

Guidance 7iii – EXAMPLE Completed Educational Monitoring and Enhancement Report

Collaborative Partner Educational Monitoring and Enhancement Report 2023/24

Reporting period: Sept 2022 – Aug 2023 academic year

Name of Partner Institution:	Väärennetty-nimi College
Name of Middlesex University Link Tutor(s):	Lynne Ktutor
Name of External Examiner(s):	Lex Ternal
Programme(s) reported on:	
Programme(s)	Addresses of site(s) of programme delivery
BSc (Hons) in Annual Monitoring BSc (Hons) in Annual Monitoring (top-up) MA in Monitoring Systems	BSc programme is delivered at 1) Site-one, London, NW4 4BT, and 2) Newsite, London, EN4 8HT The MA is delivered only at 2) Newsite.
Date of submission to AQS:	13 October 2023 – Anne Montring (Quality Director)

Fully Completed reports (with University Link Tutor comments) and any appendices should be sent electronically to:
Academic Quality Service (AQSPartners@mdx.ac.uk) by 13 October 2023

1. Interactions with accrediting, professional or statutory bodies

All institutions must report on engagement with accrediting, professional or statutory/regulatory bodies. This includes action taken, and/or preparation that is in hand, or any other interactions with accrediting, professional or statutory/regulatory bodies in the previous or upcoming year.

- For institutions registered with OfS, please provide an updated registration status including any additional requirements, for example enhanced monitoring.
- Please provide information on the most recent Ofsted review, or upcoming review, if applicable to your institution.
- Institutions that are recognised by other accrediting bodies (perhaps overseas) or have programmes with professional or statutory/regulatory bodies please report on any recent interactions with such bodies.
- Please also provide updates on any plans for future registration, accreditation or recognition.
- For overseas partners, where applicable, please comment on any activity and developments, regarding your Ministries of Education

Comments: Our BSc and MA programmes underwent a reaccreditation visit from the British Annual Monitoring Council (BAMC) during 2022-23. The BAMC have recently published their new Code of Education and we had 4 minor conditions from the event to ensure we meet the new code which we are currently awaiting to hear back from the BAMC on. 3 of these are in regards to updating and strengthening areas we teach already in our documentation, and ensuring compliance on our marketing and advertising materials. A final 4th condition was around the skills and knowledge of our teaching team. We have formulated a plan with timescales for upskilling our teaching staff with the BAMC and this will be implemented over the next eight months.

We are hoping to submit our application for OfS registration in January next year as 'Approved' status.

2. Staffing Changes

<p>Please detail any teaching staff changes:</p>	<p><i>Comments:</i> We have recruited two new members of staff - one module tutor to replace a staff who left and a new administrator.</p> <p>We are about to advertise for a new teaching staff tutor who can also take responsibility for ensuring compliance with our accrediting body. This is currently with Academic Board for sign off.</p>
<p>Have new staff's CV details been sent to your ULT for review?</p>	<p>YES – sent Jan 2023 and discussed with Lynne afterwards.</p> <p><i>(if NO please ensure that you send any new staffing details and CVs to your University Link Tutor with this AMR as they will confirm this in section 7)</i></p>

3. Complaints, Appeals and Academic Misconduct Academic Year 2022-23

Please confirm whether you dealt and processed any student complaints or academic appeal cases during 2022/23:

Yes

Complaints and Appeals processes should be aligned with the Office of the Independent Adjudicator's (OIAs) 'Good practice framework for handling complaints and academic appeals. Please refer to the OIA guidance at the link below for further clarification as to what constitutes formal and informal processes for handling student complaints.

Collaborative Partners are required to provide numbers of all student complaints/appeals. A complaint/appeal can only be referred to Middlesex University once the internal processes have been exhausted.

