



Middlebury College-CMRS Oxford Humanities Program

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

June 2023

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 Middlebury College-CMRS Oxford Humanities Program. The review took place on 29 June 2023 and was conducted by a review team, as follows:

- Dr Gareth Longden (Reviewer)
- Dr Tommie Anderson-Jaquest (Reviewer)
- Mr Jonny Barnes (Student Reviewer).

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 4.

The QAA website gives more information [about QAA](https://www.qaa.ac.uk/about-us) and its mission.¹ 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).²

¹ www.qaa.ac.uk/about-us

² 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 Middlebury College-CMRS Oxford Humanities Program - 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 Middlebury College-CMRS Oxford Humanities Program.

- **Confidence** can be placed in the Middlebury College-CMRS Oxford Humanities Program's management of its responsibilities for 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 Middlebury College-CMRS Oxford Humanities Program.

- The continuous commitment to academic and pastoral support to enable students to achieve positive outcomes.
- Access to a wide range of learning resources to support students in their studies.
- The practical learning opportunities available to Museum Studies students.

Recommendations

The QAA team makes the following **desirable recommendation** to Middlebury College-CMRS Oxford Humanities Program.

- Review the Academic Board terms of reference in relation to its decision-making function.

Context

The Centre for Medieval and Renaissance Studies was founded as a study abroad provider in 1975 before becoming part of the Middlebury College UK Trust, a non-profit making registered charitable company, in 2014. Based in Oxford, Middlebury College-CMRS (the Centre; M-CMRS) offers two undergraduate humanities programmes leading to credits for attending overseas students. Students attend the regular humanities programme for one or two 14-week semesters. Within this programme, there are four courses - a research course, a seminar and two tutorial courses; a wide range of options are available to students. The Museum Studies programme was introduced in 2017 and consists of two courses which are complemented by trips to museums and art galleries including a one-week long experiential learning opportunity at an art gallery in Warwickshire. Students on the Museum Studies programme attend for five weeks. The Centre is associated with Keble College, University of Oxford, where students are associate members of the Junior Common Room (JCR).

The Principal, who has been in post since July 2018, is also an Associate Professor at Middlebury College. The Centre's other full-time staff includes a Senior Tutor, Assistant Senior Tutor, Administrator, and a Facilities Co-ordinator (appointed but not started role at time of review), with its part-time staff comprising the Librarian, two Junior Deans and some housekeeping staff. Most of the teaching is undertaken by independent tutors.

Middlebury College is the awarding body for study abroad credits that are recognised by partner institutions and is responsible for maintaining the quality of the provision. Most students are recruited from higher education institutions in the USA that are accredited by the US Department of Education Office of Postsecondary Education. Most students attend for one semester with the remainder studying for two semesters, or the five-week Museum Studies programme. While the majority of students originate from Middlebury College, the Centre works regularly with around 20 institutions, predominantly from North America. Students studying with the Centre during spring 2023 were drawn from seven institutions. The relationships with partner institutions of Middlebury College are approved for individual students rather than governed by formal written contracts. While no formal agreements are in place with these institutions, they approve the Centre as a study abroad provider. This involves visiting the Centre at least once as part of the approval process. All home institutions have awards recognised by the UK National Recognition Information Centre (UK ENIC).

Detailed findings about Middlebury College-CMRS Oxford Humanities Program

1 Academic standards

How effectively does the Middlebury College-CMRS Oxford Humanities Program provider fulfil its responsibilities for the management of academic standards?

1.1 M-CMRS satisfactorily manages its responsibilities for academic standards under the requirements and standards set by Middlebury College - its awarding body - which exercises oversight over the Centre's programme design, delivery and assessment.

1.2 M-CMRS's Academic Committee, consisting of the Principal, the Senior Tutor and the Assistant Senior Tutor, manages the admissions process effectively and makes the final decisions on programme entry, in consultation with staff working in the International Programme division in Middlebury College. Specific requirements for programme entry are set out in the Quality Assurance Policy Document, updated in 2023 and published on the Middlebury College website. The Senior Tutor reviews each application together with the Academic Committee, and all application decisions are agreed collectively. All applicants, including Middlebury applicants, are checked through UK ENIC.

