



## **Hansard Society Ltd**

Recognition Scheme for Educational  
Oversight Review by the Quality Assurance  
Agency for Higher Education

November 2020

## About this report

This is a report of a review under the Recognition Scheme for Educational Oversight conducted by the Quality Assurance Agency for Higher Education (QAA) at the Hansard Society Ltd. The interim online review visit took place on 7 July 2020, with the final online visit on 2 and 3 November 2020, and was conducted by a review team, as follows:

- Dr Elizabeth Briggs
- Professor Christopher Maguire
- Mr Simon Ives.

The main purpose of the review was to:

- produce a commentary on how effectively the provider discharges its responsibilities for academic standards
- make judgements about the provider's delegated responsibilities for the management of quality and improvement of learning opportunities
- report on any features of good practice
- make recommendations for action.

A summary of the key findings can be found in the section starting on page 2. The context in which these findings should be interpreted is explained on page 3. Explanations of the findings are given in numbered paragraphs in the section starting on page 5.

## The impact of COVID-19

As a result of the COVID-19 pandemic, the review of Hansard Society Ltd in 2019-20, was subject to an interim outcome in July 2020 and was concluded in November 2020. The review was conducted online and included meetings with senior management teams, teaching staff and students. The scope of the evidence considered, and the nature of the judgements and operational milestones have remained the same but with some adjustments due to the online format. A risk assessment was carried out prior to the completion of the review to identify and mitigate any potential risks. Annual monitoring will resume again in 2021-22.

The QAA website gives more information [about QAA](https://www.qaa.ac.uk/about-us) and its mission.<sup>1</sup> More information about this the review method can be found in the [published handbook](https://www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-for-providers.pdf).<sup>2</sup>

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<sup>1</sup> [www.qaa.ac.uk/about-us](https://www.qaa.ac.uk/about-us)

<sup>2</sup> [www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-for-providers.pdf](https://www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-for-providers.pdf)

## Key findings

The QAA team considered evidence relating to the educational provision at the Hansard Society Ltd (the Society), both information supplied in advance and evidence gathered during the visits of the review itself. The review has resulted in the key findings stated in this section.

## Judgements

The QAA team formed the following judgement about the Hansard Society Ltd:

- **confidence can be placed** in the Hansard Society's management and improvement of the quality of learning opportunities.

The QAA review team also concluded that the provider satisfactorily manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

## Good practice

The QAA team identified the following **features of good practice** at the Hansard Society Ltd.

- The highly effective and robust system of external scrutiny of assessment processes, including external examination, which is underpinned by the thorough use of external reference points to assure academic standards (paragraph 1.14).
- The responsiveness to the challenges presented by COVID-19, including the support for students and the adaptation of programme delivery, which effectively support the achievement of the learning outcomes (paragraph 2.8).
- The range of opportunities and mechanisms used to gather feedback from students and stakeholders on the quality of the learning experience, and the prompt, tailored and effective responses (paragraph 2.19).
- The high-quality learning experience of the internship programme which is tailored to individual students' academic and career requirements (paragraph 2.23).

## Recommendations

The QAA team made no recommendations to the Hansard Society Ltd.

## Context

The Hansard Society (the Society), founded in 1944, is an independent, non-partisan political research education charity, and is a leading source of independent research and advice on the UK Parliament and parliamentary affairs. The Society is dedicated to expounding the principles, practices and challenges of parliamentary democracy. The Speaker of the House of Commons and the Lord Speaker of the House of Lords are the Co-Presidents.

The Society offers the Hansard Society Scholars (HSS) programme. This is an academic internship programme for undergraduate students, through which the participants develop an understanding of representative democracy in preparation for a career in politics or public service. The programme uses the resources available through the Society's relationship with the UK Parliament and devolved legislatures and through its work with other bodies. The programme is organised in association with the London School of Economics and Political Science (LSE), where scholars are associate students. The programme adopts a holistic, multi-layered approach to providing a comprehensive and immersive course, comprising a parliamentary internship, taught modules, supervised research, study visits to the devolved legislatures, and a guest lecture series. There are two versions of the programme: a 14-week semester programme which runs in the autumn and spring, and an eight-week summer programme.

The HSS programme takes an individual-centred approach, particularly in the internship and the supervised research, which includes meeting high profile parliamentarians. The programme is deliberately small with 74 scholars enrolled on the programme in the last full year.