- Cases dealt locally through informal measures (early resolution) do not need to be included below
- Include cases below that have formally processed through the internal complaints/appeals procedures:

1. Number of **alleged cases** that have been formally processed (not upheld)

2. Number of **upheld cases** that have been formally processed

3. Number of cases that were then **referred upwards to the Middlesex University** level complaints procedures.

<https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/handling-complaints-and-academic-appeals/>

	Academic status	Academic /Grade Appeals	Service Issues	Disciplinary Matters – Non-Academic	Academic Misconduct	Equality law and Human Rights	Financial	Welfare and Accommodation	Other	Total number of cases
1: Alleged Cases										
FHEQ Level 3/4				1	7					8
FHEQ Level 5										
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										
2: Upheld Cases										
FHEQ Level 3/4				1	3					3
FHEQ Level 5				1						1
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										
3: Cases referred to Middlesex University										
FHEQ Level 3/4										
FHEQ Level 5										
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										
<p>Reflections on complaints and academic appeals: Please reflect and evaluate how you have dealt with appeals, complaints, and disciplinary matters, including plagiarism, and cases dealt with through informal means or mediation. This should consider whether any particular group of students (such as those with disabilities) are making a disproportionately high number of complaints or appeals.</p> <p><i>Comments:</i> We experienced several cases of plagiarism/collusion in our first year of the BSc programme, we found that some of our guidance materials had been misinterpreted and so we have clarified this in our guidance's and provided additional teaching specifically addressing this. We have had a small number of non-academic misconduct incidents which have all been dealt with and no additional measures needed.</p>										
<p>4. Reflections, Data and Analysis</p> <ul style="list-style-type: none"> Data is requested below at the programme level to aid analysis and monitoring of programme performance. Under each section below insert the necessary data as indicated in the tables below - edit tables as needed and you can provide your own format of data/tables if available. The data requested follows the UK Office for Students (OfS) Guidance on constructing student outcome and experience indicators. Data definitions are included below. Please include the data from previous four years as trend data Reflecting on the data you provide, provide a summary of your analysis, and identify highlights, trends, developments, themes and issues arising from the evidence in the comment boxes below Consider the data alongside your internal performance indicators Please note any issues that arise from multi-site operation and how these are being addressed Key actions identified should be included in the action tables in section 5 										

Please ensure that any student data/information is anonymised.

Note that data included below will be used with internal partner reporting mechanisms.

A. Student Recruitment and Cohort Profiles – undergraduate and postgraduate:

- Academic year is year of enrolment

Student Targets	Target numbers				Enrolled			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
BSc (Hons) in Annual Monitoring	25-30	25-30	25-30	25-30	26	10	18	27
BSc (Hons) in Annual Monitoring (top-up)	5-8	5-8	5-8	5-8	2	0	1	2
MA in Monitoring Systems	10	13	13	15	10	4	10	12

Target numbers are initially scoped at the last validation/review event. If there are noticeable discrepancies between these projected targets and the current targets and the enrolments, this should be discussed in commentary below.

When reflecting below on recruitment also consider the entry cohort characteristics such as their qualifications upon entry to the programme, disability, ethnicity, gender and age. Note any significant differences/ trends and the implications this might have for the learning, teaching and assessment activity.

Comments:

BSc: We have always recruited to target in previous years and the target cohort has not increased – we remain viable for a cohort of 25-30 each year. We think due to Covid-19, we had a recruitment of only 10 in 2020-21 and 18 in 2021-22 but we have recruited 27 for 2022-23 and have made another 27 offers for next year so are exceeding minimum targets. We have arranged to hold several more virtual open day events with more local sixth form colleges as these have been well received. The MA was similarly affected by Covid but are still meeting targets.

Cohort characteristics profile data shows the latest MA cohort is 40% mature students entering via RPL and 60% from an UG Qualification. We will be looking to further support the RPL group as we expect they might struggle having been out of academia for a long time. The programme team has suggested the rest of the cohort might be used as a peer support/ self-development mechanism. To be investigated further (action below).

Investigations carried out with focus groups over the previous year identified the programme team agreed to offer focused IT support tutorials for our mature students (whilst not excluding younger participants) within 'bridging' modules. This is now highlighted within the marketing materials and we have had interest in these bridge modules.

B. Student Continuation – Undergraduate only:

Continuation: Continuation outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through the early stages of their course to track how many continue in active study, or qualify, in subsequent years. The continuation measure **tracks students from the date they enter a higher education provider to their activity to date (of report submission).**

In the table below, add for each year of entry, the percentage of total combined students across all Middlesex validated programmes who have re-enrolled from the previous year for both 1) Level 4 to Level 5 and 2) Foundation year to Level 4 as applicable.

