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

Tottenham Hotspur Foundation

December 2013

Contents

Key findings about Tottenham Hotspur Foundation

As a result of its Review for Specific Course Designation carried out in December 2013, 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 Middlesex University.

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 Middlesex University.

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**:

- active and comprehensive partnership established between the Foundation and Middlesex University (paragraph 1.1)
- comprehensive understanding and mapping of the UK Quality Code for Higher Education and the way staff articulate and apply it (paragraphs 1.6, 2.2 and 3.1)
- provision of extensive, wide ranging and high quality student support (paragraph 2.7)
- provision of a range of high quality and well managed placement opportunities (paragraph 2.8)
- provision of excellent resources and facilities, and their manner of incorporation into the curriculum (paragraph 2.12)
- robust processes for checking the accuracy, reliability and completeness of public information (paragraph 3.5).

Recommendations

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

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

- review the committee structure to maintain its effectiveness in the light of the proposed growth in student numbers (paragraph 1.3)
- review current library facilities in the light of the proposed growth in student numbers (paragraph 2.10).

About this report

This report presents the findings of the [Review for Specific Course Designation](#)[1] conducted by [QAA](#) at Tottenham Hotspur Foundation (the Foundation), 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 Middlesex University. The review was carried out by Dr Helen Corkill and Dr Philip Davies (Reviewers) and Dr Chris Amodio (Coordinator) on 4 December 2013.

The review team conducted the review in agreement with the provider and in accordance with the *[Review for Educational Oversight (and for specific course designation): Handbook, April 2013](#)*.[2] Evidence in support of the review included the memoranda of agreement with the awarding institution (Middlesex University), quality assurance documents, policies, handbooks and minutes of meetings supplied by the provider, together with meetings with staff, students and a representative of the awarding institution.

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

- Foundation Degree qualification benchmark
- *Subject benchmark statement: hospitality, leisure, sport and tourism*
- the UK Quality Code for Higher Education (the Quality Code)
- the requirements and regulations of the awarding institution.

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

Tottenham Hotspur Foundation has been an associated charity of Tottenham Hotspur Football Club since 2006. Based at White Hart Lane Stadium in North East London, the Foundation's mission statement is a commitment to 'providing the best sport, health, training and education programmes for all our communities; creating opportunities, encouraging enterprise and innovation, promoting social cohesion and enhancing life skills'. The Foundation initiated its higher education provision with the aim of 'providing an alternative and more affordable route into and through higher education using the brand of Tottenham Hotspur Football Club to attract local young people who would not otherwise go to University'.

A Foundation Degree in Sport and Community Development was set up in 2010 as a joint collaboration with Middlesex University. It was subsequently revalidated in 2012 as a validated collaboration with the University, with the Foundation now assuming responsibility for many aspects of the provision. An additional Foundation Degree in Sport Hospitality and Nutrition was also validated at this time, although it was subsequently closed due to lack of applications. A further Foundation Degree in Applied Football Coaching and Performance was validated in March 2013. There are articulated progression agreements to appropriate BSc/BA (Hons) programmes at Middlesex University. No further degree programmes are planned, and the Foundation does not intend to increase student numbers beyond about 120. Currently, 72 students are enrolled on the Foundation's Applied Sport and Community Development programme, including one part-time. Of these, 55 are studying at level 4.

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

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[1] [www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx](#)
[2] [www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx](#)

Middlesex University

- FdA Applied Sport and Community Development (72)
- FdSc Applied Football Coaching and Performance.

The provider's stated responsibilities

Since the Foundation entered into a validated collaboration with Middlesex University in 2012, it has assumed sole responsibility for most aspects of the provision. However, it shares responsibility with the awarding body for higher education strategy, monitoring the quality of teaching and learning, student progression and appeals.