The Society works with 17 US higher education institutions which regularly send students. These are termed 'feeder institutions' and are selected on the basis of their reputation. All the US institutions are accredited by one of the six US accreditation bodies.

The US feeder institutions independently determine the credit awarded to students who successfully complete the Hansard Society Scholars programme. They are responsible for informing students of the value of the credit they will receive and defining the relationship between the Hansard Society programme and the main award. On completion of their programme, scholars receive a transcript from the Society with grades awarded for assessment. This is the basis upon which the overseas institutions award academic credit.

The feeder institutions provide the key external reference points for the Society in maintaining academic standards, as their acceptance of credit from the Hansard programme demonstrates that the programme is at a level comparable to their awards. The Society does not require feeder institutions to enter into formal contracts but, in some cases, the feeder institutions have requested a formal agreement.

The 2019-20 academic year has presented significant challenges for the Hansard Society Scholars with a UK general election being called unexpectedly in December 2019 which resulted in a need to fundamentally alter the autumn 2019 schedule.

In spring 2020, even more radical changes were necessitated by the emerging COVID-19 (coronavirus) pandemic, with considerable interruption to programme delivery. By the middle of March 2020, as the global pandemic took hold, US feeder institutions recalled students to their home countries. The Society took rapid action in response to the unprecedented global situation with teaching staff adapting their lectures, assignments and examinations to alternative formats and worked with the programme staff in scheduling online dissertation

supervision meetings. The Society worked closely with the US feeder institutions to agree in advance their approval of these arrangements, to ensure that academic credit could be ratified under the revised arrangements and with the new approaches to online digital learning.

The HSS programme was subject to a successful QAA RSEO review in April 2016. This resulted in the identification of three areas of good practice and two desirable recommendations. Subsequent annual monitoring visits by QAA have confirmed the progress by the Society on the action plan emanating from the 2016 RSEO review. Additionally, feeder institutions and other overseas providers frequently make review visits to the Society before placing their students on the programme.

In summer 2020, the Society took the decision to cancel the autumn HSS programme in light of the ongoing COVID-19 pandemic with a view to recommencing the programme in spring 2021. However, after discussions with the US feeder institutions, and in line with many providers in the study abroad sector, the decision was taken to suspend the HSS programme for the duration of 2021. The Society hopes to be able to resume recruitment in spring 2022, having undertaken a full review of activity.

## Detailed findings about the Hansard Society Ltd

### 1 Academic standards

#### **How effectively does the Hansard Society Ltd fulfil its responsibilities for the management of academic standards?**

1.1 The Society is responsible for the management of academic standards of the Hansard Society Scholars (HSS) programme on behalf of the awarding US universities and continues to develop its action plans from the previous reviews of the provision. In 2018, the Academic Governance Board which had central oversight of matters relating to academic standards was disbanded. The Society intends to constitute a new Academic Advisory Council (AAC) at the earliest opportunity following the disruption to the HSS programme caused by the 2019 General Election, the continuing pandemic and the pause in review activity during 2021. The terms of reference and extended external membership of the AAC have been finalised for implementation. Currently, as an interim measure, the programme is directly managed and overseen by the senior management team comprised of the Director of Studies, the Director of the Society, and the external examiner. The Society regards the implementation of the Academic Advisory Council as a priority and anticipates that it will provide enhanced oversight, creativity and innovation in the future work of the Society.

1.2 The roles and responsibilities of key staff in relation to the management of the programme are clearly defined in their role descriptions. The Programme Director has responsibility for the overall and strategic direction of the programme, new programme development and compliance processes. The Programme Director reports to the Director of the Society through regular one-to-one meetings, and to the Board of Trustees through the Scholars' Annual Report and/or the quarterly Board meetings. Subject to the comprehensive review to be undertaken in 2021, it is intended that regular reports will be made to the Academic Advisory Council (AAC) at quarterly Council meetings and through the Annual Report. An Assistant Programme Director has special responsibility for communication, housing and pastoral support and also assists the Programme Director with marketing and recruitment. The Programme Manager leads the programme in the UK Parliament and is responsible for coordinating and managing the day-to-day operations of the programme.

1.3 The responsibilities delegated to the Society for academic standards include staffing and academic appointments, marketing and recruitment, approval of course curricula, academic policies and guidelines, procedures for examination boards and marking criteria, peer observation of teaching, evaluation of student data and feedback, and policies for student complaints and appeals. These responsibilities are effectively fulfilled.

