will be instructed to formulate a detailed Business Case that requires:
- An in depth risk assessment
 - Confirmation that delivery supports CFS's institutional strategy including its vision, mission, and core values
 - Resource and staffing feasibility checks, including scrutiny of potential senior staff members and CVs
 - Curriculum mapping to ensure full alignment with CFS Academic Framework
 - A facilities audit

- Equipment and technical resource review
- Library/digital resource capability
- Health & Safety compliance check
- Confirmation of the programmes to be delivered

4.2. International centres additionally require:

- Review of local educational regulations
- Verification of professional equivalence of teaching staff
- Legal review of cross-border IP, copyright, assessment, and data transfer
- Confirmation that UK degree status can be accurately communicated
- Confirmation of compliance with local law
- Confirmation of cross-border data sharing agreements
- Legal and reputational risk review

4.3. After submission of the Business Case by the lead developer to the Academic Board, the Board will:

- Approve the opening of the new centre
- Approve the opening of the new centre with recommendations or conditions
- Not approve the opening of the new centre at this stage

4.4. Any recommendations or conditions will need to be responded to and tabled at the next academic board. A new centre cannot be opened with outstanding conditions.

4.5. In exceptional circumstances, where specific circumstances require increased urgency (such as the need to secure a lease), an exceptional Academic Board can be convened to consider the Business Case. This Academic Board must be quorate and follow the same requirements as stipulated in the terms of reference.

5. Staff Recruitment, Induction, and Training

- 5.1. Once the Academic Board has signed off and approved the opening of a new centre, new staff appointments will need to be confirmed in line with the Staff Recruitment Procedure.
- 5.2. Mandatory induction for Academic Staff will be arranged covering:
 - CFS Academic Regulations and policies
 - Assessment standards
 - Inclusive teaching and principles of Universal Design for Learning
 - Academic integrity
 - Use of Learning resources
 - CPD processes and participation
- 5.3. International staff will receive additional training on additionally receive training on:
 - UK QA expectations
 - UK accessibility frameworks
 - cross-cultural inclusive practice

6. Pre-Launch Quality Check

- 6.1. Before teaching starts, the central QARC will conduct a review of:
 - timetables, studio bookings, and staffing levels
 - Equipment and facility readiness sign-off
 - Digital systems tested (VLE, student records, etc.)
 - Student support arrangements confirmed
 - Local adaptations reviewed for compliance (international)
- 6.2. Once reviewed, a final readiness report will be completed and issued by the Quality lead.

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Policy ratified at Academic Board	AB	17 Dec 2025
Policy renamed New Centre Approval Process with quality assurance and monitor and review aspects being moved to the Monitoring, Review, and Evaluation Policy.	ME	5 Mar 2026
Ratified at the Spring Academic Board	AB	8 Apr 2026

Annex A: Centre Readiness Checklist

Section A: Governance and Legal Readiness		
Action	UK Centres	International Centres
Centre has designated Centre Director	<input type="checkbox"/>	<input type="checkbox"/>
Governance structure mirrors CFS's framework	<input type="checkbox"/>	<input type="checkbox"/>
Compliance with Equality Act 2010 confirmed	<input type="checkbox"/>	<input type="checkbox"/>
Health & Safety compliance confirmed	<input type="checkbox"/>	<input type="checkbox"/>
Local regulatory approval obtained (if required)	N/A	<input type="checkbox"/>
Cross-border legal review completed	N/A	<input type="checkbox"/>
Data transfer compliance confirmed (GDPR or equivalent)	N/A	<input type="checkbox"/>
Local education licensing confirmed	N/A	<input type="checkbox"/>
Local legal entity or partnership agreements verified	N/A	<input type="checkbox"/>

Section B: Staffing		
Action	UK Centres	International Centres
All teaching staff approved by CFS	<input type="checkbox"/>	<input type="checkbox"/>
CVs and qualifications verified	<input type="checkbox"/>	<input type="checkbox"/>
Staff induction completed	<input type="checkbox"/>	<input type="checkbox"/>

