



Review of UK transnational education in the Republic of Ireland: Middlesex University and PCI College

October 2017

Executive summary

Middlesex University (the University) established a partnership with PCI College (the College) in 2001. The College, formerly Personal Counselling Institute, was founded in 1991 to provide a broad education in counselling and psychotherapy for mature students and now provides third-level and continuing professional development programmes in this field. The partnership, which is defined as a collaborative agreement offering validated provision, was initially set up for delivery by the College of an Advanced Diploma in Supervision, aimed at qualified practitioners working with individual supervisees in an organisational context, and a part-time (four year) BSc (Hons) in Counselling and Psychotherapy. In July 2016 an MSc in Child and Adolescent Counselling and Psychotherapeutic Skills was validated, with its first intake in September 2016; in May 2017, two postgraduate programmes, MSc Addiction Counselling and Psychotherapeutic Skills and MSc Family Therapeutic and Counselling Skills, were successfully validated and commenced delivery in September 2017. All courses are offered on a part-time basis through flexible patterns of study and the undergraduate programme is offered across seven sites.

The University has in place appropriate policies and procedures in relation to establishing collaborative partnerships, and comprehensive and effective procedures for the approval, monitoring and review of its collaborative provision. The responsibilities of the University and the College in relation to the partnership are clearly set out in a Partnership Agreement and Memoranda of Cooperation. The University retains responsibility for the standards of its awards no matter where delivered - and in relation to delivery of the programmes offered through the College also retains responsibility for the appointment of external examiners and academic appeals. The College, operating within the University's academic framework, is responsible for recruitment and admissions, student induction, assessment, student support including resources, student engagement, complaints, producing annual monitoring reports and chairing assessment boards.

Effective oversight of the partnership is exercised through the University's committee structure and key role holders; the University Link Tutor role ensures regular and effective communication between the University and the College. Students spoke positively about their experience of the programmes and valued the flexibility of delivery and professional and vocational focus of the curricula.

Introduction

1 Middlesex University (the University), based in North London, has origins dating back to 1878. Notable milestones in its development include the establishment of Middlesex Polytechnic in 1973, and Middlesex University in 1992. In 2013 the University consolidated its UK provision onto its campus in Hendon, North London. The University also has international campuses in Dubai, Mauritius and Malta, and an extensive network of collaborative partners in the UK and overseas. Recent figures show that there are around 16,006 students enrolled at the main University campus in Hendon; 3,935 students based at the international campuses; and a total of 15,781 students currently enrolled on programmes delivered through collaborative partners. The University's previous strategic plan (2012-17) noted its reputation as a leader and innovator in transnational education. The University's new strategic plan 2017-22 was published in October 2017; in the plan the University states that collaboration is 'in its DNA' and that it will continue to build on its partnerships with employers, professional bodies, schools, colleges, and other education and training providers to create new opportunities to study for a University award, whether at one of its own campuses, online, at work or with a partner institution. It also notes that partnerships will support the growth and diversity of its income.

2 The University maintains a balance between the educational provision delivered through its London and international campuses and that delivered through collaborative partners to reflect its identity as a global institution. The University currently has a large number of partnerships and these are listed on its website. The University's collaborative agreements include the following types of collaboration: franchised programmes, dual awards, joint programmes and validated programmes. The University also has a number of articulation and progression agreements in place. The University expects that collaborations reflect the ethos, mission and values of the University; in meetings with the review team the University confirmed that, in relation to partnerships, Europe is a key, strategic location.

3 PCI College (the College), formerly Personal Counselling Institute, was founded in 1991 to provide a broad education in counselling and psychotherapy for mature students and now provides third-level and continuing professional development programmes in this field. The College became a collaborative partner of the University in 2001; initially an Advanced Diploma in Supervision, aimed at qualified practitioners working with individual supervisees in an organisational context, and a part-time (four year) BSc (Hons) in Counselling and Psychotherapy were validated by the University for delivery by the College. After completing the first three years of this programme students are eligible to receive professional accreditation by the Irish Association for Counselling and Psychotherapy. The partnership with the College is a collaborative agreement offering validated provision.