1.3 M-CMRS is responsible for designing and delivering the Oxford Humanities Program. The programme aims to enhance students' learning experiences through individualised assessments that develop critical thinking and reflective learning in ways similar to undergraduates registered at the University of Oxford. Subject to Middlebury College's approval and aligned to recommendations made by the Academic Board (an external board made up of experienced academics), the Centre designs the programme and has developed standardised procedures and pro-forma for introducing new programmes, and reviewing and amending old ones.

1.4 M-CMRS has delegated responsibility for setting and assessing student work. Procedures set out in the Quality Assurance Policy Document link assessments to Level 6 of the UK National Qualifications Framework. The Academic Committee, which oversees the assessment process, produces standardised marking criteria for student work and ensures that students and tutors are made aware of grading requirements in orientation sessions, in the Tutor Handbook, the M-CMRS (student) Handbook and the Criteria for Tutorial Courses. Detailed course descriptions of the Middlebury College-CMRS Oxford Humanities Program, the General Handbook and the M-CMRS Handbook are also published on the Middlebury College website. The review team considered that the information provided for students was comprehensive and clear. Students are assessed individually based on written work and oral contributions made in two one-to-one tutorial courses, a seminar course, and a research course. Grades are awarded by M-CMRS tutors, who must submit detailed end-of-semester reports, justifying the grade awarded. Final written work submitted in seminars and in research courses is double-blind marked. Student progression during the term, as well as results, are reviewed by the Senior Tutor and Assistant Senior Tutor to ensure that grades align with the comments made and to resolve any anomalies identified. Final results are confirmed and recorded by Middlebury College, M-CMRS's School of Record. Students have the right to appeal the final marks awarded, and procedures are set out in M-CMRS's Quality Assurance Policy Document and published in Middlebury College's General Handbook for Schools Abroad.

1.5 M-CMRS is directly responsible for the selection and oversight of tutors and administrators and has standardised procedures in place to ensure that standards in

operational matters, as well as teaching are maintained. For example, in preparation for recruiting a Facilities and Management Coordinator, Senior Managers have produced a detailed job description setting out basic requirements for the position, which has now been filled. In regard to tutors, although the process is more informal, often initially by word of mouth, each individual is carefully screened before appointment by the Senior Tutor who reviews references and academic records, and meets with each person individually; tutors who spoke with reviewers confirmed this to be the case. Once selected, all staff members are informed about the Centre's requirements and expectations through the distribution of information about the programme sent before the term starts, the Tutor's Terms and Conditions document and the Tutor Handbook, which are updated whenever required.

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

1.6 M-CMRS makes effective use of external reference points in managing academic standards, under the responsibilities delegated to it by Middlebury College. Senior managers respond proactively to feedback and plans for meeting any recommendations made by Middlebury College are evidenced in the Centre's current Action Plan.

1.7 As the School of Record and Awarding Body, Middlebury College oversees the academic provision of all study abroad programmes. General requirements, the General Handbook and the M-CMRS Oxford Humanities Handbook are published on the Middlebury College website. Since 2017, Middlebury and M-CMRS arrangements have been strengthened with an agreement between Middlebury College UK Trust Ltd and CMRS Ltd. M-CMRS senior managers communicate regularly with staff in Middlebury College's International Programme Division to ensure that administrative matters, such as those concerning student applications, are dealt with effectively. M-CMRS also submits detailed year-on-year reports to Middlebury that contain statistical and general reviews on the Centre's academic provision.

1.8 M-CMRS responds proactively to recommendations from external reports to ensure that the management of academic standards remains fit-for-purpose. This includes actions for improvement set out in the Centre's Action Plan for 2022-23. For example, the Academic Committee has responded proactively to issues identified and recommendations made in Middlebury College's Faculty Advisory Board's (FAB) report produced in 2020, the RSEO Report published by QAA in 2018, and in the Annual Monitoring Report carried out in 2021, which deemed M-CMRS management of academic standards and learning opportunities to be 'Commendable'.