Recent developments

Due to delays in obtaining designated status for the FdSc Applied Football Coaching and Performance programme, all students in autumn 2013 were recruited to the FdA Applied Sport and Community Development provision. Following discussion with Middlesex University, the Foundation decided to modify the existing Sport and Community Development programme to provide a pathway for these students. At level 4 there is only one module different between the two programmes. An additional module, required for the FdSc programme, was validated by the University at level 4, allowing intending FdSc students to be registered for the FdA programme, with the intention of transferring back to the FdSc programme at level 5 if the course is subsequently designated. This has been explained to, and agreed by, all students. If relevant students choose to continue on the FdA programme at level 5, the required FdA module at level 4 would be provided free of charge by the Foundation and delivered in a compressed period of time. This process has been approved by Middlesex University.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. It was put together by the current Year 2 student representative (previously a Year 1 representative) with input from other Year 2 students. All students' opinions were gathered by online survey and the resulting document subsequently validated by the whole student body. During the visit, the team had the opportunity to meet eight foundation degree students.

Detailed findings about Tottenham Hotspur Foundation

1   Academic standards

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

1.1   The Foundation works in effective partnership with a single awarding organisation, Middlesex University. It interacts very closely with the University's Link Tutor and senior staff from the School of Health and Education across a wide range of activities and procedures. The Head of Higher Education at the Foundation acts as Programme Leader and Link Tutor with the University. Staff make good use of opportunities for professional interactions provided by the University as part of the partnership agreements. All relevant University processes for programme management are followed, and are well embedded into the Foundation's provision. Where the Foundation has had to develop its own policies, these have been discussed with, and approved by, the University. The active and comprehensive partnership established between the Foundation and Middlesex University reflects **good practice**.

1.2   The Foundation has a highly dedicated and effective teaching team of two full-time and four part-time staff. The team is ably supported by a Higher Education Administration Assistant. Additional staffing is provided by a range of specialists drawn from other areas of the Foundation, in addition to guest lecturers. Staff work closely together and are enthusiastic about their work. Students were highly appreciative of the extensive support and guidance offered to them to enable them to succeed academically.

1.3   There is a clear reporting line for management decisions within the higher education section and the Foundation itself. The Head of Higher Education is the key person for all reporting lines within the delivery structure, ultimately reporting to the Chief Executive Officer of the Foundation who has oversight of all operations. Biannual boards of study provide a single formal deliberative mechanism for the management of the degree programmes. The Board has a wide remit covered by written terms of reference. Attendees include the Middlesex University Link Tutor and student representatives. Students are well informed about the purpose of the Boards. Student representatives feed back to other students and minutes are posted on the virtual learning environment. Minutes are subsequently scrutinised by the Chief Executive Officer and the Link Tutor at Middlesex University. While the current management structure works well, it would be **desirable** for the Foundation to review its committee structure to maintain its effectiveness in the light of the proposed growth in student numbers.

1.4   The Foundation utilises a robust system of internal quality review. The programme team produces an annual monitoring report using the University's template. The report includes data on enrolment, assessment and achievement as well as student and assessor feedback. These reports are submitted annually to the School of Health and Education and form part of the University's monitoring process. The Foundation produces an annual quality enhancement plan drawn from the outcomes of the annual monitoring reports. This acts as a live action plan for the subsequent year. The Foundation regularly seeks student feedback on the organisation and the programmes. Results of the National Student Survey are considered carefully.

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

1.5   The Foundation makes informed use of relevant external reference points. At validation, programmes are aligned to the *Framework for higher education qualifications*

in England, Wales and Northern Ireland (FHEQ), the Foundation Degree qualification benchmark and the *Subject benchmark statement for hospitality, leisure, sport and tourism*. Sectoral benchmarking is undertaken through reference to frameworks offered by SkillsActive and Sports Coach UK. Middlesex University regulations and guidelines are used as appropriate, including those for accreditation of students' prior or experiential learning, academic misconduct and complaints and appeals. Close attention is paid to guidelines in the University's Learning and Quality Enhancement Handbook. The Foundation has developed its own policies and procedures where required, which are reviewed annually and are all approved by Middlesex University.

1.6   The Foundation is making very effective use of the Quality Code. It considers the Quality Code its primary source for setting and maintaining academic standards. The Foundation has undertaken a substantial mapping exercise of its provision against the Quality Code. This is intended as a working document. The programme team has made adjustments to its practices in line with new sections of the Quality Code being published, for example by making programme information for applicants more explicit. The expectations and indicators within the Quality Code are well understood and articulated by staff. The team considers that the comprehensive understanding and mapping of the Quality Code, and the way staff articulate and apply it, reflect **good practice**.