4 A part-time (two year) MSc in Child and Adolescent Counselling and Psychotherapeutic Skills was successfully validated through the Faculty of Science and Technology in July 2016, along with two exit awards, a Postgraduate Certificate and Postgraduate Diploma in Child and Adolescent Counselling and Psychotherapeutic Skills. The first intake was in September 2016 with a cohort of 25 students. In November 2016, the Faculty also approved the development of two additional, part-time, taught postgraduate programmes - MSc Addiction Counselling and Psychotherapeutic Skills and MSc Family Therapeutic and Counselling Skills - which were successfully validated in May 2017, commencing delivery in September 2017. These new programmes are an expansion of postgraduate provision into areas where a need for high-quality training for professionals has been identified by the College. The University currently has no further plans to develop its provision with the College.

5 There are currently over 700 students registered on University awards at the College. The undergraduate programme is delivered at seven sites around Ireland;

in 2016-17 a total of 699 students were studying at undergraduate level, a further five students were studying on the Advanced Diploma, and 25 students were studying on the MSc in Child and Adolescent Counselling and Psychotherapeutic Skills. The new MSc programmes commenced delivery in September 2017. Courses are offered on a part-time basis and predominantly recruit local students, although scholarships are provided by the College to attract international students.

Developing, agreeing and managing arrangements for setting up and operating the link

6 The University's Academic Board has overall responsibility for its academic provision, provides direction as to the development of the University's portfolio, and ensures academic quality and standards. The following subcommittees report to Academic Board: Learning and Teaching Committee; Assurance Committee; Research and Knowledge Exchange Committee; and Academic Provision Approval Committee. The remit of Assurance Committee is to assure Academic Board that the University has effective processes in place to set and maintain academic standards, and assure and enhance academic quality, and that there is appropriate conferment of University awards and credit. Assurance Committee maintains oversight of quality procedures and processes concerned with the award of qualifications by considering annual reports on all quality processes operating in the University, including in relation to collaborative provision, and agreeing all significant changes to quality procedures and academic regulations. Until this academic year, the University did not separate oversight of the quality and standards of its collaborative provision from its on-campus provision; from 2017-18 the newly formed Collaborations Subcommittee, reporting to Assurance Committee, will have oversight of aspects of the University's collaborative provision. An overview of the remit of the University's key committees, including Academic Board and its subcommittees, is contained in its Learning and Quality Enhancement Handbook (LQEH).

7 The University's academic structure is based upon three faculties, namely the Faculties of Arts and Creative Industries, Professional and Social Sciences and Science and Technology. Each Faculty is led and managed by an executive dean, supported by one or more deans/deputy deans. Faculties are divided into several academic departments, which focus on delivering academic programmes, research and business development. In the case of the College, the Faculty of Science and Technology, through its Department of Psychology has a role in the assurance and enhancement of academic quality. A University Link Tutor from the Department of Psychology provides subject specific support to the College programme teams, advising on curriculum development, assessment practices, and quality assurance and enhancement. The University Link Tutor also attends assessment boards and boards of study meetings as a representative of the Faculty and University. A designated College Link Tutor works with the University Link Tutor; a College programme leader is also in place and contact details of all key staff are set out in student handbooks. The role and responsibilities of University Link Tutors are clearly set out in the LQEH and there was evidence of regular and supportive communication between the University and College Link Tutors, which was valued by the College, the former also providing support to the College aimed at enhancing the partnership. The well-defined University Link Tutor role, which supports effective oversight, and contributes to the enhancement, of the partnership is a **positive feature**.

8 A number of University services are also directly involved in quality assurance, academic regulation or support for academic provision. These include the Academic Quality Service (AQS), which has institutional responsibility for quality assurance and enhancement; the Academic Registry, which has responsibility for the academic regulations related to taught provision; and the Centre for Academic Partnerships, which provides support and

coordination for global operations, including collaborative academic partnerships. The Centre also provides a key point of contact for each partner, which helps to ensure they are kept up to date with any changes to University requirements, processes or structures.

9 The University has well-established academic quality procedures, which are included in its comprehensive LQEH and associated guidance available on its website. These procedures are developed and maintained by the AQS; their effectiveness was confirmed in the 2015 QAA Higher Education Review (HER) report. Procedures for setting up and approving a partnership are set out in the LQEH. As part of its preliminary enquiries the University considers the standing, reliability and financial soundness of the prospective partner institution. Following positive preliminary enquiries, and after the finances of the prospective partner have been approved, the institutional approval process is initiated. The purpose of institutional approval is to assure the University of the probity and appropriate standing of a potential partner; that its general educational ethos is compatible with that of the University; that the partner is financially sound; and that it has appropriate mechanisms of governance and effective quality assurance mechanisms, and is able to provide an appropriate educational experience for students registered for University awards. The process normally involves a visit to the potential partner by a senior member of University staff and the Quality Enhancement Manager (Partnership and Quality Monitoring); institutional approval normally lasts for six years. Following a successful institutional approval, a Partnership Agreement is signed. The review team explored with the University how local regulatory frameworks are taken into consideration and the University confirmed that these are considered as part of the due diligence process. Staff from the College also commented that it benchmarks its qualifications against the Irish National Framework of Qualifications.