1.9 M-CMRS also responds positively to the external feedback provided by its Academic Board. However, the Board's position in terms of interaction with M-CMRS and Middlebury College, and the level of its authority is uncertain, given that the Board is composed of senior academics drawn from US and UK universities but Middlebury and M-CMRS staff are excluded from membership. Senior managers from M-CMRS have confirmed that the Board performs more than an advisory function, and the terms of reference indicate that it has the power to make decisions about the content and operations of M-CMRS's Oxford Humanities Program regarding new courses and amending existing ones. The review team was not unduly concerned about the Academic Board, as they saw the benefit of external scrutiny over courses but merely sought to clarify the Board's terms of reference when it comes to decisions rather than recommendations. In this respect, the Academic Board's role appears to potentially conflict with Middlebury's primary oversight responsibilities for all of its study abroad programmes, including those offered by M-CMRS. Therefore, the review team **recommends** that M-CMRS reviews the Academic Board's Terms of Reference in relation to its decision-making function.

How effectively does the Middlebury College-CMRS Oxford Humanities Program use external scrutiny of assessment processes to assure academic standards?

1.10 Assessment processes and practices are scrutinised internally and externally to assure that UK academic standards, as well as Middlebury College's standards and requirements for learning, teaching and assessment are maintained. Senior managers in M-CMRS ensure that assessments and learning requirements for all programmes are set at Level 6 of the Regulated Qualifications Framework (RQF). Internally, all seminar and research essays are double-blind marked, and all final results are reviewed and moderated by the Senior Tutor and Assistant Senior Tutor. In cases where issues arise, such as students have appealed a grade, or academic dishonesty (such as plagiarism) is suspected, matters are referred to the Academic Committee for further action. Senior staff members have mapped QAA expectations about assessment, teaching and learning, and students' learning experiences to the UK Quality Code for Higher Education (the Quality Code), and general observations resulting from the exercise have been incorporated into the Quality Assurance Document.

The team has concluded that the Middlebury College-CMRS Oxford Humanities Program **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 Middlebury College-CMRS Oxford Humanities Program fulfil its responsibilities for managing and improving the quality of learning opportunities?

2.1 The day-to-day responsibility for the quality of learning opportunities rests with M-CMRS. The provider is subject to quality assurance oversight by Middlebury College which is orchestrated through the College's Faculty Advisory Board through periodic face-to-face or online inspection visits. In addition, the Centre's Academic Board also provides opportunities for review of the Centre's activities by experienced academics who are otherwise unconnected with M-CMRS.

2.2 M-CMRS is responsible for providing appropriately qualified and skilled academic and professional staff, as well as for providing a fair and transparent admissions system, suitable accommodation, teaching facilities and learning resources. There is a small team of three academic staff, a librarian, and an administrator. The Centre makes extensive use of tutors who support students in one-to-one tutorial programmes based on their academic expertise. This structure provides a core staff team who can effectively support students while on their studies with extra subject expertise provided by the tutors. The review team considers this to be a credible approach to providing a diverse range of learning opportunities and is wholly appropriate for the provider.

2.3 The Centre has its own set of teaching rooms and administrative spaces. The Centre also hosts the Feneley Library which holds around 18,000 texts relevant to the core subject areas. In addition, as all students are Associate Members of Keble College, Oxford, they have access to the resources available through the Bodleian Library. The review team believes that the physical spaces, in-house library and access to the resources of the Bodleian together demonstrate that the Centre effectively fulfils its responsibilities for the provision of learning opportunities. This view was endorsed by the students with whom the review team met.

2.4 The Centre uses a Quality Improvement Action Plan to help in the driving forward of enhancements. The items identified in the most recent plan are all described in SMART terms and reflect issues arising from the analysis of data or student feedback. The items include: bringing 'grade inflation' under control; changes to the management structure; the appointment of a new member of staff; the development of a new staff appraisal system; changes to the GPA rates; a review of regulatory compliance obligations; and a review of the arrangements for orientation, housing and course planning in the post-Covid environment. Many of these items were subsequently discussed by the Academic Board at its June 2022 meeting. This gives confidence to the review team that the Academic Board is engaged and responsive in the way that it interacts with the Centre.