- Academic year is year of enrolment

UG Continuation	Total students (all UG programmes)			
	2019-20	2020-21	2021-22	2022-23
% who have re-enrolled the following year	96%	60%	76%	100%
% did not re-enrol the following year	4%	40%	24%	

Comments:

Prior to Covid, our continuation rates were previously very good, of the 2020/21 and 2021/22 cohorts, continuation dropped significantly due to the pandemic/online learning and family circumstances and now the cost of living crisis. At least 5 students have dropped out completely and the others are expected to return at a later date. Our latest group of students (2022-23) have all progressed to their second year and we are monitoring the situation for this cohort, we do not need to have any actions in place at this stage.

C. Student Completion/Awards – undergraduate and postgraduate:

Completion: Completion outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through subsequent years of their course to track how many are still in active study, or have qualified, to date.

To be counted as completing, a student must either have qualified, or be recorded as still actively studying on a higher education qualification, at the same provider.

In the table below, add for each cohort, the percentage of students who have already qualified at any level of higher education study, or are still studying for a higher education qualification with you.

- Academic year is year of enrolment.
- **% Qualified or still studying:** students who have completed, or are still actively studying at the institution.
- **% NOT Qualified or NOT still studying:** Students who have withdrawn from the programme with any kind of temporary interruption (who are planning to re-join later), who have dropped out, who were unable to progress to final award.

Completion	Total students (all programmes)			
	2019-20	2020-21	2021-22	2022-23
% Qualified or still studying	100%	95%	80%	100%
% NOT Qualified or not still studying		3.5% (1 student)	20% (2 students)	

Awards: In the tables below add the percentage of students who graduated with each category of award, for each year.

- Academic year is year of Graduation

Undergraduate Awards	BSc (Hons) in Annual Monitoring			
	2019-20	2020-21	2021-22	2022-23
% Firsts	20%	8%	15	18%
% Upper Second	75%	69%	66%	71% (incl. 1 TopUp student)
% Lower Second	3%	23%	19%	11% (incl. 1 TopUp student)
% Thirds	2%			
% Exit Qualification – Dip (FHEQ Level 5)				
% Exit Qualification – Cert (FHEQ Level 4)				
% No classification				
% Classification TBC				
Total number of Passes				
Total number of Deferred			2	1
Total number of Fails				

Postgraduate Awards	MA in Monitoring Systems			
	2019-20	2020-21	2021-22	2022-23
% Distinction		20%	13%	10%
% Merit	90%	80%	87%	90%
% Pass	10%			
% Exit Qualification PG Dip				
% Exit Qualification PG Cert				
% No classification				
% Classification TBC				
Total number of Passes				
Total number of Deferred				
Total number of Fails				

Consider your completion/awards data and associated trends with previous years. Along with this data consider and comment on attainment gaps associated with cohort profiles of students (e.g. ethnicity, age, qualification on entry to the programme, reported disabilities etc) and any actions that can improve data results.

Comments

We are satisfied with these completion levels. The award data for previous years highlighted the achievement of some of our students (those recruited through our international office) was significantly poorer, over 2021-22 the programme team investigated and identified it is the written work that they need to focus support initiatives on. The support now offered by the language support team is highlighted to the entire cohort and particular tutorials are embedded within the programme.

We noted that having moved primarily to online assessment results do not show any demonstrable difference due to this. Student feedback in the main was positive about the online assessment methods.

D. Student Progression

- Graduate Destination Survey Positive Outcomes
- Employability
- Placements

Progression: The OfS measures describe the proportion of qualifiers from higher education qualifications who have been included on the Graduate Outcomes target list, responded to the survey, and reported that they have progressed to professional or managerial employment, further study, or other positive outcomes, **15 months after gaining their qualification.**

The progression measures count as positive outcomes those students who report in their response to the Graduate Outcomes survey, 15 months after gaining their qualification:

- Managerial or professional employment (defined as employment in an occupation which falls within major groups 1 to 3 of the Office for National Statistics (ONS) Standard Occupational Classification 2020).
- Further study at any level of study
- Travelling, caring for someone else or retirement

The [OfS descriptions of student outcome and experience measures \(2023\)](#) describe the student outcomes that count positively towards progression measures, including the activities reported by students and the Standard Occupational Classification (SOC) 2020 groupings of occupations that are counted as managerial, or professional, employment.

Partners who run their own graduate employability surveys should look to ensure they collect data aligned with the OfS data definitions as much as possible.

