

Review for Specific Course Designation by the Quality Assurance Agency for Higher Education

Chickenshed Theatre Trust

February 2015

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Key findings about Chickenshed Theatre Trust

As a result of its Review for Specific Course Designation carried out in February 2015, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the programmes it offers on behalf of the University of Middlesex.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of this awarding body.

The team considers that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

The team has identified the following **good practice**:

- the creative use of Foundation Degree and Subject Benchmark Statements in curriculum design and delivery (paragraph 1.5)
- the effective use of team teaching (paragraph 2.5)
- the comprehensive and effective student support mechanisms (paragraph 2.8).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **advisable** for the provider to:

- review the range and terms of reference of committees to ensure that they are clear and transparent to all stakeholders (paragraph 1.1)
- ensure that minuted meetings include a clear higher education focus where appropriate (paragraph 1.2)
- make quality policies fully accessible to all stakeholders (paragraph 1.3)
- extend student representation to academic management committees (paragraph 1.4)
- make external examiner reports available to all stakeholders including students (paragraph 1.6)
- formalise its approach to teaching observation to enhance its effectiveness (paragraph 2.10).

The team considers that it would be **desirable** for the provider to:

- initiate an auditable process specifying how it records, documents and signs off its published information including that overseen by the University (paragraph 3.4)
- update its information and communication practices to include the new virtual learning environment (paragraph 3.5).

About this report

This report presents the findings of the [Review for Specific Course Designation](#)¹ conducted by [QAA](#) at Chickenshed Theatre Trust (the Trust), which is a privately funded provider of higher education. The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the University of Middlesex (the University). The review was carried out by Mr Gary Hargreaves (reviewer), Mrs Catherine Symonds (reviewer) and Professor Nicholas Goddard (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Specific Course Designation: Handbook, May 2014](#).² Evidence in support of the review included documentation submitted by the Trust and the University and meetings with staff, students and representatives of the University.

The review team also considered the provider's use of the relevant external reference points:

- the UK Quality Code for Higher Education (the Quality Code)
- relevant Subject Benchmark Statements
- the regulations and requirements of the University
- the *Foundation Degree Qualification Benchmark*.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

The Trust is a professional theatre and education establishment and operates as a not-for-profit charitable trust. It was founded in 1974 with a mission to create 'entertaining and outstanding theatre that celebrates diversity and inspires positive change' and the vision of using theatre to change lives. The Trust established a collaborative partnership with the University in 2005 to deliver validated provision and it currently delivers a Foundation Degree and BA Hons (top-up) in Inclusive Performance. All of the Trust's educational provision at level 4 and above is delivered from its Southgate headquarters. At the time of the review visit it had a total enrolment of 77 higher education full-time students. Academic and performance staff teach across the full range of the Trust's educational provision and activities; 15 to 20 staff are engaged in the delivery of the higher education programmes.

At the time of the review, the provider offered the following higher education programmes, listed beneath its awarding body:

University of Middlesex

- BA Hons (top-up) Inclusive Performance 25 students
- Fd Inclusive Performance Year 2 28 students
- Fd Inclusive Performance Year 1 24 students

The provider's stated responsibilities

The University is responsible for the quality review of the higher education provision, charring assessment and examination boards and final student appeals. It shares with the Trust responsibility for the strategic direction of the provision, curriculum development, programme

¹ www.qaa.ac.uk/en/ReviewsAndReports/Pages/RSCD.aspx

² www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2707

specifications and learning outcomes. It also shares with the Trust responsibility for annually monitoring the provision. The Trust is responsible for identifying curriculum needs, setting, first marking and moderating assignments, providing feedback to students and student recruitment and selection (within the University's overriding regulations). The Trust is also responsible for staff professional development, academic guidance, library and learning resources, liaison with employers, collecting and acting upon student feedback, and providing programme, module and institutional information.

Recent developments

Student numbers are stable and there are no plans for expansion in the short or medium term. There have been no recent changes to the academic structure. During the current year there are plans to create a covered outside amphitheatre to extend the performance area available, and a virtual learning environment (VLE) for staff and student use is planned for completion by the beginning of the academic year 2015-16.

Students' contribution to the review

Students studying on the Trust's higher education programmes were invited to present a submission to the team. This took the form of a qualitative survey of students' views of the Trust's ethos, mission, learning opportunities and facilities which was conducted independently of the Trust management. A representative group of students met the review coordinator at the preparatory meeting and the team during the review visit. These meetings were helpful and their record informs this report.