10 The institutional approval of the College took place in May 1999, utilising procedures in place at that time, and resulted in a recommendation that the College be granted institutional approval. The current Partnership Agreement between the University and the College came into effect on 1 September 2013 and is valid for six years. The Partnership Agreement sets out the contractual obligations to which both parties must adhere and is signed by the Deputy Chief Executive of the University and the President of the College. Memoranda of Cooperation are also in place relating to the individual programmes offered through the College; these outline programme specific operational details, including details of key personnel associated with the programme. Contingency plans are in place in the event of termination of the programmes. The review team noted that although the current Partnership Agreement came into effect on September 2013 it was not signed by the University until June 2014 and by the College in September 2014. This issue was picked up in the 2015 QAA HER report and again in a QAA Concerns about Standards and Quality in Higher Education report published in 2016. To address the issue, the University now ensures that firm deadlines and milestones are in place leading up to the signing of agreements and this is overseen by the Centre for Academic Partnerships. An annual report on the number and status of Partnership Agreements and Memoranda of Cooperation in place with partners is received by Assurance Committee. The newly instigated Collaborations Subcommittee will have responsibility for monitoring that appropriate contractual arrangements are in place.

11 The most recent institutional re-approval of the College took place in 2012-13; the previous re-approval having been undertaken in May 2006. Institutional re-approval is considered six years after initial approval or previous re-approval. The AQS makes a recommendation to the appropriate Deputy Vice-Chancellor based on the outcomes of ongoing quality monitoring for non-complex provision, and favourable institutional monitoring for more complex provision, together with a satisfactory financial review. The report from the AQS on the partnership with the College concluded that the available evidence suggested that the College did not give cause for concern with regard to academic standards and the

quality of learning opportunities provided to students and that it had discharged its responsibilities appropriately and hence re-approval was recommended.

12 The evidence provided for the review team demonstrates that the University has well established and generally effective processes and structures for the development and management of its collaborative partnerships. Processes meet the requirements of the UK Quality Code for Higher Education (the Quality Code).

Quality assurance

Academic standards

13 The University's academic regulations are defined in the University regulations developed and maintained by the Academic Registry. The University's quality assurance procedures are included in its LQEH. The College also has its own Quality Assurance Manual detailing its policies and procedures; the review team established that these largely complement the University's procedures in cases where College procedures apply, for example in relation to complaints.

14 The University is responsible for the academic standards of all qualifications awarded in its name. The standard expected of a qualification in a partner institution is the same as that for a corresponding or comparable qualification in the University and must conform to *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ), relevant Subject Benchmark Statements and other external reference points. Similar mechanisms are utilised for the planning, validation, review, and monitoring of collaborative provision as for internal provision, with amendments or additions as necessary to reflect the requirements of collaborative partnerships. All relevant University academic policies inform the running of collaborative programmes wherever they are delivered. The programme approval process is set out in the LQEH; all programmes must have planning approval from Academic Provision Approval Committee prior to proceeding to validation.

15 As noted earlier, several programmes have been validated by the University for delivery at the College; validations having taken place in 2001, 2007, 2016 and 2017. The College develops the curricula with oversight and guidance from the Link Tutor, ensuring that programmes meet the University's expectations and take into consideration relevant UK external reference points such as the FHEQ, Subject Benchmark Statements and where appropriate the *Master's Degree Characteristics Statement*. College staff commented positively on the clear guidance and support offered by the University in relation to programme development and approval. Documents relating to the MSc in Child and Adolescent Counselling and Psychotherapeutic Skills course (validated in July 2016) and the MSc Addiction Counselling and Psychotherapeutic Skills and MSc Family Therapeutic and Counselling Skills course (validated in May 2017) provide evidence that the University's programme approval process was applied in accordance with its stated requirements. For example, the validation event for the MSc in Child and Adolescent Counselling and Psychotherapeutic Skills took place at the College; the panel included two external assessors both of whom were based in the Republic of Ireland. The panel met the senior and programme teams, undertook a tour of resources and reviewed a range of documentation. The panel concluded that the programme should be validated and made a number of commendations, conditions and recommendations.