1.4 The Society undertakes regular monitoring and review of the various elements of the programme and the internship courses within the two semester programmes. In response to feedback from scholars the summer programme now comprises a course - Westminster: Politics, Policy and Participation - focused on professional development and the career building opportunities of the internship. The semester-long programmes normally require completion of a dissertation, a compulsory series of guest lectures and study visits to the UK-devolved Scottish and Welsh Parliaments.

1.5 Feedback on the programme includes mid-term and end-of-term scholar evaluations of courses, small group sessions (called 'catch-ups'), evaluations by internship hosts of scholar performance, and sessions with external academic staff conducting teaching observations and curriculum review. Staff use mid-term evaluations and 'catch-up' sessions to identify specific issues raised by the scholars and to respond rapidly to enhance the student experience.

1.6 Comprehensive academic guidelines ensure that scholars receive detailed information on the academic components of courses, and on policies and procedures relating to the HSS programme. The guidelines are regularly reviewed and include information about course assessments, assignment deadlines, marking and grading criteria, internship procedures, dissertation requirements, referencing, academic integrity and class conduct. Students commented that the guidelines are comprehensive and clear, with academic integrity policies continually reinforced in class by teaching faculty.

1.7 The Society has strengthened its programme monitoring processes by inviting an external academic to undertake a wide-ranging review of the academic curriculum in spring 2019. The comprehensive review report addressed two main areas: the currency and relevance of the HSS programme in terms of the Society's mission and purpose; and the types and range of learning, teaching and assessment across the programmes. The report, which confirms that the programmes meet the objectives of the HSS programme and the mission of the Society, makes four recommendations concerning programme delivery and assessment leading to enhancements. Notwithstanding possible changes to the programme model, the Society plans to implement the recommendations related to internship support and assessment, and on rescheduling the academic course content, prior to the internship as soon as the programme resumes delivery. The principles relating to support, assessment and scheduling will underpin and be central to all future internship provision. The two recommendations relating to the introduction of a second dissertation option, and the replacement of Politics and Public Policy with a skills and methods Public Analysis course will likewise be implemented at the earliest opportunity. The Programme Director develops internal action plans for improvement and enhancement from a distillation of feedback and issues raised in mid-term evaluations and site visit reports. Quarterly written and verbal reports by the Programme Director to the Board of Trustees ensure that the HSS programme is scrutinised appropriately to maintain academic standards.

1.8 The review panel concludes that the Society effectively fulfils its responsibilities for the management of academic standards.

### **How effectively are external reference points used in the management of academic standards?**

1.9 The Society has recently benchmarked its two taught modules and the British Political Internship course against the Politics and International Relations Subject Benchmark Statement, which were revised in December 2019. Individual courses within the programme have been effectively benchmarked against Level 6 of *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ). The Society's academic guidelines provide a comprehensive set of reference points for academic policies and procedures and regulations.

1.10 Feeder institutions approve the programme content and syllabi as meeting the requirements for the award of credit. Academic guidelines articulate the academic requirements for taught modules, the internship, the critical analysis essay, academic integrity, marking and grading criteria for assessments, and the complaints and appeals processes. The plagiarism policy used for all written work derives from the LSE model. Robust selection procedures are in place to ensure that applicants to the HSS programme are able to demonstrate exceptional academic aptitude and professionalism and guidance is readily accessible on the Society's website. The Society capped the cohort numbers of the spring 2020 semester at 35, compared to 44 in spring 2019, to ensure more intense and appropriate levels of academic support for individual students.

1.11 The Society is committed to assuring itself that it meets the Expectations for Core and Common practices of the revised UK Quality Code for Higher Education (the Quality

Code) in areas relating to maintaining academic standards. The Society makes extensive use of international reference points relating specifically to study abroad providers.

1.12 The review panel concludes that the Society is making effective use of external reference points in the management of academic standards.

### **How effectively does the Hansard Society Ltd use external scrutiny of assessment processes to assure academic standards (where applicable)?**

1.13 The involvement of the external examiner at all stages of assessment includes ensuring the appropriateness of the assignments, the second-marking of dissertations, essays and examinations, verifying the correct use of marking criteria, and confirming that marks awarded are recorded in attainment reports for each cohort. Since the previous review, the Society has taken steps to ensure that the marking of assignments is consistent and reliable, and feedback is given in a timely manner. The assessment process is scrutinised by the external examiner in cooperation with teaching staff.