Detailed findings about Chickenshed Theatre Trust

1 Academic standards

How effectively does the Trust fulfil its responsibilities for the management of academic standards?

1.1 There are appropriate structures in place to discharge the Trust's governance and management responsibilities. However, because of the relatively small size of the Trust's higher education provision and the Trust's policy that teaching staff contribute to the full range of its educational, artistic and community activities, committee membership frequently overlaps. Committee terms of reference are vague and there are also a number of imprecisely defined subcommittees or 'forums', such as that for safeguarding, the business of which would be more appropriately included on the agenda of an appropriate parent committee. Although the committee structure in place has the potential to oversee the specifically educational, financial, artistic and academic functions of the organisation, at present much operational practice is conflated between different committees. It is **advisable** for the Trust to review the range and terms of reference of committees to ensure they are clear and transparent to all stakeholders.

1.2 Because education at all levels is central to the Trust's mission and ethos and is embedded across the full range of the Trust's activities, agendas often lack a specifically higher education focus from the perspective of the academic management of the Trust's higher education provision committee. It is **advisable** for the Trust to ensure that all minuted meetings include a clear higher education focus where appropriate.

1.3 The Trust has a productive and longstanding partnership with its awarding body and considerable devolved responsibilities for managing academic standards. The only areas for which the University retains responsibilities are charring assessment and examination boards, quality review of the Trust's higher education provision and final student appeals. In its implementation of quality policies the Trust works closely with the Link Tutor appointed by the University. The Trust has an appropriate range of quality assurance policies, procedures and practices. However, these have been developed in a piecemeal fashion over a number of years and are not widely known by staff and other stakeholders. It is now **advisable** for the Trust to make quality policies fully accessible to all stakeholders.

1.4 The Trust has a commitment to inclusivity, which is central to its vision and mission, and there is an effective Student Experience Committee. However, there is currently no provision for student involvement in academic management. As part of the review of the Trust's committee structures (see paragraph 1.1) it is **advisable** for the Trust to extend student representation to academic management committees.

How effectively does the Trust make use of external reference points to manage academic standards?

1.5 Key staff in the organisation have an appropriate understanding of external reference points including the Quality Code, *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) and Subject Benchmark Statements, and how they inform curriculum design and delivery. For example, the titles Fd and BA in Inclusive Performance recognise the distinctive features of the programme originating in the validation process, and reflect the potential progression and access routes, aligned in accordance with titling conventions specified in the FHEQ. In addition, students clearly understand the distinctive features of the Foundation Degree and its work-related context, which is reflected in the wide range of professional opportunities afforded to

students through the Trust. Similarly, the BA students could clearly differentiate its level from that of the Foundation Degree, and the graduate skills and autonomy required in the practical and theoretical assessment provisions of the BA programme. The Foundation Degree has been carefully designed to provide students with opportunities to combine their artistic development and individual theatrical performance with the acquisition of technical expertise and practical skills. The creative use of Foundation Degree and Subject Benchmark Statements in curriculum design and delivery is **good practice**.

How does the Trust use external moderation, verification or examining to assure academic standards?

1.6 The Trust recommends to the University potential external examiners, and the external examining process is enhanced by a one-year handover period for departing examiners. The Trust makes effective use of external examiners' reports. However, while their key findings and recommendations are discussed with staff and students at appropriate forums, they are not published. It is **advisable** for the Trust to make external examiners' reports available to all stakeholders including students.

1.7 The annual monitoring report provides an effective mechanism for responding to external examining and moderation processes. The programme staff have a constructive professional relationship with their external examiners and regularly use them to inform and develop best practice in assessment and programme delivery. This is facilitated by the careful selection of external examiners who usually combine educational expertise with distinguished professional practice. As well as formally reporting on academic standards, external examiners provide feedback to students by attendance at their theatrical performances or events.

1.8 The Trust demonstrates a capacity to manage effectively its responsibilities for academic standards, but there are areas where there is a need to give greater precision to the definition of committee terms of reference and improve the way in which its committees exercise academic oversight.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the programmes it offers on behalf of its awarding body.

2 Quality of learning opportunities

How effectively does the Trust fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 The Trust committee structure provides the key mechanism for ensuring that responsibilities for managing and enhancing learning opportunities are fulfilled. The processes reflect those for managing academic standards as described in paragraphs 1.1 to 1.4 and the same recommendations apply.