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

1.7   The Foundation has effective processes for carrying out the responsibilities delegated by the University. It sets its own assessments and examination papers. Examination questions are approved by the external examiner. The programme team carries out internal moderation on a range of assessment decisions, with a minimum sample of ten per cent plus all first class and fail grades scrutinised. An internal verification and moderation plan is used for each programme, a verification template having been developed to maintain consistency of approach.

1.8   The Foundation considers external examiners' reports carefully. The 2012-13 reports cover a wide range of modules within sports disciplines delivered at Middlesex University and at its validated institutions, the majority of which are not directly linked to the Foundation. External examiner comments, where specific to the provision, are favourable. The Foundation does not currently respond directly to the external examiner. This is undertaken by the University as part of its quality processes. From 2013-14 the Foundation will have a dedicated external examiner for its own provision, appointed by the University. It will then respond directly to the external examiner, copied to the University. External examiner reports are made available to students through the virtual learning environment (VLE).

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.

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2   Quality of learning opportunities

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

2.1   Teaching staff are aware of the management structures, quality processes, publication processes and the quality lifecycle. The quality of the teaching and learning opportunities is monitored through annual course reviews and the annual quality

enhancement plan which is conducted by Head of Higher Education and the Board of Studies. These are effective processes for monitoring and improving the quality of the teaching and learning opportunities.

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

2.2   The Foundation makes good use of the UK Quality Code for Higher Education to support the quality of the learning opportunities and staff are fully aware of the importance of the Quality Code for their own practice. Programme specifications provide details of the programme structure and reflect the level descriptors produced by the awarding body and contained in the FHEQ. This mapping has enabled the Foundation to analyse gaps in the quality of their teaching and learning provision and they have used this to good effect in identifying potential quality issues. Staff have an induction and access to development workshops on teaching and learning methodology provided by the awarding body, including dealing with external reference points.

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

2.3   The quality of teaching and learning is effectively monitored through management and peer observations, which all teaching staff have once per year. The Head of Higher Education observes the teaching and observation records which are sent to the University's Link Tutor. These records are effective in checking the quality of taught sessions. Staff also have an annual appraisal, into which the annual teaching observation feeds, to identify wider issues. In addition, all staff are encouraged to observe at least one other colleague during teaching and this peer observation is effective in the sharing of good practice.

2.4   There is an effective set of mechanisms for capturing the student voice including feedback during student induction week, module and programme feedback, anonymous comments and Board of study meetings. Student views are summarised in a formal document and circulated in the annual report. A 'you said - we did' noticeboard is displayed in the library to make students aware of new opportunities and enhancements made to their programmes. Students value these opportunities to contribute their views and indicate that the Foundation is responsive to their concerns.

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

2.5   Students have an effective induction to their studies and are supported personally by staff. The induction is comprehensive including one-to-one support with the programme leader after four weeks. Induction includes specific sessions including student finance, personal issues and programme information, together with explanation of awarding body procedures. The Foundation also effectively uses local partners to provide specific support in areas of health, social care, support groups and disability information. The Foundation produces a student handbook which contains student support information. The Foundation also provides student support through its virtual learning environment which includes guidance on student support, regulations, policies, careers advice, job opportunities and progression. This range of support practices is effective and found to be highly valued by the students.

2.6   Feedback on student work is provided consistently and to a standard template. The Foundation uses a standard grading criteria form for formative feedback which identifies areas for improvement. The Foundation has a ten working-day return policy for provision of feedback. Feedback is comprehensive and includes information on how grades are

determined. Students confirm that feedback is timely and greatly appreciate its quality, claiming that it helps them to complete their studies effectively.

2.7   The Foundation has a range of support mechanisms for students which are well embedded such as provision of a personal tutor and ready access to a well informed administration team. Students know how to access these support mechanisms and confirm that they work well, considering staff to be highly supportive, approachable and friendly, commenting that the staff always have time for them. The provision of extensive, wide ranging and high quality student support to be **good practice**.

2.8   The Foundation has extensive opportunities for placement with suitable employers and some inhouse in the Tottenham Hotspur Football Club and The Tottenham Hotspur Foundation. These placements are of high calibre and are fully publicised and easily accessed through the VLE. Students highly appreciate the opportunities provided and confirm that the placement process is well organised, easy to engage with and effective in operation and support. The provision of a range of high quality and well managed placement opportunities is exceptional and reflects **good practice**.

