INTO Manchester Ltd

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

March 2014

Key findings about INTO Manchester Ltd

As a result of its Review for Educational Oversight carried out in March 2014, 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 the Northern Consortium of UK Universities, and the University of Gloucestershire.

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 the awarding body and organisation.

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**:

- the helpful and varied pre-arrival information for new students (paragraph 2.7)
- the focused support for students that enables progression to further study (paragraph 2.9)
- the accessibility of information provided for students (paragraph 3.2)
- the coordinated approach to the use of social media and emerging technologies (paragraph 3.3)
- the systematic approach to the approval of information for publication and use (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 is **advisable** for the College to:

- continue to systematically align policies and procedures to the Quality Code (paragraph 1.6)
- engage students as partners in the quality assurance of their education in line with *Chapter B5: Student engagement* of the Quality Code (paragraph 2.10)
- specify the level and credit value of modules on the record of achievement in line with *Part C: Information about higher education provision* of the Quality Code (paragraph 3.7).

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

- produce customised definitive programme records for the programmes leading to Northern Consortium of UK Universities awards in line with *Chapter A3: The programme level* of the Quality Code (paragraph 1.7)
- introduce formal ways to disseminate good practice in learning and teaching (paragraph 2.6).

About this report

This report presents the findings of the Review for Educational Oversight[1] (REO) conducted by QAA at INTO Manchester Ltd (the College), 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 the Northern Consortium of UK Universities (NCUK) and the University of Gloucestershire (the University). The review was carried out by Dr Glenn Barr, Dr Steve Hill, Mr Tom Cantwell (reviewers) and Dr Anne Miller (Coordinator).

The review team conducted the review in agreement with the provider and in accordance with the *Review for Educational Oversight: Handbook*.[2] Evidence in support of the review included documentation supplied by the provider, its awarding body and organisation, the student submission, meetings with staff, students and representatives of the awarding body and organisation.

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

- the UK Quality Code for Higher Education (the Quality Code)
- the regulations and quality frameworks of the awarding organisation and body.

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

The College is an independent educational institution delivering a variety of programmes for international students in two centres in Manchester and London. It was established in March 2008 initially as a joint venture between INTO University Partnerships and a further education college in Manchester. Since August 2009 it has been a private institution wholly owned by INTO University Partnerships. INTO University Partnerships comprises a network of centres in the UK, USA and China created in partnership with local higher education institutions. In June 2013 INTO Manchester opened a branch campus in London, which is a separate company trading as INTO London World Education Centre (INTO London).

The aim of INTO University Partnerships is to create a quality educational experience for international students, which guarantees them appropriate progression to higher education. The College delivers programmes for international students to prepare them for study at higher education institutions in the UK and to improve their English language skills. NCUK is the awarding organisation for the higher education programmes at the College. Through its partnership with NCUK, the College enables suitably-qualified students to progress into higher education. It holds two strategic partnerships, with the University of Manchester and Manchester Metropolitan University. The strategic partnerships provide a guaranteed progression route for entry to the local universities for suitably-qualified students for some of the College's programmes.

The College is located on four floors of a building in the centre of Manchester. At the time of the review, the total number of students was 822, all of whom are full-time and are funded privately. Of these students, 99 were studying the International Diploma in Business and 51 were studying the Graduate Diploma leading to an award of NCUK. The remaining

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[1] www.qaa.ac.uk/educational-oversight
[2] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

students were taking English language, A Level and Level 3 foundation programmes.

INTO London is located on four floors of new, purpose-built premises located in East London. It is in its first year of operation and there are 117 full-time students who are funded privately. There are 10 students studying the Graduate Diploma in Business Administration and the remaining students are taking English language and foundation programmes. The University of Gloucestershire is the awarding body for the higher education programmes at INTO London. The latter will enable suitably-qualified students to progress into higher education.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding body or organisation. The number of students on each programme is given in brackets:

Northern Consortium of UK Universities (NCUK)
- Level 4 NCUK International Diploma (Business) (99)
- Level 6 NCUK Graduate Diploma (55)

University of Gloucestershire
- Level 6 INTO London Graduate Diploma in Business Administration (10)

The provider's stated responsibilities

The formal written agreement between the College and NCUK is based on an earlier agreement with a predecessor organisation in 2004. The agreement describes the partnership between NCUK and the College in broad terms that would benefit from being updated. Student recruitment and induction is a responsibility of the College, as is the provision of suitable teaching accommodation and resources to support learning. NCUK sets most of the assessments, provides external examiners and undertakes external moderation of work. College staff grade completed work, are responsible for internal moderation, and produce feedback to students on the quality of their work. The production of programme and module materials is jointly undertaken by the College and NCUK. Information available externally in brochures or on the website is also a shared responsibility. NCUK maintains its oversight and quality assurance of the programmes through its Academic Development and Quality Committee. Award certificates and transcripts are provided by it based on information supplied by the College. NCUK provides guidelines and a regulatory framework through its academic handbook. Strategic partnerships with two local universities enable suitably-qualified students to progress from some of the programmes at the College to these universities.