CPD expectations agreed	<input type="checkbox"/>	<input type="checkbox"/>
Equivalence of professional qualifications confirmed	N/A	<input type="checkbox"/>
Language proficiency appropriate for teaching	N/A	<input type="checkbox"/>
Cross-cultural training completed	N/A	<input type="checkbox"/>

Section C: Learning Resources & Facilities		
Action	UK Centres	International Centres
Facilities meet CFS Minimum Resource Standards	<input type="checkbox"/>	<input type="checkbox"/>
Library digital access confirmed	<input type="checkbox"/>	<input type="checkbox"/>
Studio equipment and safety compliance verified	<input type="checkbox"/>	<input type="checkbox"/>
Equipment compliant with local electrical/safety codes	<input type="checkbox"/>	<input type="checkbox"/>
Digital access complies with local licensing laws	N/A	<input type="checkbox"/>
Additional equipment required due to local industry context (if any)	N/A	<input type="checkbox"/>

Section D: Systems Readiness		
Action	UK Centres	International Centres
VLE access tested	<input type="checkbox"/>	<input type="checkbox"/>
Student Records access tested	<input type="checkbox"/>	<input type="checkbox"/>
Staff access to digital library confirmed	<input type="checkbox"/>	<input type="checkbox"/>

Assessment submission processes tested	<input type="checkbox"/>	<input type="checkbox"/>
Cross-border VPN or secure access solutions in place	N/A	<input type="checkbox"/>
Time-zone-appropriate support arrangements established	N/A	<input type="checkbox"/>

Section E: Student Experience		
Action	UK Centres	International Centres
Student Handbook adapted and approved	<input type="checkbox"/>	<input type="checkbox"/>
Student support structures in place	<input type="checkbox"/>	<input type="checkbox"/>
Induction programme prepared	<input type="checkbox"/>	<input type="checkbox"/>
Safeguarding processes established (international centres must implement local equivalents)	<input type="checkbox"/>	<input type="checkbox"/>
Clear communication about UK degree status	N/A	<input type="checkbox"/>
English-language academic skills support available (if applicable)	N/A	<input type="checkbox"/>

Section F: Quality Assurance		
Action	UK Centres	International Centres
Local Quality & Registry Committee established	<input type="checkbox"/>	<input type="checkbox"/>
Course Committees and Student Council arrangements in place	<input type="checkbox"/>	<input type="checkbox"/>

Marking and Moderation training supplied	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring arrangements confirmed	<input type="checkbox"/>	<input type="checkbox"/>

Annex B: UK vs International Centre Requirements Table

Governance and Regulatory Differences		
Area	UK Centres	International Centres
Regulatory Framework	Must comply with OfS Conditions, UK Quality Code, CMA Guidance, Equality Act 2010	Must comply with UK academic requirements AND local education laws/regulations
Academic Board Oversight	Standard reporting	Enhanced reporting (additional compliance monitoring)
Prevent Duty	Fully applies	Does not apply; local safeguarding equivalent required
Equality Act 2010	Fully applies	Local equality legislation applies; UK expectations still enforced for academic matters
Data Protection	UK GDPR	Local data laws + cross-border data agreements needed

Staffing Requirements		
Area	UK Centres	International Centres
Qualification Equivalence	Verified against UK HE norms	Verified AND mapped for local professional equivalence
Right-to-Work	UK right-to-work checks	Local right-to-work checks