2.2 The Trust continues to develop its learning opportunities as is evidenced in the annual monitoring reports. These reports are compiled using the University's comprehensive template. This ensures that the University is fully aware of the developments being undertaken by the Trust and how it is responding to any issues that arise. Staff at the Trust involved in delivering the higher education programmes meet every other week and manage operational matters proactively. This ensures that the learning opportunities available meet the needs of the culturally diverse student body.

2.3 The Trust has clearly defined mechanisms in place to ensure that students have opportunities for feedback on all aspects of the provision including learning opportunities. These are both formal and informal. The formal approach involves feedback obtained from the student representatives on its student committee and end-of-module questionnaires. Students speak highly of the opportunities to provide feedback and of the accessibility and responsiveness of staff at all levels at the Trust.

How effectively does the Trust make use of external reference points to manage and enhance learning opportunities?

2.4 The Trust makes use of appropriate external reference points to manage and enhance learning opportunities. These include the Quality Code and the relevant Subject Benchmark Statements. While much of the knowledge and use of the Quality Code was gained indirectly as a consequence of using the University's documentation, the Trust is now developing its own materials and knowledge of the Quality Code. As a consequence of the Trust's knowledge and expertise, it was invited by the benchmarking group to provide a response to the consultation on the draft QAA Subject Benchmark Statement for Music, Dance and Performance.

How does the Trust assure itself that the quality of teaching and learning is being maintained and enhanced?

2.5 The Trust has a number of effective mechanisms available to assure itself that the quality of teaching and learning is maintained and enhanced, including the annual monitoring reports. In addition, the Trust makes use of team teaching as the key mechanism for delivering learning and teaching. This involves teams of two or more members of staff being present in the learning environment. This facilitates the delivery of well-informed, responsive teaching which meets the needs of individual learners. In addition, it ensures that newer members of staff are provided with appropriate support. This effective use of team teaching is **good practice**.

2.6 The Trust has formal and informal relationships with a wide variety of partners engaged in performance-related activities such as theatre, television and film, including performance direction. Staff engagement is encouraged and this ensures that they have a wide range of opportunities to develop their knowledge and expertise, which significantly enhances the learning and teaching activities provided by the Trust.

How does the Trust assure itself that students are supported effectively?

2.7 The Trust has well-established and effective methods of student pastoral support. Each student is assigned to a Tutor Team who provide both academic and pastoral support. Many of the students require additional assistance associated with disabilities and specific learning needs, and staff are available to provide this specialist input. Any requirements for learning needs support are identified during the application process, while further counselling is given during enrolment. Additional needs are identified as appropriate during the period of study. Students are extremely positive about the support provided by the Trust staff.

2.8 The Trust has a comprehensive suite of policies and processes concerning student and staff support. These include the Inclusively, Equality and Diversity Strategy, a Policy on Students with Disabilities, a Group Work Support Policy and an Inclusive Performing Arts Support Policy. The comprehensive Student Charter makes clear the commitment to all aspects of student support. Students commented positively on the academic and pastoral support provided. The comprehensive and effective student support mechanisms are **good practice**.

How effectively does the Trust develop its staff in order to improve student learning opportunities?

2.9 The Trust has a clear commitment to staff development. Many of the staff have been with the Trust for an extended period. All academic staff undergo an annual appraisal to identify areas of personal and professional development. New staff engage in a comprehensive induction and mentoring programme. They are progressively integrated into the team teaching process to ensure they are appropriately supported. Staff engage proactively in development opportunities with the large number of partner organisations with which the Trust is linked. This brings clear benefits to both themselves and the students. In addition, several staff are studying for higher degrees and other qualifications supported by the Trust both financially and in terms of time allowances.

2.10 Staff are encouraged to develop their skills and knowledge through a variety of mechanisms. Teaching observation is a continual process as team teaching is the key mechanism for the delivery of learning. However, this is carried out on a largely informal basis and it is not systematic in approach. It is **advisable** for the Trust to formalise its approach to teaching observation to enhance its effectiveness.

How effectively does the Trust ensure that learning resources are accessible to students and sufficient to enable them to achieve the intended learning outcomes?

2.11 The Trust has in place a wide range of resources available to students and plans to develop them further. It is fundamental to the ethos of the Trust that these resources are accessible to students. Students were complimentary about the resources available and talked enthusiastically about how staff respond to requests for additional resources. An example is the need for additional performance space identified by the students; the Trust has responded by developing an external covered amphitheatre, together with other initiatives, to provide extra practical spaces within Trust grounds for students to develop work and projects. It is expected that the first stages of this development will be commenced in the autumn of 2015.