Under the terms of its agreement with the University, INTO London designs and delivers programmes that lead to University awards. INTO London provides the staff, teaching accommodation, learning and IT resources and is responsible for recruiting, enrolling and supporting the students. INTO London tutors teach the programme, set and mark assignments, conduct internal moderation of assessed student work and provide feedback to students. A partnership coordinator is appointed by the University to act as a principal point of contact and monitor the operation of the partnership. The University is responsible for quality assurance and requires submission of an annual monitoring report by INTO. The University provides guidelines and the regulatory framework for operation of the programmes, including its protocol for complaints and appeals. External examiners are appointed by the University which also supplies formal responses to their annual reports in conjunction with INTO London. The University maintains oversight of staff appointments and staff development, as well as the information provided for students and applicants. Provision of transcripts is the responsibility of INTO London and they include the location of study.

The University provides award certificates which specify that the programme is delivered in collaboration with INTO London. INTO London is subject to internal oversight with the College through meetings of a Joint Quality Committee. Students and staff from INTO London have access to online learning resources at the University.

Recent developments

In June 2013 INTO London opened in new and highly functional teaching accommodation in East London. The review occurred during the first year of operation for INTO London with one higher education programme.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. A written submission prepared by student representatives was produced using collated evidence from records of meetings and surveys of student opinion. Students met the coordinator at the preparatory meeting and the team during the review visit and made a helpful contribution to the review.

Detailed findings about INTO Manchester Ltd

1 Academic standards

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

1.1 Responsibilities for management of academic standards are clearly defined by the awarding organisation and awarding body. Mutual responsibilities are specified in the College's written agreements with the Northern Consortium of UK Universities (NCUK) and the University of Gloucestershire (the University). Clear processes and procedures for management of academic standards are detailed in a comprehensive quality assurance manual and are understood by College staff.

1.2 There is an effective organisational structure in place at the College that is being replicated at INTO London. At both centres a Centre Director has overall responsibility for academic standards and is supported by an Academic Director who oversees programme delivery. The operation of the programmes is managed by programme managers, the Director of Studies and through discussion at programme committees.

1.3 There is a clear committee structure with an academic board for each centre and overarching supervision by a Joint Quality Committee. The academic boards at both centres are effective in overseeing academic standards and the quality of all provision. The Joint Quality Committee has begun to consider annual monitoring and external examiners' reports at its termly meetings. The academic boards and Joint Quality Committee have clear terms of reference and work to an annual calendar of business with detailed minutes which allow tracking of actions. Evaluation and monitoring take place at programme-level through programme committees and staff-student liaison committees.

1.4 There is effective oversight and external auditing of the College's management systems by its awarding organisation and awarding body. Annual programme monitoring reports are analytical, reflective, include analyses of student feedback, external examiners' reports and targets for recruitment, and positive destination outcomes. The reports are scrutinised by NCUK and the University, whose responses to the College inform subsequent action planning. Progression and student satisfaction rates for Manchester are good, but no details are available yet for London.

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

1.5 The College makes effective use of external reference points to manage academic standards by meeting the requirements of the awarding body and organisation. For example, the College's admissions arrangements have integrity and are aligned with *Part B: Assuring and enhancing academic quality* and *Chapter B2: Recruitment, selection and admission to higher education* of the Quality Code. Similarly, there are clear procedures and adequate information regarding student appeals and complaints.

1.6 The College is using the Quality Code to provide assurance that its own practices are relevant and fit-for-purpose. Its practices are aligned with some, but not yet all aspects of the Quality Code. The arrangements for external examining and annual monitoring align with the Quality Code, *Chapter B7: External Examining* and *Chapter B8: Programme monitoring and review*. Similarly the quality manuals used in both centres refer to *Chapter B1: Programme design, development, and approval; Chapter B4: Enabling student development and achievement* and *Chapter B6: Assessment of students and the recognition of prior learning*. However, the College has yet to comprehensively map its practices to the

Quality Code to ensure that all indicators are met. It is **advisable** for the College to continue to systematically align policies and procedures to the Quality Code.