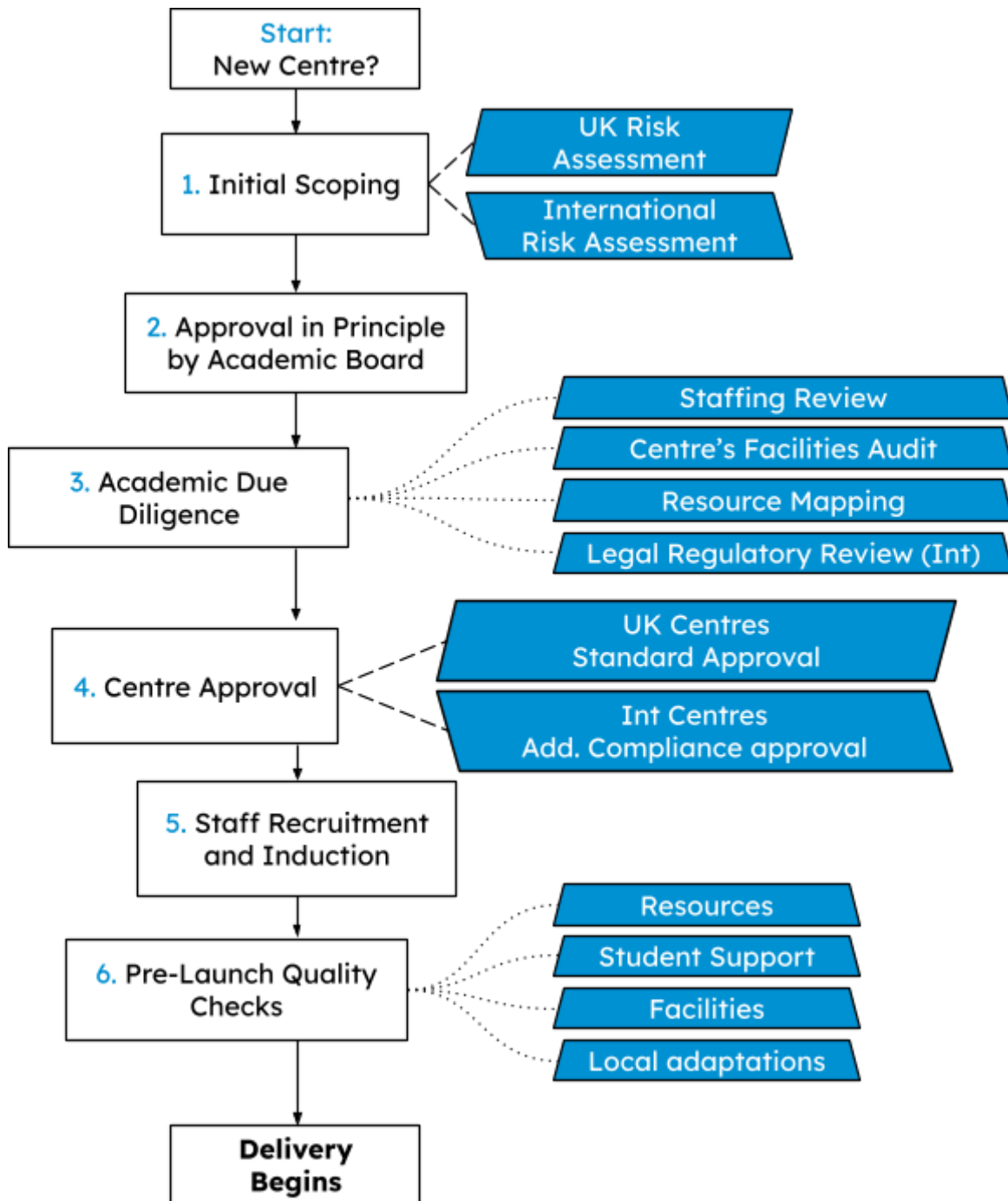
CPD	Standard UK CPD expectations	Additional cross-cultural and UK HE standards training
Safeguarding	UK standards	Local equivalents required

Assessment and Standards		
Area	UK Centres	International Centres
Assessment Briefs	Identical to London	Identical; contextual examples allowed if approved
Moderation	Standard cross-centre	Includes International Equivalence Review
Reporting Frequency	Termly	Monthly
External Examining	Standard sample	Separate sample + comparison commentary

Monitoring and Review		
Area	UK Centres	International Centres
Centre Audits	Every 24 months	Every 12–18 months
Annual Centre Report	Standard format	Expanded format with legal/regulatory updates
Periodic Review	5-year cycle	3–5-year cycle
Centre Audits	Every 24 months	Every 12–18 months

Annex C: Process Flow Chart

Centre Setup Process Chart



Maintaining Quality and Standards Process Chart