In the table below, add for each graduating cohort, the percentage of students under each category as applicable

- Academic year is the graduating cohort
- The 2020/21 graduating year will have results in May 2023
- The 2021/22 graduating year will have results in May 2024

Student Progression Survey	BSc (Hons) in Annual Monitoring (incl. top up)			MA in Monitoring Systems		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Cohort number surveyed	27	25	26	10	10	4
No. of responses	15	11	19	8	5	4
Of those who responded:						
Positive Outcomes						
% In paid work for an employer	40%	55%	53%	50%	40%	50%
% Self-employment/ freelancing	7%					
% Running own business	13%	9%		12.5%		
% Developing a creative, artistic or professional portfolio – N/A not used in our survey						
% Voluntary/unpaid work for an employer		9%				
% Engaged in a course of study, training or research			5%			
% Taking time out to travel (not short-term holidays)	7%			12.5%	20%	
% Caring for someone (unpaid) – N/A not used in our survey						
% Retired – N/A not used in our survey						

Not a positive outcome: (unless reported this activity in combination with another one that does count as positive)						
% Unemployed and looking for work	33%	18%	42%		40%	50%
% Doing something else		9%		25%		

Comments:
Note we run our own survey for our students that has fewer but similar categories so we have completed the table as best we can.

We note that for the BSC in the latest survey results only 42% of our students were unemployed and looking for work – we feel this may be an effect of Covid. We are pleased 19 students responded to the survey – the highest response rate in a few years – we will keep up efforts promoting the survey.

For the last academic year 2022-23 we considered where our curriculum could be updated to reflect changes in the field; we introduced sessions on interview techniques and we also held a “week in industry” virtual fair where students could meet and network with a number of industry specialists from across the UK through workshops, guest lectures, Q&A time and an evening zoom quiz. This was well received last year and some of our latest graduates have been in touch to say that they were offered internships and other jobs after the summer period. We are very pleased with this result and intend to continue with these efforts. We do not feel any additional actions are needed this year but will keep this area under review.

E. Programme operation and delivery

Consider

- Learning, teaching and assessment methods
- New developments for curriculum or pedagogy
- Learning resources – physical and virtual
- Student support mechanisms

Comments:
Covid-19 instigated us moving primarily to an online delivery mode in 2020-21 although we were able to hold physical seminars (Student feedback requested this) in small groups later in the year following government distancing advice. This was so successful we have kept this delivery method for the following two academic years. We also ran a series of virtual training sessions to bring lecturers up to speed with making best use of the virtual environment. We have not needed to make changes to any learning outcomes.

Programme materials (module handbooks and programme handbooks) are updated regularly.

The Virtual Learning Environment was upgraded allowing us to use it more fully, particularly the online forums and discussion boards are added for each cohort to encourage a cohort community. This is particularly important now we have moved the majority of teaching and assessment online. All staff are in the process of being trained up and we are investigating supporting software we could purchase to encourage student/staff communications.

The programme was last successfully reviewed with Middlesex University four academic years ago. The programme has been running for four academic years and all validation conditions were met. The next review cycle in two academic years may be an opportunity to add new programmes to our suite of programmes particularly to expand into PG provision.

F. Feedback from External Examiner activity and reports

Comments:
External examiner reports have been gratefully received and we have responded to them in turn. EEs have particularly commended us on the quality of our assessment feedback to students, we are pleased to hear this as we worked hard to improve this. We implemented a standardised feedback form last year and now hold regular module leader development sessions to enhance our consistent approach to feedback.

G. Student feedback

- Consider any student surveys ran (such as NSS, Postgraduate Surveys, programme surveys, module surveys)
- Consider feedback from student Programme Voice Groups
- Consider informal feedback

Add Student survey data as applicable including NSS, PTES and other surveys as necessary

Please report on questions/areas such as:

- Teaching Quality (NSS Q's 1-4)
- Academic Support (NSS Q's 12-14)
- Organisation and management (NSS Q's 15-17)
- Learning Community and Student Voice (NSS Q's 21-26)

We do not run the NSS – we have a similar but simplified survey - results are below for the UG BSc	All Students % Agree
Staff are good at explaining things.	81%
Staff have made the subject engaging.	90%
The course is intellectually stimulating.	89%
Marking criteria used to assess my work was clear.	88%
Marking and assessment has been fair.	87%
Feedback on my work has been timely.	65%
I have received helpful comments on my work.	79%
I have been able to contact staff when I needed to.	75%
Teaching staff have supported my learning.	81%
Students' opinions about the course are valued by staff.	78%
It is clear that students' feedback on the course is acted on.	75%
Information about the mental wellbeing support services available was clear.	87%
Overall, I am satisfied with the quality of the course.	88%

Comments:

The survey sent to years 2 and 3 and the MA students has given us pleasing results for student satisfaction with a few areas to pick up on, we engaged the ULT to help us go through the student data and were lucky they gave up so much of their time. Timely feedback and tutors contactability will be addressed by the additional administration we have recently recruited which impacted on processing of feedback and the tutors availability.