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

2.9   All new staff have an induction into their role and experienced staff mentor new staff. The awarding body assists with the recruitment of new teaching staff and the Foundation has access to the full range of staff development opportunities provided by the awarding organisation. This enables Foundation staff to engage with other validated partners and share good practice. The Foundation has a stated staff development policy, including annual appraisal. There is also a formal staff development programme other than that provided by the awarding body.

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

2.10   The Foundation has a modest library which includes all books on the module reading lists. These can be accessed for loan or to use as a reference copy. The awarding body provides limited access to online journals. The Foundation's library is also a hub site of library provision of the London Borough of Haringey so students can also access their facilities and services. Overall, these facilities are adequate for achieving the learning outcomes of the programmes. However, it would be **desirable** for the Foundation to review its current library facilities in the light of the proposed growth in its student numbers.

2.11   The Foundation employs a VLE which is appreciated by the students. It is a useful repository of books, journals, programme lecture notes and other materials. The VLE is also used for the distribution of minutes, policies and reports, together with programme and assessment materials, reading lists, rules and regulations and general Foundation information. Teaching staff use this effectively and there are guidelines and minimum expectations about the materials staff are required to upload. Staff and students reported positively on their use of the VLE, claiming it genuinely enhances their studies.

2.12   The Foundation has exceptional facilities and the students have access to many of the resources of Tottenham Hotspur Football Club. These include a new training facility, state of the art fitness suite, executive boxes, press room and lecture theatre, providing a world class learning environment. There is a dedicated Learning Zone classroom space with 30 touch screen computers and an interactive white board as well as a wireless connection that enables the students to access readily the internet and facilities. Middlesex University

also provides students with online portfolios which are used for reflective assessments. Students confirm the view of the team that the training and information technology facilities are exceptional and greatly enhance their learning experience. The provision of excellent resources and facilities, and their manner of incorporation into the curriculum, represent **good practice**.

> 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 Foundation communicate information about learning opportunities to students and other stakeholders?

3.1   The Foundation communicates effectively with students about the higher education it provides. Under the terms of the agreement with the University, the Foundation is responsible for issuing programme, module and assessment information to students and for publishing handbooks and all relevant policies and publications. All documents relating to educational provision are validated by the University. The Foundation's Head of Higher Education is responsible for checking and signing off the content of all marketing material. The University also checks and signs off all marketing material for this provision. The Foundation has used the Quality Code effectively to map its responsibilities for providing public information and to ensure that it fully meets expectations.

3.2   All enrolled students receive comprehensive information during induction. This includes an induction pack and guidance on accessing the provision's VLE. The induction pack includes the programme handbook and other introductory information to the programme. Module specifications provide information on resources, such as reading lists, to support preparation for study.

3.3   The well designed, clearly presented and secure VLE holds all relevant information including policies, procedures, results of student surveys, minutes of meetings and external examiner reports. Students noted that they are provided with module learning material on the portal. There is a general guide for students online which contains information about studying and living in London. The VLE is professionally presented and offers a highly structured portal to the full range of student information. It is clearly defined, well organised and facilitates navigation for staff and students.

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

3.4   The approval process at the Foundation for published information is effective in ensuring quality, accuracy and completeness. Initially teaching staff create the initial information. This goes to the Head of Higher Education then, in turn, to the Foundation Marketing and Public Relations Officer and the Tottenham Hotspur Football Club Marketing Manager for approval. Within the Foundation, the Chief Executive Officer is ultimately responsible for approval. The University has to approve all publicity material which contains its logo and checks it for factual accuracy.

3.5   The Foundation has adopted a systematic approach to version control which involves the use of the prospectus which acts as the master copy from which all other copies are taken. The master copy can only be altered by a single member of staff and is signed off

only by the Foundation's Head of Higher Education. All old documents are moved to an archive to ensure auditing of changes. This is a tightly defined and closely regulated system which ensures fully the accuracy and completeness of public information provided on the provision. The robust processes for checking the accuracy, reliability and completeness of public information is **good practice**.