16 An annual report on partner institution approvals and re-approvals is provided to Assurance Committee by the AQS. The report provides a summary of institutional approvals, institutional re-approvals, and approvals of new sites and campuses conducted during the

academic year; details of partnerships/programmes that were formally terminated; and gives details of enhancements made to the process of institutional approval and re-approval.

17 For all collaborative links, the adequacy of academic standards and student achievement is primarily monitored by the Faculty and the AQS through annual external examiner reports. In addition, the quality of the student experience and the management of quality and standards are monitored through the annual monitoring process. All collaborative programmes produce an annual monitoring report (AMR) to a standard template, which is informed by student and external examiner feedback and a range of other data. Copies of the AMRs are received and reviewed by the AQS and the Faculty, and any serious concerns are highlighted within departmental annual monitoring and enhancement reports. The AMRs for the College include comprehensive action plans, together with an update on actions from the previous year. Lecturers at the College are also required to complete an end-of-module feedback form, which as well as raising any concerns also highlights good practice; these feed into the annual monitoring process. The University regards the AMR as a collaborative document and the action plan is agreed by both parties. Feedback is provided on the AMR by the University Link Tutor.

18 If at any time during the agreement period there are serious concerns that quality requirements and standards are not being met, appropriate actions are expected to be taken by the collaborative partner, and review will be required in those cases where the University is not assured that concerns are being appropriately and effectively addressed. An annual partnership institutional monitoring report is provided to Assurance Committee by the AQS; the AQS builds up institutional profiles for all collaborative provision, which form the basis for the report, and advises and makes recommendations regarding the necessity of institutional review. The purpose of partnership institutional monitoring is to ensure that academic standards, student achievement and the quality of the student experience continue to be adequate; that institutions manage quality and standards in an appropriate way; and that institutions remain financially viable. Institutional monitoring is also intended to provide assurance that there are no serious problems at institutional level. The report includes an evaluation of engagement with University quality procedures; an evaluation of quality documents that might indicate serious concerns or continuing issues with standards and/or the quality of the student experience such as external examiner and programme review reports, annual or quality monitoring reports, student complaints and academic misconduct cases. In the 2014-15 report the College was flagged as presenting medium (amber) risk due to financial issues and this was also the case in the 2015-16 report. As a result, regular communication between the University and the College has taken place to discuss ways of controlling and mitigating risk; at the time of the transnational education review the review team were informed the matter had been resolved.

19 The University's periodic review process operates on a six-yearly cycle. The BSc Counselling and Psychotherapy and Advanced Diploma in Supervision programmes underwent periodic review in August 2007 and March 2014 in accordance with the University's procedures; the panel included external representatives. The panel agreed that the programme should be re-approved and made a number of commendations and recommendations. In addition, the University has conducted a number of site visits and approvals over the period of the partnership, as additional delivery sites have been introduced by the College and changes to premises have occurred. For example, in 2016 a change of premises relating to the delivery of the BSc (Hons) Counselling and Psychotherapy Course triggered the University's process relating to changes to the delivery site. The University's approach to the approval, monitoring and review of its collaborative provision, which provides a comprehensive and effective framework for setting and maintaining standards and for assuring quality is a **positive feature**.

Assessment

20 The responsibilities of the College in relation to assessment of University programmes are set out in the Memoranda of Cooperation; the University permits collaborative partners delivering validated programmes to seek some variation from University regulations. The College's Teaching, Learning and Assessment Strategy aligns with that of the University. Assessment strategies are agreed at validation to ensure that learning outcomes will be met, and while there is some flexibility in assessment tasks, changes to assessment patterns have to be agreed by the relevant Faculty committee. Assessments are marked and moderated by College staff; external examiners review assessments in accordance with University regulations. Guidance for College staff in relation to assessment is set out in the College's Quality Assurance Manual, and the University Link Tutor has recently provided a workshop on assessing at level 7 for new College staff. Information for students in relation to assessment is set out in programme handbooks, including assessment methods, assessment feedback, mitigating circumstances and academic misconduct, and students were clear about what was expected of them in relation to assessment. Students receive both formative and summative feedback including formal written feedback on each assignment, and students were satisfied with the usefulness and timeliness of the feedback received. The College handles cases of academic misconduct locally; the number of academic misconduct cases are reported on annually in the AMR.