1.7   The College uses the University's programme specifications but has not yet generated its own definitive programme records for NCUK provision. The generic information about these programmes contains descriptions of modules and routes that are not offered at the College. There are also discrepancies between descriptions of the International Diploma in separate documents. It would be **desirable** for the College to produce customised definitive programme records for the programmes leading to NCUK awards in line with *Chapter A3: The programme level* of the Quality Code.

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

1.8   The arrangements for assessment and moderation of the Graduate and International Diplomas in both centres are robust. There are clear and effective processes for assessment in line with the requirements of the awarding body and awarding organisation. The University and NCUK maintain effective oversight of assessment, moderate standards, appoint external examiners and provide guidance to the College. Overall, the College works successfully with its external examiners and responds appropriately to their recommendations to assure and enhance academic standards.

1.9   The College has clear and effective mechanisms for the management of its higher education programmes in accordance with its awarding body and organisation requirements. The prospects for academic standards being maintained at current levels appear sound. Admission procedures are rigorous and clearly defined. Annual monitoring and review of programmes are thorough, taking into account the views of students, teaching staff and external examiners. Effective use is made of appropriate external reference points to set and manage academic standards. There is scope to ensure that all policies and procedures are fully aligned with the Quality Code. Student work sampled was appropriate in content, level and standard, with clear evidence of moderation and external examination.

The review team has **confidence** in the College's management of its responsibilities for the standards of the programmes it offers on behalf of its awarding body and organisation.

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2   Quality of learning opportunities

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

2.1   There is a clear structure for managing and enhancing the quality of learning opportunities that is understood by staff and students (paragraphs 1.2 and 1.3). The College has taken strategic measures to ensure the recruitment and development of well qualified staff, and that resources and accommodation are fit-for-purpose. The detailed quality assurance manual informs and supports the effective management and enhancement of learning opportunities. Effective quality assurance procedures, based on the systematic use of data and an expectation of improvement, allow the College to identify initiatives for improving student learning opportunities.

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

2.2 As described in paragraphs 1.5, 1.6, and 1.8, the requirements of both the awarding body and awarding organisation enable the College to make effective use of external reference points. The College specifies the curriculum for the programme that is validated by the University and delivered at the London centre. Conversely, NCUK supplies the curriculum content and structure for its programmes at the Manchester centre.

2.3 The College has clear processes to support the application and use of external reference points. The quality manual incorporates the policies and procedures with useful guidance for tutors on how to utilise chapters of the Quality Code. Members of the College's staff demonstrate knowledge and engagement with the Quality Code. The awarding organisation is supporting the College by ensuring that its policies and procedures align with the Quality Code.

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

2.4 The College successfully assures the quality of teaching and learning in accordance with the guidance from its awarding body and awarding organisation. The College has recently developed a draft teaching and learning strategy that specifies its preferred approaches to learning, teaching and assessment. Tutors who are capable, well qualified and experienced use a broad range of teaching methods in a way that meets students' needs.

2.5 Some but not all tutors make imaginative use of the virtual learning environment to enhance teaching and learning. While all programmes are required to use the virtual learning environment, the sharing of good practice about its effective use is inconsistent.

2.6 Thorough arrangements for the quality assurance of teaching combine formal annual observation by managers with a supportive system of informal peer review. Managers provide tutors with detailed and useful records of each observation which contain practical suggestions for improvement. A draft common observation policy is being used to identify ways that different observers can ensure greater consistency and standardisation of this practice. Tutors observe one another using developmental peer review as one means of identifying and sharing good practice. Further sharing is facilitated through cross-centre groups and during the INTO annual conference. The College does not capture the overall outcomes and emerging good practice from its teaching observation process. The College is considering how its academic boards can consider the outcomes from formal and peer observations to identify staff development priorities and good practice. It would be **desirable** for the College to introduce formal ways to disseminate good practice in learning and teaching.

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

2.7 The College's admissions arrangements, identified as good practice in February 2012, continue to be effective. A recently developed informative video shows candidates how their applications are processed. Students are recruited in line with published requirements and care is taken to check that each applicant can be supported fairly and effectively. A series of informative guides to studying in the UK describe preparation, accommodation, living, working and leisure. This detailed pre-arrival information helps students make the correct choice of programme and was commended in a recent awarding organisation audit. The helpful and varied pre-arrival information for new students is **good practice**.