2.12 Until recently the students had ready access to the University's library. However, the library has moved location and is now less accessible. The Trust confirmed that all resources detailed in the programme and module specifications are available and that it is investigating the purchase of e-resources to supplement the material available in hard copy.

2.13 The Trust does not have the use of a virtual learning environment (VLE). A number of options have been investigated to rectify this and it plans to have a VLE in place by September 2015 (see also paragraph 3.5). This will enable more efficient access to programme information, learning and teaching materials and provide opportunities for students to work more collaboratively.

2.14 The Trust is fulfilling its responsibility for managing and enhancing the quality of learning opportunities. The mechanisms for how this is managed should be more clearly articulated by developing comprehensive terms of reference for its committees. The mechanisms for formal and informal communication between staff and students are well established and effective. The learning resources are accessible and sufficient and plans are well advanced for their further development.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Information about learning opportunities

How effectively does the Trust communicate information about learning opportunities to students and other stakeholders?

3.1 The Trust provides a range of clear and accurate information to students and other stakeholders on the learning opportunities it offers as part of its higher education provision. This includes information for the public about the provision through the website which clearly expresses the Trust's mission, values and overall strategy. Information for prospective students is also provided on the website and includes the application process and details about the higher education programmes of study available. There is a thorough interview process that informs potential applicants of the academic requirements and educational and professional working environment at the Trust. Students were complimentary about the detail and overall usefulness of the information provided before application and during the interview process.

3.2 After enrolment students are given course handbooks, which are reviewed annually by the University and Link Tutor. Prior to this, all information is developed with and checked for accuracy and clarity by the Executive Director, Management Board for Higher Education representatives and the Information Advice and Guidance representative.

How effective are the Trust's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.3 The memorandum of understanding with the University outlines the arrangements for the production and approval of published information. The Trust is responsible for producing and checking the accuracy of published materials. The University checks and approves materials, including programme handbooks and marketing materials. While these arrangements seem effective, there is no evidence that published information is signed off by the Trust or University.

3.4 The Trust has a number of mechanisms to ensure that the information about learning opportunities is fit for purpose, accessible and trustworthy. This includes a Communications (Media) Policy & Procedure that provides instructive advice on how the Trust and its staff can communicate clearly and accurately with external audiences. For published information there are not only clear guidelines in the Information and Communication Practices policy, but also evidence that the information provided to students, staff and other external stakeholders is monitored effectively by the Trust's marketing team. The higher education programme teams ensure that information, for example in student handbooks, is accurate and derived from the University-validated documents. Furthermore, the external examiners approve assessment information, and the University checks the general information provided to students. This includes annual revision of student handbooks, which are updated from templates provided by the University. Again, there is no evidence from the minutes of committees, meetings or boards of study that published information is signed off by the Trust or University (see also paragraph 3.3). It would be **desirable** for the Trust to initiate auditable processes specifying how it records, documents and signs off its published information, including that overseen by the University.

3.5 As described in paragraph 2.13, the Trust intends to launch a VLE which will include a range of information available to students and staff. It would be **desirable** for the Trust to update its information and communication practices to include the new VLE.

3.6 The Trust is effective in ensuring that the information it provides about learning opportunities is communicated to students and stakeholders. However, there could be clearer and more regular auditable processes for recording information about learning opportunities and ensuring it is fit for purpose, accessible and trustworthy.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan

The Chickenshed Theatre Trust action plan relating to the Review for Specific Course Designation in February 2015						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review team identified the following areas of good practice that are worthy of wider dissemination within the Trust:						
<ul style="list-style-type: none"> the creative use of Foundation Degree and Subject Benchmark Statements in curriculum design and delivery (paragraph 1.5) 	<p>Clear documentation/ Policy Statement available outlining links between FdA benchmark statements and current practice</p> <p>Clear plans available to outline intended developments in practice related to use of FdA benchmarks</p>	<p>Organise sessions with staff and students exploring how current FdA benchmark statements are used in best practice examples</p> <p>Organise sessions exploring potential future developments in use of benchmark statements in relation to new practice considerations Timetable best practice 'dissemination' sessions with staff and students. (Students to embed this in their own delivery)</p>	<p>Commence process September 2015 - complete February 2016</p> <p>Review annually and incorporate progress in Annual Monitoring Report (AMR)</p>	Foundation Degree Board	<p>Executive Director of Education</p> <p>Education/ Artistic Management Board</p>	<p>Printed Policy Statement disseminated to staff/students and external examiner</p> <p>Progress reported to Middlesex University in Annual Monitoring Report</p>