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[3]

Tottenham Hotspur Foundation action plan relating to the Review of Specific Course Designation December 2013						
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 Foundation:						
• active and comprehensive partnership established between the Foundation and Middlesex University (paragraph 1.1)	Close relationships and effective communication between link tutors	Implement termly meetings between link tutors	Week seven, Week 15, Week 24 (Thursday) for each academic year starting March 2014	Link Tutor(s)	Head of Higher Education	Minutes of link tutor meetings
	Tottenham Hotspur Foundation to make full use of continued professional development, training and staff development opportunities provided by the University	Implement Middlesex University's staff development opportunities within Tottenham Hotspur Foundation's own Annual Staff Development plan and diseminate to Tottenham Hotspur Foundation staff at the start of each academic	30 October annually from October 2014 to embed Middlesex University staff development opportunities with Tottenham	Head of Higher Education	Chief Executive Officer	Tottenham Hotspur Foundation Staff Development Plan to include Middlesex opportunities posted on staff section of

[3] Tottenham Hotspur Foundation has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the Foundation's awarding body.

	Middlesex University to approve and consult on all policy changes and recruitment	year Develop a flow chart for policy, curriculum and recruitment approval processes	Hotspur Foundation First week of November annually to diseminate to Tottenham Hotspur Foundation staff Set up flow charts by 31 January 2014	Higher Education Administrator (support/ guidance from Middlesex Centre for Learning, Teaching and Enhance-ment)	Head of Higher Education	virtual learning environment Flow charts for approval processes posted on staff section of virtual learning environment
• comprehensive understanding and mapping of the Quality Code and the way staff articulate and apply it (paragraphs 1.6, 2.2 and 3.1)	Quality Code Map updated every time there is a change and articulated/implemented by all staff (academic and administrative)	Quality Assurance Commiittee will evaluate how well these updates are being monitored This will be done via an action plan forming part of the Quality Code Map	First Monday of each month from April 2014 Quality Assurance Committee meetings will take place every three months from 1 May 2014	Head of Higher Education, all academic and administrative staff	Chief Executive Officer	UK Quality Code Map will show updates Minutes and action plans arising from Quality Assurance Committee
• provision of extensive, wide ranging and high quality student support	To maintain and enhance student support services and information including finance, disability, counselling,	Recruitment of a new member of staff to assist in student support and administration	Post start date by 1 August 2014	Head of Higher Education/ Middlesex Head of	Chief Executive Officer/ (Human Resources)	Staff structure chart, student feedback on support

				London Sport Institute/Link Tutor		Virtual learning environment, student feedback
(paragraph 2.7)	employability and careers advice	Student support information for students to be updated in programme handbooks and on virtual learning environment using wider Foundation staff and local partners	Initial update by 1 March 2014 Updates to be added to monthly marketing/ virtual learning environment updates (30 of each month)	Higher Education Administrator	Head of Higher Education, Tottenham Hotspur Foundation Marketing/ Public Relations Officer	
	To facilitate more structured personal tutor sessions throughout the academic year with action plans for individual students	Dates for personal tutor sessions to be embedded in academic calendars for staff and students	1 August 2014	Higher Education Administrator	Head of Higher Education	Academic Calendar
		Meeting template to be devised containing action plans/target setting for students	15 February 2014	Head of Higher Education	Chief Executive Officer	Meeting template/ minutes of meetings
• provision of a range of high quality and well managed placement opportunities (paragraph 2.8)	Maintain a structured learning environment, tailored to the individual learners needs	Create a short video of 'a day on your placement' as a means of visual guidance and develop a journey flow chart to the student portfolio	30 May 2014	Student representa-tives	Placement Officer	Student survey (online) data/ virtual learning environment usage
	Successfully implement student peer	Peer observations to be made compulsory with	29 August 2014	Module Tutor	Head of Higher	Peer observation template,

	observations across the placement module	template to record this action within the portfolio Assign cluster of students to the Placement Committee based around location			Education	module handbook, placement committee minutes
	Increase the range of communication channels for learners, supervisor and module leader	Implement the use of video conferencing to students and supervisors Create a users guide and process framework on how to carry this out Record key communication dates for students and supervisors with the module handbook	28 March 2014	Placement Officer	Head of Higher Education/ Higher Education Administra-tor	Virtual learning environment usage logs/user guide document and Higher Education Team meeting minutes
	Process for student reflection and supervisor feedback to be more accessible to all parties	Design or purchase online portfolios	1 August 2014	Module Tutor	Head of Higher Education	Annual Monitoring Report, virtual learning environment
• provision of excellent resources and facilities, and their manner of incorporation into the curriculum	To enhance journal access for students on virtual learning environment	Athens login page to be embedded onto virtual learning environment and free/open access journals to be hyperlinked onto virtual learning environment	1 September 2014	Higher Education Administrator	Head of Higher Education	Virtual learning environment