2.5 Policies and procedures which underpin the Centre's approach to learning opportunities are primarily described in the Quality Assurance Policy Document. This document covers the core issues around learning opportunities - for example, admissions, course design, teaching and learning, assessment, student engagement, appeals and complaints, and programme monitoring. Although this is a relatively brief document to address such a range of issues, the resource is augmented by reference to more detailed sources provided directly by Middlebury College - for example, the expectations regarding academic misconduct. The information provided is clear, unambiguous and student focused. In the review team's view, the Quality Assurance Document is an appropriate, and student-friendly way to provide information to students about their studies, and the policies and processes which apply to them during their enrolment.

2.6 The Academic Board is responsible for reviewing and approving all courses offered by M-CMRS. The general syllabus for courses is provided by Middlebury College and the staff team is responsible for ensuring that courses align with the syllabus with a level of flexibility that supports students to develop relevant subjects for their tutorials. All courses share a similar format that can include readings, tutorial discussions, seminars, formative assessed work, and summative assessments. Decisions about what kinds of course to develop are based on a number of factors but are primarily student-led and reflect tutor availability. Regular feedback between students, tutors and academic staff provides many opportunities for timely enhancements to be made if needed. For a small and specialist provider, this is a proportionate, student-focused and effective approach to course design and review.

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

2.7 The Centre uses both UK and US external reference points in its monitoring and evaluation processes. The Quality Code informs the Centre's Quality Assurance Policy Document; this document is regularly updated with the latest version dating from May 2023. The Policy Document reflects sector expectations around recruitment and admissions, course design, student engagement and monitoring.

2.8 The Faculty Advisory Board, which is composed of five faculty members from Middlebury College, provides an important external reference point to the work of the Centre. The Board meets once per semester and visits the Centre (virtually or face-to-face) every two to three years. The Board provides an effective forum for the referencing of the Centre's practices to those common in the US sector.

2.9 The Centre's Academic Board is composed of six experienced academics from universities that are otherwise unrelated to the Centre or to Middlebury College. The Academic Board is understood by the Centre staff to be the primary way in which externality is introduced to the Centre. It offers advice and recommendations to the Centre relating to the advisability of introducing a programme of study, terminating an existing one that is no

longer relevant, and generally holding the Centre to account for the student experience and its quality and standards.

2.10 Staff are aware of Subject Benchmark Statements and recognise their value as general statements of good practice, but feel that they do not relate sufficiently closely to the very individualised programmes offered by the Centre for them to be used directly. This is, in the review team's view, a reasonable judgement which is appropriate in the context of the Centre.

How effectively does the Middlebury College-CMRS Oxford Humanities Program assure itself that the quality of teaching and learning is being maintained and enhanced?

2.11 The Centre's management structure contributes effectively to the assurance of M-CMRS's quality of teaching and learning. The Faculty Advisory Board carries out Middlebury College's formal oversight over the teaching and learning conducted at the Centre. It does this through periodic visits while its representative meets with the Principal, academic staff, tutors, professional staff and students. During the last visit, the representative found that students observed that the tutorial system as operated by the Centre was so different to what they were used to that it was a challenge for them to fully appreciate what their teaching would look like. Students were, however, very positive about the tutorial system and the individualised nature of the teaching. In response to the lack of clarity about what the tutorial system involves, the Centre has produced a brief document - Criteria for Tutorial Courses - that seeks to clarify the arrangements for, and the expectations about, the tutorial system. The student who had participated in the regular course confirmed that they had received a copy of this document.

2.12 The Centre's Academic Board provides an extra forum for review of the Centre's activities and offers advice and recommendations for the maintenance of teaching and learning quality. The experienced academics who make up the Board are able to draw upon extensive subject and professional knowledge which is beneficial to the Centre - for example, with regard to understanding academic misconduct and to the principles underlying the application of marking criteria.

2.13 The Academic Board receives a report from the Senior Tutor in which a broad range of issues are raised; these include programme health, student achievement and student experience. In addition, the Board also receives information about subjects such as academic misconduct, student complaints, student welfare and student feedback. The Senior Tutor's report and the other items considered by the Board give the review team confidence that the Board is actively engaged with its advisory role.