		Report on progress in Annual Monitoring Report (AMR)				
<ul style="list-style-type: none"> the effective use of team teaching (paragraph 2.5) 	<p>Teaching and Learning Policy has embedded team teaching guidance and good practice models</p> <p>Updates and new guidance reported on/in Annual Monitoring Report to awarding body</p>	<p>Team teaching main focus of Teaching and Learning Policy Review</p> <p>Models of good practice shared and disseminated among teaching and support staff</p> <p>Students review and explore their own views, perceptions, hopes for/models of inclusive team teaching to both embed in their own and the Trust's practice</p>	Commence process 16 September 2015 Review and update guidance/ dissemination annually with AMR cycle	Executive Director/ Education Board/ Artistic Management Board	Management Board/ Executive	<p>Team teaching guidance within Teaching and Learning Policy</p> <p>Minutes of Education Board/ Management Board</p>
<ul style="list-style-type: none"> the comprehensive and effective student support mechanisms (paragraph 2.8). 	<p>Wider dissemination of the range of support practice highlighted by students as effective</p> <p>Clear outline of potential new developments in increasing student support quality and effectiveness</p>	<p>Review with staff and students of Inclusive Support Policy Framework</p> <p>Compile 'Inclusive' a) support development guidelines and embed into Policy b) Disseminate support practice further in practical 'open' project staff training workshops</p>	November 2015	FdA and BA Boards	<p>Education Board</p> <p>Executive Director</p>	<p>Inclusive Support Policy (Reviewed) Inclusive Support Development Guidelines</p> <p>Annual Monitoring Report (AMR) to awarding body</p>

		c) Report on developments in practice and dissemination of practice in Annual Monitoring Report				
Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The team considers that it is advisable for the Trust to:						
<ul style="list-style-type: none"> review the range and terms of reference of committees to ensure they are clear and transparent to all stakeholders (paragraph 1.1) 	<p>Fewer boards/ committees with clearer terms of reference</p> <p>Clearer and more robust meeting structure and recording of minutes systems</p>	<p>Merge Education and Artistic Management Boards and rationalise terms of reference</p> <p>Merge the Elective Module Committees and rationalise terms of reference</p> <p>Review other boards and committees to monitor roles and terms of reference.</p>	<p>September 2015</p> <p>September 2015</p> <p>September 2015</p>	<p>Education Manager</p> <p>Head of Performance Division</p> <p>Education Programme Managers</p> <p>Elective Module Leaders.</p>	<p>Education Director</p> <p>Executive</p>	<p>Terms of reference reviewed and roles of boards/ committees clearly outlined</p> <p>Fewer boards/ committees with clearer terms of reference ensures more robust structure for stakeholders</p>

<ul style="list-style-type: none"> ensure that minuted meetings include a clear higher education focus where appropriate (paragraph 1.2) 	Higher education focus highlighted clearly in cross-division meeting minutes	Division Heads informed by Executive of higher education focus and discuss and confirm best methods	1 July 2015	Education Manager	Executive Director	Minutes of Management Board minutes and minutes of Education/Artistic Management Board - showing clearer education focus
	Higher education focus embedded and clear in strategic planning minutes of meetings	Executive consult on best ways to manage the structure of cross-division	1 July 2015	Head of Performance Division	Executive	
		Education focus minutes and Strategic Plan meeting minutes			IAG Manager	
<ul style="list-style-type: none"> make quality policies fully accessible to all stakeholders (paragraph 1.3) 	Stakeholders' access to Quality Policies listed and circulated (including staff and students)	Comprehensive stakeholder list for access to Quality Policies	1 July 2015	Education Board Chair	Executive Director	Website access to Quality Policy documentation
	Quality Policies clearly signposted on student website and, when functioning, on VLE	Liaison with Education Board/ICT Team and IAG Team to develop clear Quality Policy access for stakeholders - both staff and students	1 July 2015	IAG Co-ordinator		Stakeholder list with review date
			October 2015 for VLS action	ICT Manager		Meeting minutes
<ul style="list-style-type: none"> extend student representation to academic management committees (paragraph 1.4) 	Student representatives at Academic Management Committees - Education Board/Foundation Degree Board	Education Board/Foundation Degree Management Board initiate meetings with Student Experience committee to formalise student representation opportunities to those Boards	Commence process September 2015	Education Board.	Executive Director	Minutes of Foundation Degree/BA meetings