21 The University's external examining arrangements are set out in the LQEH; these include clear criteria for the nomination, appointment, induction, term of office, and termination arrangements for external examiners. External examiners are nominated by the College and appointed by the University; the University provides training for the examiner while ongoing support is provided by the College. External examiner reports are submitted on the University's standard template, which is published in the LQEH. External examiners are asked to confirm that standards are appropriate for the qualification and that the standards of student performance are equivalent to other UK institutions with which they are familiar, as well as commenting on the assessment process and outcomes. The external examiner reports for the BSc (Hons) Counselling and Psychotherapy, while making several recommendations, are positive overall. The College responds directly to the external examiner's comments and these comments are also incorporated into the AMRs. External examiners are also asked to comment on whether they have received a written response to their previous report; this was confirmed by the external examiner for the undergraduate programme, although she also noted that some of the College's suggested actions had yet to be embedded. Information in relation to the external examining system is made available to students through programme handbooks and the review team was informed that students are able to access external examiner reports via the College student portal. While students who met the review team were aware of the external examining system they had not seen external examiners' reports.

22 In accordance with University procedures a two-tier system of examination boards is in place: Tier 1 subject assessment boards and Tier 2 progression and award boards. The examination boards are held at the College and chaired by College staff; for University awards these are attended by the University Link Tutor and external examiner.

23 The review team concluded that the arrangements for assessment are secure and meet the Expectation of the Quality Code, *Chapter B6: Assessment of Students and the Recognition of Prior Learning* and *Chapter B7: External Examining*.

Quality of learning opportunities

24 Admissions requirements conform to the general entry requirements of the University; specific admissions criteria are agreed at validation. The College is responsible for student recruitment and admissions using agreed procedures and criteria, including in relation to the recognition of prior learning; the College liaises with the University Link Tutor where cases are ambiguous. Admissions procedures are set out in the College's admissions handbook and within the College's Quality Assurance Manual. The College is expected to inform the University of registered students within four weeks of the commencement of programmes. Students confirmed that they were interviewed by the College and for postgraduate students a written submission was required. Some students had attended an open day prior to application and some noted that their reason for applying to the course was their knowledge of the College and the subject area rather than the University, although they valued the fact that the course was validated by the University. An orientation programme is provided for undergraduate students by the College, which they had found informative; students are provided with programme handbooks, which they also found useful. Students commented that they did not meet any staff from the University at induction either virtually or in person; in fact, the majority had not met any staff from the University during their time at the College. Students also commented that, as students studying on a Middlesex University award, they would welcome stronger links with the University. The review team **recommends** that the University explore ways of strengthening its engagement with students studying at the College.

25 Programmes are taught by staff at the College; staff are appointed by the College according to the staff appointment policy set out within the College Quality Assurance Manual and in accordance with University requirements. Staff CVs are initially approved at validation. A comprehensive range of staff development is provided for College staff by the College through continuing professional development events and workshops, and lecturers at the College meet regularly to discuss the operation of the programmes. The College also operates a peer observation system for new staff. The University supplements the staff development offered by the College both through the University Link Tutor and events offered at the University, including the partnership forum, which is now open to staff from international partnerships in the local region and is intended to support the sharing of good practice, update partners on any developments at the University and elicit partner views.

26 As stated earlier the undergraduate course is delivered across seven different locations through a number of different patterns of part-time study. Comparability of student experience is achieved through the use of standard lesson plans, and lecturers across various sites communicating via videoconferences. Some lecturers also deliver modules at multiple sites. The University visits and approves all delivery sites and the College ensures that its student services also visit all sites. Students were appreciative of the flexibility that this approach offered and could choose their pattern of attendance; the repeat of modules for the various cohorts also allows students to catch up with any modules missed. The flexible patterns of delivery, which support student learning and achievement, are a **positive feature**. Students from the various locations come together periodically through the College's conference and class representatives from across the sites attend boards of study.

27 All programmes have a practical element reflecting the professional and vocational nature of the programmes offered and the arrangements in place for securing and overseeing placements are thorough. If students find their own placements these are checked out for suitability by the College. All external placement supervisors are accredited practitioners.

28 Students undertake research modules to prepare them for the dissertation element of their programmes; support for academic writing is also in place and was valued by the

students. Students undertaking a dissertation are allocated supervisors and although there is no formal requirement set down in relation to the frequency of meetings with supervisors, students commented that they were available when required; students also confirmed that a change of supervisor could be requested.