2.14 While the Faculty Advisory Board and the Academic Board provide a strategic perspective of the maintenance of academic standards and quality, the Academic Committee - a less formal weekly meeting of the academic staff - provides an operational perspective on the maintenance of standards. It is a forum where admissions decisions can be reviewed, student achievement can be noted, and any issues with tutors discussed. This informal meeting of the senior staff is considered, by the review team, to be a proportionate way to manage the day-to-day running of the programmes and to identify any issues that may arise with the quality of teaching and learning provided by the Centre.

2.15 Academic staff and the tutors that the team met were research active and were clearly skilled and experienced academics. Their research demonstrably informs and enhances their teaching and students were appreciative of the skills that their teachers possessed and the quality of the academic programmes. This view was also endorsed by the most recent Faculty Advisory Board report which commented: 'The students ... universally praised the

high quality of the academic program offered. They expressed boundless enthusiasm for the high academic intensity of the program and reported an academic experience that at least matched if not exceeded that provided by their home institutions.'

2.16 The Centre uses a teaching observation process for the academic staff. All academic staff confirmed that their teaching had been subject to review by their peers. The observation report provided to the review team shows a detailed examination of the strengths of the subject's teaching and identifies areas where enhancements could be made. Peer observation of teaching is not appropriate for tutorial sessions as this would clearly have a negative effect upon the teaching being undertaken. Instead, the Centre has recently introduced an opportunity for tutors to meet, to identify and disseminate best practice. The review team considers that the facility for tutors to meet in this way is a positive step to support those tutors who are new to their role as well as to bring together the experience of tutors from different institutions and disciplines.

2.17 The Senior Tutor meets with tutors to confirm topics and any extra needs that the students have identified. The meetings are also an opportunity to clarify expectations around attendance and student engagement. Tutors confirmed that the support offered to them by the Senior Tutor was ongoing and useful. The Senior Tutor also meets specifically with new tutors to ensure that they are aware of the Centre's approach to teaching and learning, and that they have been provided with a copy of the Tutor's Handbook. The Senior Tutor plays an important role in ensuring academic standards, the consistency of approach, and the dissemination of best practice.

2.18 A key role that the Senior Tutor fulfils is to ensure consistency of assessment and to act as a moderator of student work across the individual courses. Because tutorial work is, by definition, undertaken between the tutor and the student on a one-to-one basis, the oversight of the Senior Tutor is important to ensure consistency of assessment and the maintenance of standards. The Senior Tutor is supported by the Academic Committee (Principal and Assistant Senior Tutor) and also overseen by the Academic Board.

2.19 Proposals to introduce, amend or withdraw courses are reviewed by the Academic Board and are accompanied by either a Course Proposal or Course Review form which the academic staff have produced. The Academic Board minutes provided show that no new course or amendments to existing courses were proposed in the time period in question. The review team nonetheless consider that the Academic Board's oversight, drawing upon its collective academic experience, to offer an external perspective on the suitability and viability of courses, is a strength of the Centre's management structure.

2.20 Students can feed back on issues through a number of formal and informal mechanisms. The open-door policy of the academic staff and the availability of the Principal to explore issues with students is a strength of the programmes and helps to ensure that standards are maintained and that any issues that arise with teaching and learning are quickly addressed. In their meeting with the review team, the students praised the quality of the teaching they received and raised no concerns about any aspect of the quality of their teaching.

2.21 The Centre draws upon its close relationship with the University of Oxford and a pool of experienced and highly skilled tutors to ensure that its programmes reflect sector-wide standards and expectations. Students enrolled on the Museum Studies programme participate in a series of intensive practice-oriented learning opportunities through regular visits, including a week-long visit to Compton Verney Art Gallery. These learning opportunities effectively embed the programme in professional practice and provide a valuable external reference point. Students spoke positively to the review team about the learning opportunities provided by the Centre and, in particular, the way in which the

Museum Studies programme was embedded within, and informed by, professional museum practices. The review team considers that the Museum Studies programme, in particular, provided excellent learning opportunities for students and represents a real strength of the programme, and is a feature of **good practice**. These learning opportunities, situated as they are within professional practice, provide a rich and varied insight into the profession; this view was endorsed by the students.