1.14 The external examiner confirms all assessment marks which are signed off by the Programme Director who provides transcripts of achievement to the home universities. The US feeder institutions use their individual grade conversion procedures to award credit, and scholars also receive a certificate of completion from the LSE. The highly effective and robust system of external scrutiny of assessment processes, including external examination, is underpinned by the thorough use of reference points to assure academic standards, and is **good practice**.

1.15 The review panel concludes that the Society's use of external scrutiny of its assessment processes to assure academic standards is effective.

The team has concluded that the Hansard Society Ltd satisfactorily manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

## **2 Quality of learning opportunities**

### **How effectively does the Hansard Society Ltd fulfil its responsibilities for managing and improving the quality of learning opportunities?**

2.1 The Director of Studies, who is a highly-experienced academic and parliamentarian, has overall responsibility for academic standards of the HSS programme. At present, following the disbanding of the Academic Governance Board, oversight for the implementation of academic standards is shared between the Director of the Society, the Director of Studies and the external examiner, in consultation with the Director of the Programme and staff. The Board of Trustees is also consulted through its Chair, who has significant experience of academic governance at a senior level.

2.2 Programme-level and management responsibilities remain consistent with that reported in previous visits. The Society's Director has executive management responsibility for the activities of the HSS programme. The Programme Director remains responsible for the overall and strategic direction of the programme, marketing and recruitment, new programme development, compliance processes and programme administration. The Programme Director is supported by a Programme Manager who leads the programme in Parliament and is responsible for coordinating and managing the day-to-day operations.



2.3 Formal oversight by the Board of Trustees for the quality of learning opportunities provided by the programme is supported by the Programme Director's quarterly reports. These would have previously been submitted to the Academic Governance Board, but are now being considered by the Board of Trustees, which receives reports from the Programme Director, who also responds to questions.

2.4 There are regular meetings of the officers involved in the oversight of the quality of learning opportunities and those involving the HSS team, although these are not formally minuted. In addition to the executive oversight provided by the external and internal Society officers, there is a range of objective internal and externally facilitated mechanisms applied by the Society that assure and inform the management of the quality of learning opportunities.

2.5 Since the Academic Governance Board was disbanded, the Society has made no new staff appointments, nor has it introduced any new courses, or made procedural changes which would have necessitated the Board's approval. The assessments for the more recently introduced Politics and Public Policy course had been formally approved prior to the Board's dissolution. The Society was forced to make a number of changes which had a significant impact on the delivery of the programme following the announcement of the UK general election in December 2019, and the 2020 COVID-19 pandemic.

2.6 The autumn 2019 semester delivery was significantly disrupted by the prorogation of the UK Parliament prior to the general election. The programme was revised to enable scholars to complete the programme successfully, including a truncated internship. The senior management team confirmed that they had implemented strategic approaches to managing the programme which they had developed when previous general elections had been called. The amended programme comprised lectures and classes on the electoral process, facilitated by eminent external experts, together with the introduction of a third study visit to Manchester. Following student feedback about the intensity of the alternative programme, it was reduced from three sessions a day to two; the Manchester visit was made optional, and additional day visits were introduced. Throughout this period, the Society liaised effectively with the feeder institutions to ensure that the integrity of the programme was protected and that scholars were awarded credit for the revised programme.

2.7 The spring 2020 semester was more seriously impacted by the COVID-19 pandemic. The Society was proactive in securing unanimous agreements from the feeder institutions to adopt a distance-learning model, and allow extensions to assessment deadlines. The review team found clear evidence that the Society, drawing on its risk management experience of previous disruptive national and international events, was able to shorten the internship programme, adapt its learning, teaching and student support methods to online delivery, inform and support students through the changes, and liaise and negotiate with the feeder institutions to gain their approval and the award of credit for the revised approach. Students who met with the team confirmed their appreciation of the efforts and support of the Society which enabled them to complete the programme.

2.8 Throughout both of these testing events, the officers of the Society ensured that, in the absence of the Academic Governance Board, transparent and informed decision making took place, and that the Chair of the Board of Trustees, the Director of Studies and the external examiner were consulted. The external examiner was also invited to comment on a comparison of student performance between previous undisrupted years and the 2020 cohort. The responsiveness to the challenges presented by COVID-19, including the support for students and the adaptation of programme delivery which effectively support the achievement of the learning outcomes, is **good practice**.