The next survey sent will have a section of questions focussing on resources for the programme to give us more specific feedback on this area. Once implemented this will be reported on and any actions to take forward in the next EMER.

Our Staff:Student Liaison Committees have been held twice in 2022-23 (both virtually) and the next meeting is scheduled for December 2023. This year we are implementing more frequent staff check-in points with cohorts and encouraging student representatives to hold virtual drop-in 'coffee-break' zoom sessions for them to keep in touch with fellow students – this was suggested by the Student reps in the MA programme and we are rolling this across to the BSc too. Feedback from the survey indicates we need to do more to publicise changes we have made in response to student feedback so we have just instigated a twice-a-year 'newsletter' where we will inform students of changes we have made.

Feedback from students has so far been positive regarding us keeping assessments online.

Students are currently involved with curriculum development through the staff:student liaison committee. Following sector initiatives, we wish to develop student representation on our internal committees to embed student engagement through our quality policies, processes and practices and to encourage transparency.

5. Action tables:

Action update from previous AMR (<i>note the process and report name change</i>):				
Identified Action – refer to section in EMER above	Action plan to be followed (bulleted list if appropriate)	Measurable Outcome in terms of evidence and data	Person responsible and date for completion	Progress to completion <i>*Carry unclosed actions into new action plan</i>
4.C Achievement of the international recruited students significantly poorer. After investigation it has become clear the written work in particular is much weaker.	Work with Language and Learning Support office to provide support to the students. Embed this additional support for future cohorts.	Improved achievement for the international students' group.	Programme Team February 2022	<i>Completed: Language and learning support have created an add on to our programme whereby they are available for students after the scheduled seminars.</i>
4.E Carried forward from previous year to finish this action: Virtual Learning Environment is being upgraded.	1) Upgrade from old VLE to the new VLE and move across all module/programme materials 2) Create forums and discussion boards for the cohorts. 3) Guidelines for use to be created for students	Upgraded VLE New forum for cohort – feedback positive from students Guidelines to be created	IT project coordinator / programme leader Fully complete by Dec 2023	1) Upgrade has been completed over the 2022 summer. 2) forum/ boards have been created due for release Oct23 3) guidelines for use has been discussed and agreed with students to be published in the Autumn.
7. Improve communications with the University Link tutor by arranging formal meetings to be held once a term.	Team to work with Faculty / link tutor to agree formal meetings.	Meetings held and programme team feel better informed of Middlesex requirements	Programme Team / University Link tutor Dec 2022	<i>Completed - Meetings have been arranged more frequently</i>

Identified New Actions 2023-24 from Reflections, Data and Analysis:				
Identified Action – refer to section in EMER above	Action plan to be followed (bulleted list if appropriate)	Measurable Outcome in terms of evidence and data	Person responsible and date for completion	Progress to completion
4A) Support the group of students in the cohort who have	The programme team has suggested the rest of the cohort might be used as a peer support/	Good levels of completion/ continuation and achievement for	Programme Team July 2024	

RPL'd into the programme	self-development mechanism. To be investigated further along with looking at additional academic / learning support	this group of students. Good feedback from this group.		
4F) External examiner suggested strengthening assessment methods of module 1	Consider implementation of additional assessment of multiple-choice quiz to underpin students understanding and identify struggling students. Appropriate quality mechanisms to be followed to approve this.	Creation of new assessment and approval of this through appropriate University Quality mechanisms.	Programme Team December 2023	
4G) Timely feedback and availability of tutors raised through student survey.	1 - new administrator to take on some basic tasks such as uploading materials to VLE, minuting meetings 2 – audit of when assessment feedback given 3 – dedicated office hours to be signposted	Raise survey scores from 65% (feedback) and 75% (tutor contact to >80%)	Programme Team July 2024	
4G) Virtual staff-student check in points to be held monthly.	In advance of the staff:student committee (December) programme team members will hold informal check in meetings with student reps on a monthly basis and student reps are to hold virtual 'coffee-break' on a fortnightly basis to keep in touch with their cohort	Check- in meetings take place Virtual student coffee-breaks take place Student feedback remains positive	Programme Team Student reps Sept – Dec 2023	
4G) We wish to have student representatives on more internal committees. (Evidence – industry sources)	i) Consider where student representation is appropriate ii) Communicate purpose of having student representatives to students. iii) Introduce student representative selection method iv) Produce training resources for student representatives	Student representatives trained and invited to appropriate internal committees.	Partner Senior Managers January 2024	