How effectively does the Middlebury College-CMRS Oxford Humanities Program assure itself that students are appropriately supported?

2.22 The Centre's academic support for students comprise an orientation session, study-skills sessions, and regular communications between the students and the Senior Tutor and/or Assistant Senior Tutor. The orientation is held during the first week of the students' programme and includes information on plagiarism/academic integrity, an overview of the assessment criteria, and expectations of tutorial and seminar teaching. In a meeting with the review team, students confirmed that the orientation adequately set out the programme's academic expectations. During the semester, formal and informal communications between the Senior Tutor, seminar leaders and tutors ensure that students are well supported with all parties aware of any potential academic or welfare issues which are then actively monitored. These communications also include conversations with tutors regarding the implementation of any reasonable adjustments to accommodate for students' disabilities or specific learning difficulties. The review team considered the Centre to be appropriately prepared to academically support the students it admits. This is evidenced by students being satisfied with the academic support they received, and by the students' academic outcomes as only 15% students achieved grades B or below during the 2019-20 academic year (the latest full year in which the programmes have been held due to pandemic related disruptions).

2.23 The Centre's pastoral support starts pre-arrival with information about the academic programme and logistics of participating in a study-abroad programme being available on the Centre's website; this information is supplemented with a pre and post-admission webinar. Students reported that the pre-arrival information was sufficient and accessible. Effective communication, which is based on regular interaction between the staff and tutors, ensures that student welfare concerns are addressed appropriately, and results in the early identification and solution of student wellbeing needs, including more support provided by an external professional mental health counsellor. Students are supported by Junior Deans out of hours. The Junior Deans are trained to signpost students to the appropriate immediate support and inform the Senior Tutor of wellbeing issues for further monitoring. Junior Deans and all core staff employed by the Centre are trained in First Aid and Mental Health First Aid. Students shared that they found this range of pastoral support to be appropriate and helpful. The review team considers the continuous commitment to academic and pastoral support to ensure that students achieve positive outcomes is a feature of **good practice**.

How effective are the Middlebury College-CMRS Oxford Humanities Program's arrangements for staff development in relation to maintaining and/or improving the quality of learning opportunities?

2.24 The Centre makes time and funds available to staff to undertake professional development including academic activity such as conference attendance, copy editing, and the writing of research articles with all academic staff research active. Development needs are primarily identified during the annual appraisal conducted by the Principal; however, additional requests can be made at any time as needs are identified. Support is also offered for staff to achieve professional recognition with organisations such as the Higher Education Academy. Professional development of tutors is the responsibility of their own institutions. In the view of the team, the arrangements for staff development are appropriate and are

effective for a small and specialist provider which relies heavily upon the scholarly activity of the staff to inform the individualised teaching provided. Furthermore, the support offered to academic staff to undertake accreditation with the Higher Education Academy shows an effective approach to ensuring that pedagogy, as well as subject knowledge, informs the quality of the learning opportunities.

How effectively does the Middlebury College-CMRS Oxford Humanities Program ensure that students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their programmes?

2.25 The Centre has effective means to ensure that students have access to sufficient learning resources. The main physical learning resources available to students comprise the Centre's own Feneley Library (which holds around 18,000 texts relevant to the core subject areas), and reading rights to the University of Oxford's Bodleian Libraries and the Keble College Library. Students who have not come from Middlebury College are adopted by the College during their programme and are provided with access to Middlebury College's e-resources. Students receive an induction to the learning resources available to them during the orientation which was highly rated by the students the review team spoke to during the visit. The course design and monitoring processes outlined in the Quality Assurance Policy Document ensure that learning resources are sufficient at the time of approval and on an ongoing basis. The team considers these processes effective as learning resources are reviewed annually in light of new publications and research within the subject area to ensure sufficiency and currency. Furthermore, staff can request any additional necessary purchases. Students expressed full satisfaction with the resources available to them, confirming that they are sufficient and accessible. The team considers that the access to a wide range of learning resources which support students in their studies is a feature of **good practice**.

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
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Tel 01452 557000
Web www.qaa.ac.uk