2.8   There is an extensive student support structure with a significant emphasis on attendance. New students value the thorough induction programme containing helpful information, initial testing and ice-breaking activities. Student and programme handbooks offer excellent advice and guidance and direction to sources of counselling, pastoral and academic support. Substantial informal contact and regular tutorials provide a high level of personal and academic support, and there are effective processes to identify and resolve student concerns. Learning opportunities are augmented with optional courses in leadership and personal, social and health education. There is effective tracking of students' progress and good systems for monitoring and identifying gaps in provision.

2.9   The comprehensive support provided for students, enables their progression into higher education in line with the College's mission. Advice from dedicated placement coordinators focuses on progression to higher education rather than employment. Students visit partner universities, attend a progression fair and may follow a pathway with a guaranteed progression agreement to a named university. The College monitors closely the excellent and improving retention, progression and achievement rates. The focused support for students that enables progression to further study is **good practice**.

2.10   The College is responsive to student views but does not engage students as partners in the assurance and enhancement of their education. The College captures student views through numerous surveys, student representative meetings and a staff-student liaison committee. The College has responded to students' views in Manchester with improved quiet study areas and recreational facilities. Students at the London centre secured prompt improvement in book stock, tutorials and accessibility of the virtual learning environment. In contrast to their predecessors in March 2013, current students are aware that the College responds to their views through the student representatives. The College does not engage students as members of its committees, nor does it provide training for student representatives. It is **advisable** for the College to engage students as partners in the quality assurance of their education in line with *Chapter B5: Student engagement* of the Quality Code.

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

2.11   The College has good arrangements for staff development in order to support student learning. A staff development manual specifies the systems for performance management and professional development for all grades of staff. Individuals can request funding for professional development and the College provides continuing professional development in learning and teaching. INTO University Partnerships holds an annual conference that provides opportunities to learn from external speakers and those in the global INTO community. Members of staff have participated in development opportunities provided by the awarding body and awarding organisation. Teaching staff can and do share learning materials through centralised online storage facilities.

2.12   Since earlier reviews, the College has improved the quality of written feedback given to students on their assessed work. Detailed and developmental feedback is now provided on assessed student work and is valued by students and commended by external examiners. Overall, the College is making clear progress in this respect. There are, however, inconsistencies in the constructive alignment of assessment task, intended learning outcomes and feedback for modules on the International Diploma.

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

2.13   The College provides suitable staff and the physical resources to meet student needs and is continuously improving its physical and electronic resources. Students can access sufficient resources either at the College, electronically or through the libraries of the awarding body and other local universities. The College has worked with a publisher to develop bespoke text books in order to provide focused support for the International Diploma. There is improved access to electronic journals and texts and the College is developing the virtual learning environment as a learning tool.

2.14   There is an effective annual process of procurement and renewal to secure suitable resources for learning. Gaps in the provision of resources can either be identified by managers or by members of programme teams as part of annual monitoring. Effective communication between the staff in programme teams and those concerned with learning resources ensures that reading lists and electronic resources remain current. The College has improved wireless access to the internet and its library and computing facilities in response to students' views.

2.15   The College has rigorous mechanisms for the management of its higher education programmes in accordance with its awarding body and awarding organisation requirements. The prospects for quality being maintained at current levels appear sound. Well qualified staff can access appropriate staff development opportunities and use varied teaching methods to enhance learning. Physical and electronic resources to support learning are appropriate and there are clear procedures to maintain and improve them. The variety of helpful pre-arrival information for new students is worthy of wider dissemination, as is the focused support for students' progression to further study. Student views are frequently gathered and used to inform developments, but there is scope to enhance quality by fully engaging students as partners in line with *Chapter B5: Student engagement* of the Quality Code. The College's plans to systematically consider and share good practice offer a further opportunity to enhance quality.

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.

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3   Information about learning opportunities

How effectively does the College communicate information about learning opportunities to students and other stakeholders?

3.1   The College uses a high quality and informative website containing many sources of information about the learning opportunities that it offers. Responsibility for the accuracy of this information is shared between the College and the awarding body and organisation.