6. Statement of Compliance

Section A: Confirmation

I confirm that the Educational Monitoring and Enhancement process has been comprehensively and satisfactorily carried out, that Middlesex University programmes have been taught, managed and operated in accordance with the procedures agreed at institutional approval and programme validation, and that our institution is compliant with the requirements of Middlesex University as set out in Learning and Quality Enhancement Handbook (LQEH), the Academic Regulations and The Partnership Agreement including all relevant Memorandums of Cooperation.

I understand that failure to inform Middlesex University of any significant changes or to comply with the above, may result in Middlesex University suspending student registrations or withdrawing from the partnership.

Signed

Signature:



Name: Anne Montring

Position: Quality Director

Section B: EMER Approval

This completed EMER and associated actions should be agreed with all relevant parties at the partner institution. Approval of the EMER should be through the partner's Academic Board, or equivalent senior level committee / process, **which has oversight and responsibility for academic activity** (strategy and planning of the academic portfolio, learning and teaching, assuring standards and quality).

Please confirm the internal approval of the EMER by completing the date of the appropriate meeting where the EMER has, or will be, considered below.

Date of approval at Academic Board
(or equivalent meeting):

EMER has been agreed through our Programmes Board and is to be noted and discussed at Academic Board held **31 October 2023**

EMER to be sent electronically to the University Link Tutor for completion of section 7 below before submitting to AQS

7. University Link Tutor feedback

See section 2 above - the university link tutor is required to review any CVs for new members of teaching staff to confirm they demonstrate the partners continuing ability to deliver the programme(s). If there are any difficulties with this please discuss with Academic Partnerships team and/or your Faculty Deputy dean or other nominated persons. Please follow up with your partner if they have indicated there has been staffing changes but you have not received details.

ULT confirmation of staffing:

- Please indicate if you have reviewed and/or discussed staffing changes with the partner
- Please note if any recommendations as to training needs or development have been identified

Comments:

I received the CVs to review for the new members of teaching staff and can confirm the continuing suitability to deliver the programmes. I have recommended they consider supporting the new staff members through the Middlesex University PGCE.

ULT feedback comments:

- Note how the action plan compares with previous years' and if there are recurring issues
- Consider whether the data included in section 4 suggests areas for concern/ to be discussed with the partner – are any issues addressed in the actions?
- Note whether student feedback / external examiners reports, and the partners' responses, raise any areas of concern. Consider whether any changes have been made as a result of student feedback.
- Consider the numbers of complaints/appeals reported in section 3 and whether the university can provide any support in these areas.
- Note any issues identified that need to be addressed or taken forward within the University.
- Consider the effectiveness of your working relationship between the Partner and the university.

Comments:

I feel the partner has worked hard and had a very successful year. This can be evidenced by their achievement results. I happily attended their graduation ceremony. The action plan is well thought out, I was asked my opinion on the actions and I agree with them all. It can be seen that they have areas they have been working on and developing for the past two years as well as picking up new areas to work on. The professional body accreditation the partner underwent was a success with minimal conditions and they should be very proud of the result.

The long anticipated upgrade to the VLE is a positive move and I have been consulted on ways in which this can be used. We have a lot of experience in using the online system in our department at the university and I hope that I can be of some assistance in advising the team on best practice. I have attended most of the staff:student liaison committees and students report generally positively about the programme. The team is very responsive to all feedback from students and the external examiners – and any comments I have made to the team have also been responded to. In addition, I have gone through their student survey results with them in some detail and have helped them identify areas to focus on.

There has been a very good working relationship between myself and the programme leaders, I have noted the comments regarding myself meeting with the rest of the programme team to speak more and to highlight Middlesex procedures. I have a meeting scheduled for this in three months' time and will liaise with the academic quality service to see if perhaps one of them could attend this meeting to speak to the quality processes.

Their work with considering employability is also exemplary and the "week in industry" fair was very well received.