	Students enabled to make course quality recommendations direct to academic staff Student representation statement developed.		Complete November 2015			Student representation statement
<ul style="list-style-type: none"> make external examiner reports available to all stakeholders including students (paragraph 1.6) 	<p>Students and staff have good access to external examiner reports (past and present) via student website and, when launched, VLE</p> <p>External examiner reports discussed at student/staff Higher Education Boards</p>	<p>External examiner reports clearly identifiable on student website and VLE (when developed October 2015)</p> <p>External examiner reports an agenda item on all staff and student boards</p> <p>Increased external examiner direct communication to students facilitated</p>	<p>June 2015</p> <p>September 2015</p>	<p>Education Board/ Education Manager/IAG Manager</p>	<p>Executive Director</p> <p>Management Board</p>	<p>EE Report on website</p> <p>Minutes of staff meetings/ Student meetings/ combined meeting shows external examiner report discussed.</p>
<ul style="list-style-type: none"> formalise its approach to teaching observation to enhance its effectiveness (paragraph 2.10). 	<p>Teaching observation guidelines embedded in Teaching and Learning Policy</p> <p>100% of teaching staff and support experience at least one teaching observation per academic year</p>	<p>Staff involved in review development of Teaching and Learning Policy to include teaching observation structures and guidelines</p> <p>Students involved in formulating guidelines in relation to enhancing their own delivery/teaching practices</p>	<p>September 2015</p> <p>October 2015</p>	<p>Education Board</p> <p>Foundation Degree and BA Board Teams</p>	<p>Executive Director</p> <p>Executive Director</p>	<p>Teaching and Learning Policy and Teaching Observation records</p> <p>Education/Artistic Board minutes</p>

		Reviewed Guidelines reported on through Annual Monitoring Report	October 2015	Education Board	Executive Director	Executive Director
Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The team considers that it would be desirable for the Trust to:						
<ul style="list-style-type: none"> institute an auditable process specifying how it records, documents and signs off its published information, including that overseen by the University (paragraph 3.4) 	<p>A clear administrative process for recording/ documenting and signing off published material is produced by The Trust, for approval by Middlesex University</p> <p>Information Policy produced</p>	<p>The Trust send all course information when verified for clarity, accuracy and accessibility by Executive Director (rather than just Handbooks) to Middlesex University for prior agreement</p> <p>Timelines for this process to be agreed with University</p> <p>IAG Team maintain records of the sign off published information</p> <p>Information Policy researched and produced</p>	<p>September 2015</p> <p>December 2015</p>	Education Co-ordinator	Education Manager	<p>Auditable administrative records</p> <p>Records of sign off</p> <p>Information Policy</p>
<ul style="list-style-type: none"> update its information and communication practices to 	An accessible VLE for students and staff to enable easy access to information/	Follow up on post QAA Review offer from Middlesex University to support in setting up a	Autumn term 2015	Education Co-ordinator	Director of Education	Minutes from planning meetings.

include the new virtual learning environment (paragraph 3.5).	documents and for interaction with fellow students and staff members on module activities	VLE system, and staff training linked to that		Education Manager IT Manager	Feedback and VLE interaction from staff and students as VLE system is rolled out
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About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Specific Course Designation can be found at: www.qaa.ac.uk/en/ReviewsAndReports/Pages/RSCD.aspx.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/about-us/glossary. Formal definitions of key terms can be found in the [Review for Specific Course Designation: Handbook, May 2014](#).³

academic quality A comprehensive term referring to how, and how well, higher education providers manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by degree-awarding bodies for their courses (programmes and modules) and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA (in response to applications for taught degree-awarding powers, research degree-awarding powers or university title).

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

differentiated judgements In a Review for Specific Course Designation, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's review processes.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) and *The Framework for Qualifications of Higher Education Institutions in Scotland* (FQHEIS).

good practice A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's review processes.

learning opportunities The provision made for students' learning, including planned study, teaching, assessment, academic and personal support, and resources (such as libraries and information systems, laboratories or studios).

³ www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2707

learning outcomes What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reviews and reports.

programme (of study) An approved course of study that provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes** of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider(s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-awarding bodies or awarding organisations. In the context of Review for Specific Course Designation the term means an independent college.

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

Subject Benchmark Statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **Subject Benchmark Statements**. See also **academic standards**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

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Southgate House, Southgate Street, Gloucester GL1 1UB

Tel 01452 557000
Email enquiries@qaa.ac.uk
Website www.qaa.ac.uk

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