3.2   Great care is taken to ensure that information about learning opportunities is accessible to all students. The College has authority over the information it publishes about learning opportunities and has created comprehensive student and programme handbooks. The handbooks include statements on attendance and punctuality with clear guidance on students' learning opportunities or their ability to take advantage of them. Web content is subjected to readability index software analysis and adjusted to make the information

accessible by applicants whose first language is not English. The accessibility of information provided for students is **good practice**.

3.3   The College makes extensive use of social media to present information on learning opportunities at its centres. This includes a series of videos that provide very helpful information on studying in the UK and living in student accommodation. Comments uploaded by prospective students have received responses and it is clear that the content is managed and moderated for suitability. There is effective use of mobile software technology and the material on social media sites is well maintained and current. The coordinated approach to the use of social media and emerging technologies is **good practice**.

3.4   The College has created a number of publications that offer advice on further learning opportunities for students on completion of their studies. These leaflets are well written and very helpful with useful content, for example, advice on using UCAS and on applying for postgraduate programmes.

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

3.5   Systems for checking that published information is fit-for-purpose, accessible and trustworthy are effective. A structured production and sign-off process includes multiple stages of approval and effective use of detailed sign-off sheets. All materials to be published are checked for accuracy by the College and then submitted for approval by the awarding body or organisation. A detailed checklist itemising individual elements of the checking process provides confidence that approval is reliable and dependable. Oversight of the checking process is through the Joint Quality Committee and is clearly described and understood by the College. The systematic approach to the approval of information for publication and use is **good practice**.

3.6   Checking of information on the College's website is subject to the same scrutiny as printed materials. A team of web editors is employed to monitor, manage and regulate all content. This team's editorial process is able to respond to email requests and outside observations, as well as the routine checks and approvals. The system ensures that no one person is ever responsible for making unilateral changes to public information on the website. In addition to checks for accuracy the College holds quarterly meetings to work with relevant people on the website's content. Topics considered include its relevance, ease of access and fitness for purpose to ensure easy access to information that is useful and reliable.

3.7   Qualification transcripts are less detailed than would be expected, with no clear indication of module level or credit value. It is **advisable** for the College to specify the level and credit value of modules on the record of achievement in line with *Part C: Information about higher education provision* of the Quality Code.

3.8   The College recognises its responsibilities for producing and publishing information about learning opportunities. Effective mechanisms are in place to ensure that these responsibilities are fulfilled and that information is fit-for-purpose, accessible and trustworthy. There are effective mechanisms for assuring the quality of information and a coordinated approach to the use of social media and emerging technologies. The College and NCUK are developing a transcript containing a detailed record of the level and credit value of each student's achievements.

> 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]

INTO Manchester Ltd action plan relating to the Review for Educational Oversight of March 2014						
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 College:						
• the helpful and varied pre-arrival information for new students (paragraph 2.7)	To continue to provide appropriate and valuable pre-arrival information for new students	Both centres to liaise with INTO University Partnerships central marketing to update the pre-departure information and any other pre-departure material for the next recruitment cycle	01/07/2015	Heads of Student Services and Academic Directors	Academic boards and Joint Quality Committee	Annual review of pre-departure material

Positive feedback from students in arrival surveys |
| • the focused support for students that enables progression to further study (paragraph 2.9) | To strengthen the range of advisory sessions with progression universities in order to enhance placement support provided for students | Placement teams and university staff to hold regular and timetabled advisory events | 01/12/2014 | Academic Directors and placement staff | Academic boards and Joint Quality Committee | Student feedback on awareness and effectiveness of advisory sessions through student representative meetings |

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[3] The College 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 College's awarding body and organisation.

		Placement teams and University staff to increase the number of regular and timetabled advisory events within students' first term of study to support students with progression information				Feedback also sought on new promotional material for University counselling events to be made available to students
• the accessibility of information provided for students (paragraph 3.2)	To ensure that new web material is accessible to a range of students	Ensure that new web material is subjected to readability index software analysis and adjusted to make the information accessible by applicants whose first language is not English To develop localised (Arabic, Chinese and/or Russian) versions of the consumer website Launch subject to testing	01/12/2014	IUP Digital Team	Centre Directors Director of Global Marketing	Websites updated annually and reviewed for accuracy as part of the cycle to produce new promotional material Positive feedback from students on localised websites sought through Student Representative meetings and reported to Joint Quality Committee
• the coordinated approach to the use of social media and	Ensure that social media and new technologies continue to enhance the student experience	To introduce an enhanced planning process in order to improve coordination between central services	01/07/2015	IUP Digital Team	Centre Directors Director of	Positive feedback from students on social media