(paragraph 2.12)	To create dedicated space for foundation degree students to enhance the learning experience	Foundation offices to be relocated as part of new build and Higher Education to have a dedicated floor for foundation degree learners to include library, meeting rooms, student office and staff offices	1 September 2016	Chief Executive Officer	Tottenham Hotspur Football Club Project Management Team	Building plans and facilities information
	To facilitate the Tottenham Hotspur Football Club Training Ground more frequently and access Academy staff as guest lecturers	To arrange dates ahead of the academic year when the raining ground can be accessed for lectures, seminars or other visits To communicate with Academy staff about lecturing opportunities	1 September 2014	Head of Higher Education	Chief Executive Officer	Academic timetable/ calendar
• robust processes for checking the accuracy, reliability and completeness of public information (paragraph 3.5).	Process for signing off public information to be formalised	A flow chart to be created to formalise sign-off procedure of public information	15 March 2014	Head of Higher Education	Chief Executive Officer/ Tottenham Hotspur Football Club Marketing Manager	Flow chart created and published on staff area of virtual learning environment and shared drive Flow chart evaluated within the Quality Assurance Committee meetings with

Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
						our Public Relations and Marketing Executive
The team considers that it would be **desirable** for the provider to:						
• review the committee structure to maintain its effectiveness in the light of the proposed growth in student numbers (paragraph 1.3)	Student numbers to increase by up to 25 per cent (30 students maximum) in 2014-15	Recruit a full-time lecturer	1 August 2014	Head of Higher Education/ Middlesex University	Chief Executive Officer/ (Human Resources)	Higher education business plan - proposed growth
	New staff structure implemented	Recruit a part-time higher education administrator	1 August 2014	Head of Higher Education	Chief Executive Officer/ (Human Resources)	Staff structure chart
	New committees to be implemented as an extension of Board of Studies	Academic staff structure to be updated with reporting lines	31 August 2014	Higher Education Administrator	Head of Higher Education	Minutes of committee meetings
		Academic Quality and Student Placement committees to be implemented to include both staff and students	1 September 2014	Higher Education committee members	Head of Higher Education	
	Annually evaluate the effectiveness of the	Final committee meetings each year to include	31 May 2014	Higher Education	Head of Higher	Minutes of committee

	committee structures	feedback from students and staff on effectiveness		Administrator	Education/ Chief Executive Officer	meetings, Annual Monitoring Report
		Student programme feedback to include question on committee structures	31 May 2014			Student programme feedback, Quality Enhancement Plan
• review current library facilities in the light of the proposed growth in student numbers (paragraph 2.10).	Annually evaluate and review learning resources including journals, books (hard copy and online) and computer facilities	Module reading lists to be updated annually	31 July annually	Module leaders	Head of Higher Education	Module handbooks
		Stock of books, journals and e-books to be replenished annually	25 September annually	Higher Education Administrator	Head of Higher Education	Library inventory National Student Survey, Board of Studies and Higher Education Team meeting minutes, module/ programme feedback, quality enhancement plan, Annual Monitoring Report
		Student feedback on quality and effectiveness of learning resources to form part of personal tutor sessions, Board of Studies meetings and general programme and module feedback	Academic week four, week eight, week 17 and week 24, from March 2014	Academic Team and students	Head of Higher Education, Chief Executive Officer	

		Embed learning resources to form an agenda item of monthly higher education team meetings	31 January 2014	Head of Higher Education	Chief Executive Officer	Higher Education Team meeting agenda

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 of Courses Specifically Designated for Student Support can be found at: www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at:
www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the
[Review for Educational Oversight (and for specific course designation): Handbook, April 2013](#).[4]

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 Courses 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*.

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).

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

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[4] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

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.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

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.