2.9 In 2020, the Programme Director took the decision not to write the annual programme report. This was for a number of reasons, not least that the primary evidence referenced in the report was available directly and at an earlier stage to the report's audience. The panel acknowledged the reasons for wishing to dispense with the annual report, but encouraged the Society to consider producing a leaner version that could serve as an effective demonstration of institutional oversight, provide a salient summary of feedback, a record of changes to the programme, identify areas of good practice and matters requiring development, and establish an ongoing action plan. The Society agreed that the annual report would also provide a useful source of institutional memory. Prior to the programme's 2021 pause in delivery, the Society intends that a full review and history of the programme is produced which will inform ongoing activity and will be submitted to QAA as part of its annual monitoring processes.

2.10 The panel concludes that the Society has effective processes in place to manage the quality of learning opportunities.

### **How effectively are external reference points used in monitoring and evaluation processes?**

2.11 The Society uses a wide range of external reference points to monitor and evaluate the programme effectively. Primary among these are the expectations of its feeder institutions and the confirmation that these have been met through their ongoing engagement with the programme. The Society is a member of the Association of American Study Abroad Programmes (NAFSA), the Association of International Educators, the UK Council for International Student Affairs and the Forum on Education Abroad. The Society effectively utilises its membership of these bodies to inform its policies and practices in international education and study abroad.

2.12 The Quality Code is referenced in relation to its Core and Common practices in relevant areas such as programme design, complaints and appeals. The Subject Benchmark Statement for Politics and International Relations has been used to inform programme design. The Society has adopted a number of the policies of the LSE, which are appropriately mapped to the Quality Code, including those on academic conduct.

2.13 Externality is further embedded through the appointment of a number of key people from the wider academic environment, including the Chair of the Board of Trustees, the Director of Studies, the external assessor (who provides feedback on the quality of learning and teaching) and through faculty staff who are appointed at UK universities and are familiar with the Expectations of the Quality Code.

2.14 The Society has also undertaken a curriculum review conducted by an external, independent expert who has provided a number of helpful recommendations which will inform the further development of the programme.

### **How effectively does the Hansard Society Ltd assure itself that the quality of teaching and learning is being maintained and enhanced?**

2.15 The Society utilises a wide range of mechanisms to monitor effectively the quality of learning and teaching, and analyses the feedback received to inform enhancements. Feedback mechanisms include mid-term and end-of-term course evaluations and end-of-programme evaluations; internship host end-of-term written evaluations; site visits to each scholar and internship host to elicit feedback; the use of the critical analysis essay summative assessment as a source of feedback on the quality of the internship; small-group scholar catch-ups; and town hall meetings.

2.16 In addition, the Society takes account of feedback identified in the external examiner's reports and those of the external assessor with regard to matters affecting the quality of teaching and learning. In addition, and as a one-off exercise, during 2019 the Society contracted an external consultant to conduct a 360-degree review of the academic curriculum in relation to the objects and mission of the Society. While endorsing the success of the programme, the report made four recommendations for improvement. Prior to the impact of the pandemic, the Society planned to introduce changes emanating from the external quality audit during the 2020-21 academic years. The Society plans to take the external review recommendations forward as part of a wider review of the potential deployment of the programme to other markets, including developing democracies and those with the Westminster parliamentary political model, particularly Commonwealth countries.

2.17 The Society does not receive formal written feedback from its feeder institutions on their evaluation of the Society's programme. This evaluation is used by feeder institutions as part of their internal monitoring processes. Direct feedback is received by the Society through regular visits from its partner institutions through discussions during the campus visits and through pre and post-programme preparation.

2.18 Scholars confirmed that they have been given multiple opportunities to contribute to the monitoring of the quality of teaching and learning, and that the Society has been rapidly responsive to issues they have raised.

2.19 The process of feedback and evaluation continues to lead to enhancements to the quality of teaching and learning and to the experience of individual scholars. Recent improvements had been made relating to the delivery and scheduling of classes, the provision of information, and to the in-term redesign of the programme as a consequence of the pandemic. The Society has continued to focus and tailor the extensive and diverse range of opportunities for scholars and internship providers to give feedback on the learning experience. The range of opportunities and mechanisms used to gather feedback from students and stakeholders on the quality of the learning experience, and the prompt, tailored and effective responses is **good practice**.