29 The College is responsible for providing student support services as set out in the Partnership Agreement. All students are assigned core tutors, who meet students twice per year. Each year of a programme also has a Year Head. Core tutors support students throughout their programme of study and students confirmed that core tutors were their main point of contact. The College also provides library, IT and other learning resources; the available resources are considered at approval and review events. Students have access to the College's portal, which contains a range of information and learning resources. Students studying through partners offering validated provision do not have access to University library resources; students commented that while library facilities are adequate and library staff will order materials for students, access to a wider range of materials such as journals would be desirable. Students studying at the site who met the review team confirmed that they had no access to IT facilities other than through their own IT devices; this had also been noted in the 2014 review of the undergraduate programme. The review team **recommends** that the University ensure that students have access to a sufficient range of library resources and IT facilities to meet all their learning needs.

30 Arrangements for student engagement are set out in programme handbooks. The University does not prescribe the ways in which partners should collect feedback from students but requires a board of studies to be held with student representatives present as a minimum. Student representatives are elected to gather the views and opinions of students. Boards of study are held at the College twice a year; these are attended by College staff, student representatives and the University Link Tutor, who may attend by Skype. Boards of study facilitate discussion of issues, future developments and examples of good practice, and also look at student survey results and external examiners reports. Minutes of the Boards are included with AMRs. Students commented that the board of study was a useful mechanism by which they could raise issues and that these were responded to by the College. Module feedback is also sought from students; module feedback sheets are distributed at the end of each module and are anonymous.

31 Information relating to academic complaints and appeals are set out on student handbooks. Complaints are handled by the College; students have the right to access the University's complaints procedures only if they have exhausted the College's processes. Appeals against Assessment Board decisions follow University regulations.

32 Programmes are well managed and overall students were positive about their experience. They commented positively about the responsiveness of the College to issues raised; they also commented that areas for enhancement included engagement with the University, and library and IT resources.

Information on higher education provision

33 The LQEH sets out the University's expectations in relation to information published about its awards by partner organisations and its mechanisms for approving information; a separate set of marketing guidelines for validated provision is also provided to relevant partners. Arrangements in relation to programme handbooks advertising, publicity materials and websites are also set out in the Memoranda of Cooperation. Courses are promoted on the College's website; the College also produces promotional literature and the College prospectus. Comprehensive programme handbooks are provided by the College; these are approved at validation events and conform to the University's requirements. Programme specifications are in place for all validated programmes and are set out for

students in programme handbooks. Students commented that the information they received both prior and post enrolment was accurate and helpful.

34 The University produces award certificates that name the College as the location of study. Diploma supplements are provided by the College, verified by the University.

35 The University's processes for ensuring the accuracy and reliability of information produced by its partners about its programmes are well documented and effectively operated, and meet the requirements of the Quality Code, Part C: Information about Higher Education Provision.

Conclusion

From its consideration of the evidence provided by the University, and from discussions with managers, staff and students of both the University and College, the review team formed the view that the University's arrangements for oversight of the partnership were secure and that the collaboration meets the University's requirements in terms of its ethos, mission and values. The partnership was valued by both the University and the College, and extends the University's programme and student base with a partner that specialises in the subject area. Students (all of whom are part-time) particularly welcomed the flexible patterns of study, the awards gained from the University and the support provided by the College. However, students would welcome a stronger relationship with the University and raised some resource issues leading to recommendations by the review team.

Positive features

The following positive features are identified:

- the well-defined University Link Tutor role, which supports effective oversight, and contributes to the enhancement, of the partnership (paragraph 7)
- the University's approach to the approval, monitoring and review of its collaborative provision, which provides a comprehensive and effective framework for setting and maintaining standards and for assuring quality (paragraph 19)
- the flexible patterns of delivery, which support student learning and achievement (paragraph 26).

Recommendations

Middlesex University is recommended to take the following action:

- explore ways of strengthening its engagement with students studying at the College (paragraph 24)
- ensure that students have access to a sufficient range of library resources and IT facilities to meet all their learning needs (paragraph 29).

Middlesex University's response to the review report

We would like to thank the review team for the constructive way in which it conducted the review visit. Middlesex University and colleagues at PCI found the dialogue with the review team useful, as well as the opportunity it provided for us to reflect on our practice. The University welcomes the three positive features highlighted in the report, which endorse the University's own perceptions of its areas of strength. The University is open to opportunities for continuous improvement and we welcome the recommendations as an opportunity for us to further enhance what we do.

QAA2021 - Dec 17

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