		and the centres			Global Marketing	and localised websites sought through Student Representative meetings and reported to Joint Quality Committee
emerging technologies (paragraph 3.3)		To launch localised (Arabic, Chinese and/or Russian) versions of the consumer website, subject to testing, in order to enhance access to web-based material			Global Marketing	and localised websites sought through Student Representative meetings and reported to Joint Quality Committee
• the systematic approach to the approval of information for publication and use (paragraph 3.5)	To continue to ensure that published information is accurate, informative and consistent and that it reflects what the student can expect	An enhanced business planning model for 2015 brochures to systemise collation, authorisation and use of standard course information in a timely manner Publications will draw from this system to ensure conformity; this will continue to ensure that we work with partners to ensure appropriate sign-off of relevant materials This will be reviewed and developed to ensure its effectiveness	01/04/15	Centre Directors Director of Global Marketing	Joint Quality Committee	Review of business planning model for 2015 process, which will include revision of brochures

Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The team considers that it is **advisable** for the College to:						
• continue to systematically align policies and procedures to Quality Code (paragraph 1.6)	To develop documentation to explicitly show to all interested stakeholders the relationship between internal policies and procedures and the Quality Code	Mapping of internal quality assurance processes against the Quality Code For the mapping to be available to all interested stakeholders, including the staff and the student community	01/12/2014	Academic Directors	Academic Boards and Joint Quality Committee	Quality assurance manuals (inclusion of documented mapping of relationship between the Quality Code and internal processes) Evaluation by Joint Quality Committee
• engage students as partners in the quality assurance of their education in line with *Chapter B5 Student engagement* of the Quality Code	To build on existing student representation structures by promoting active student engagement in quality assurance procedures through participation in the committee process	Student representatives to become members of the Programme Committee structure Adjust terms of reference of committee structures to include the role of student representatives as partners within the quality assurance process	01/12/2014	Programme Managers Academic Directors	Academic Boards and Joint Quality Committee	Minutes of Programme Committee Meetings Terms of reference of Programme Committee Meetings

(paragraph 2.10)							Joint Quality Committee to evaluate whether active student engagement at Programme Committee Meetings is being effectively promoted and widespread across programmes Evidenced in relevant minutes Note terms of reference of Programme Committees also to be updated
• specify the level and credit value of modules on the record of achievement in line with *Part C: Information about higher education*	To have records of achievement explicitly stating the level and credit value of modules	Formally write to NCUK as the awarding body with a request to specify the level and credit value of modules on the record of achievement	01/07/2014	INTO Manchester Academic Director	INTO Manchester Academic Board Joint Quality Committee	Recorded request to NCUK requesting adjustments Recorded response from NCUK

Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
provision the Quality Code (paragraph 3.7)						confirming request will be completed by July 2014
The team considers that it would be **desirable** for the College to:						
• produce customised definitive programme records for the programmes leading to NCUK Universities awards in line with *Chapter A3: The programme level* of the Quality Code (paragraph 1.7)	To have centre-specific programme specifications on College programmes which are accessible to all interested stakeholders	Produce formal programme specifications that build on existing NCUK documentation and that are specific to the centre's requirements Accessible to College staff and students through the virtual learning environment	01/10/2014	INTO Manchester Programme Managers INTO Manchester Academic Director	INTO Manchester Academic Board Joint Quality Committee	INTO Manchester programme specifications Process feedback from NCUK on suitability of INTO Manchester programme specifications Evidenced staff and student access through the virtual learning environment
• introduce formal ways to disseminate good practice in	To develop formal structures outlined in a good practice policy that ensure the dissemination	Generate a good practice policy formalising structures designed to promote the sharing of	01/4/2015	Academic Directors	Academic Boards Joint Quality	Good practice policy introduced

learning and teaching (paragraph 2.6)	of relevant and innovative practices across teaching teams	effective and innovative practice across the teaching teams Practitioners to be participating through contributing to the identification of areas for development			Committee	Collation of evidence of sharing of good practice received by Academic Boards Training and development plans produced for each centre Measure the effectiveness of good practice policy through the Joint Quality Committee following feedback from staff

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 for Educational Oversight can be found at: www.qaa.ac.uk/educational-oversight.

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: Handbook*.[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.

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UKBA as a designated body for the purpose of providing educational oversight.

differentiated judgements In a Review for Educational Oversight, 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.

highly trusted sponsor An organisation that the UK Government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

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

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.

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**.