### **How effectively does the Hansard Society Ltd assure itself that students are appropriately supported?**

2.20 The Society ensures that its students are appropriately supported through a variety of methods. These include drawing the physical and staffing resources for the programme from established universities, designing and delivering appropriate and fit-for-purpose advice and guidance, providing pastoral support, and monitoring the quality of provision through student feedback, and taking swift action where issues emerge.

2.21 The Society provides students with a comprehensive range of pre-application and pre-arrival information through the student's home institution, the Society's website, one-to-one Skype meetings and electronic information packs. A designated staff member is responsible for overseeing the communications' process to ensure that it is consistent and effective. On arrival, students are provided with a comprehensive induction, which progresses into the second week of the programme. Introductory sessions are extensive, covering accommodation matters, access to Parliament, tours of London, cultural and cross-cultural matters, as well as more granular detail about the programme, the resources provided, academic requirements and regulations, an introduction to Parliament, undertaking internships, ice-breaker sessions and social activities.

2.22 The Society delivers its programme in association with the London School of Economics and Political Science (LSE). The Society contracts its own lecturers from UK

universities to teach the programme modules. Scholars have associate student membership of LSE which entitles them to full access to the LSE library and comprehensive online resources. The Society rents classroom space at the LSE's main Holborn campus. In addition, the Society's virtual learning environment (VLE) provides scholars with access to an extensive range of learning materials and academic journals.

2.23 Scholars are notified of their internship prior to arrival which is specifically tailored to students' academic and career aspirations. Internship requirements are discussed during a one-to-one virtual meeting with UK staff before they depart from their home country. Scholars are provided with an information pack with information on the internship host and the nature of the internship, together with a booklet setting out the expectations of all parties: the student, the host and the Society. During the internship, students are supported by a site visit, a mid-term review visit and ongoing access to, and support from, academic staff. In those cases where a student is unhappy with a placement, they are able to change it for another. In one instance, an internship was changed within 24 hours. Scholars are highly complimentary about their internship experience. They strongly endorsed its value, confirmed that it was directly relevant to their academic studies and career aspirations, allowed the development of new skills, and broadened their experience, perspective and attitudes. For some students the impact of the internship has been profound. The high-quality learning experience of the internship programme, tailored to individual students' academic and career requirements, is **good practice**.

2.24 Scholars are supported by tutors outside of the classroom through scheduled office hours after classes and through email. The Society has sound mechanisms for the provision of feedback to scholars. The external examiner comments favourably on the standardised reporting template and the qualitative judgements provided by internal examiners. Scholars confirmed that Society staff and tutors are readily available to assist them, and that the feedback on their assessed work from academic staff was helpful and timely.

### **How effective are the Hansard Society Ltd's arrangements for staff development in relation to maintaining and/or improving the quality of learning opportunities?**

2.25 The Society has an appraisal policy for full-time staff which enables staff to identify training needs. Staff development tends to focus on the administration of the programme support for students and professional matters, and utilises the Society's links with the various professional associations of which it is a member. Staff appraisal does not apply to the part-time faculty staff and development opportunities for teaching staff are limited given their fractional appointments. However, teaching practice and programme delivery is informed by student feedback, which results in the review of issues and implementation of enhancements. Academic staff are observed in their teaching by an external assessor. One member of staff reported that the teaching observation had been used as an opportunity to try new teaching approaches and to receive feedback on them from the external assessor.

### **How effectively does the Hansard Society Ltd ensure that students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their programmes?**

2.26 Scholars have access to a range of resources which enables them to achieve the intended learning outcomes of the academic modules and the internship placement. The memorandum of understanding with LSE provides students with full access to both physical and online library facilities, and to teaching space. The Society also provides a VLE on which tutors place additional resources and skills development tools.

2.27 Scholars confirmed that they used the LSE library as their primary resource. While some scholars reported that they found the LSE resources more than adequate, others had found gaining access to sufficient materials, particularly journals, difficult and believed that this was because they did not have full membership rights. Some scholars reported that they had felt the need to fall back on their home institution's electronic resources. In response to concerns raised, the Society has introduced guided tours of the LSE library as part of the induction programme to ensure that scholars are able to access the resources they require. The Society reviews its resource provision through the mid and end-of-term review processes.

2.28 The Panel concludes that the resources available are sufficient to support students to achieve the intended learning outcomes of their programmes.

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

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Southgate House, Southgate Street, Gloucester GL1 1UB  
Registered charity numbers 1062746 and SC037786

Tel: 01452 557000  
Website: [www.qaa.ac.uk](http://www.qaa.ac.uk)