



Istituto Marangoni

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

April 2012

Key findings about Istituto Marangoni

As a result of its Review for Educational Oversight carried out in April 2012, 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 awards it offers on behalf of Manchester Metropolitan University.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of this awarding body.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- there is a consistent focus on contemporary professional practice across the management of all aspects of the provision, underpinned by strong industry links and the experience of practitioner staff (paragraphs 1.6, 2.6, 2.12, 2.13 and 2.14)
- staff development is clearly focused and prioritised, and includes full support for staff to complete a postgraduate teaching qualification (paragraphs 2.2, 2.4 and 2.11)
- careers support is tailored to the needs of individual students and includes organised internships following graduation (paragraph 2.8)
- the extensive intranet is managed to provide a wide range of information, communication and learning support (paragraphs 2.10 and 3.4)
- there is a rigorous and supportive management framework for overseas recruitment agents, which helps to ensure that prospective students receive clear and accurate information (paragraph 3.6).

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 provider to:

- address inconsistencies in the implementation of student assessment, including the quality of written feedback (paragraph 1.9).

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

- implement the commitment to appoint full-time programme leaders and named unit leaders (paragraph 1.3)
- build on existing programme teaching and learning strategies to develop a formal overarching strategy that covers all of the provision (paragraph 2.3)
- provide students with a version of the general handbook that is specific to the London campus (paragraph 3.2)
- produce a tutor handbook to provide staff with a single source of guidance and support (paragraph 3.3)

- ensure that the procedures for checking the accuracy and consistency of published information are made more explicit and are applied more transparently (paragraph 3.5).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Istituto Marangoni (the provider; the Istituto). 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 Manchester Metropolitan University. The review was carried out by Dr Gillian Blunden, Mr Simeon London, Prof Anthony Whitehouse (reviewers) and Mr David Lewis (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 a range of internal documentation, such as relevant regulations and procedures, administrative and support arrangements, committee terms of reference and records, handbooks, student questionnaires and evaluations, statistical data, role descriptions and staff profiles. The team considered documentation relating to institutional agreements with the awarding body and course approvals, as well as the reports of inspections by the British Accreditation Council. A sample of assessed student work was scrutinised and meetings were held with staff, students, and a representative of the awarding body.

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

- the Academic Infrastructure.

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

Istituto Marangoni (the Istituto) is a specialist provider of fashion-related education. It operates from distinctive modern premises, converted from former textile industry buildings in Shoreditch, London. It has other campuses in Paris and Milan, where it was founded in 1935 to serve the Italian fashion industry. Its mission is to prepare fashion professionals in the key fashion sectors of creation, communication and managerial coordination. Istituto Marangoni (London) was established in 2005 and has been accredited by the British Accreditation Council since 2006. It entered into an agreement with Manchester Metropolitan University in 2010. The University has validated a range of undergraduate and postgraduate programmes, which have replaced former Istituto diplomas. The Istituto awards are being taught out and will cease once the students enrolled on them have completed their studies.

The Director of Education has responsibility for academic leadership and the Campus Director oversees the management of the campus, including the learning environment and staffing. Programme leaders have responsibility for the academic courses. At the time of the review, there were 515 higher education students, all full-time. Students are recruited from a wide range of countries, with fewer than half being subject to UK visa regulations. In addition to the full-time senior management posts, there are 45 staff contributing to the teaching, all of them on sessional contracts. A further 13 staff provide support for the academic staff and students, through administrative, library and welfare roles.

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

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4.

² www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

Manchester Metropolitan University

- MA Fashion Design Womenswear (22 students)
- MA Fashion and Luxury Brand Management (66 students)
- BA (Hons) Fashion Business (83 students)
- BA (Hons) Fashion Design (104 students)
- BA (Hons) Fashion Styling (70 students)

Note: sandwich versions of the BA (Hons) awards have been approved, but have not yet recruited

Istituto Marangoni

- Diploma in Fashion Business (38 students)
- Diploma in Fashion Design (54 students)
- Diploma in Fashion Styling (36 students)
- Diploma in Graphic Design (nine students)
- Diploma in Interior Design (33 students)

The provider's stated responsibilities

The Istituto states that it has responsibility for strategic developments and the identification of curriculum needs. The responsibility for specific curriculum development is shared with the awarding body, as is that for producing programme specifications. The Istituto staff undertake the marking of work at all levels and provide feedback to students. Assessments tasks are designed and assessments moderated jointly with the awarding body. Most aspects of quality assurance are also shared between the partners, as are library and learning resources and public information. The Istituto staff retain responsibility for student admissions, guidance and monitoring, as well as employer engagement. They also gather student opinion and produce the information on courses and units that is published for students.

Recent developments

The major recent development has been the formal relationship established between the Istituto and its awarding body. An articulation agreement in 2010 assigned credit values to existing Istituto programmes, allowing student progression to University awards. An institutional-level partnership was agreed for a six-year period, following an institutional review by the University in the same year. This led, in 2011, to the approval of the undergraduate and postgraduate fashion programmes that are now offered as awards of the University. These academic developments have been accompanied by some organisational changes. The Director of Education for the Istituto Marangoni Group has been confirmed as Director of Education for the London campus and a senior quality assurance post has been created, but not yet filled. A current external review of staffing has recommended that more responsibility should be delegated to programme leaders. The Istituto intends to recruit to the sandwich BA (Hons) programmes in September 2012 and also to develop future honours degree awards in graphic design and interior design. It has recently joined the Quality Strategy Network in order to participate more fully in quality management developments in the wider higher education sector.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. The submission was produced independently by a former president of the National Union of Students, appointed as an external consultant to work on

behalf of the students. It drew on the results of a detailed student survey questionnaire and a series of focus group meetings. The survey questionnaire was structured to reflect the National Student Survey, which allowed useful sector-wide comparisons to be drawn. Master's students did not participate and the response rate to the questionnaire was around 20 per cent. Meetings were held with staff to explore some of the topics raised by students and a final draft of the submission was endorsed at a meeting with student representatives. Overall, the submission provided the team with a range of helpful information and evaluations. However, while the structure and content were clear, some of its more negative observations were not supported by other evidence, including that from students during the visit. Overall, it was not clear to reviewers that the submission and its conclusions were fully owned by the students.

Detailed findings about Istituto Marangoni

1 Academic standards

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

1.1 The responsibilities for academic standards are clearly delineated between the Istituto and its awarding body. Although the partnership is still at an early stage, key staff, including programme leaders, are enthusiastic about their changing academic responsibilities and are able to articulate them. The Istituto has responded positively to meeting the conditions and recommendations in the partnership approval report of June 2010 and programme approval report of May 2011. Progress on some matters has been delayed due to senior staffing changes at the end of 2011.

1.2 The delegated responsibilities and reporting structures for academic standards and quality are clearly defined and understood, but because they are recently established, have yet to be fully tested. Many of the arrangements are being applied to the Istituto's diplomas as a way of supporting these programmes while they are being taught out. The Director of Education has a pivotal role in leading the academic staff team and providing a formal link with the University. The role involves overseeing programme leaders in their communication and assessment of the standards set by the awarding body. A University link tutor provides further assurance by attending programme committees and assessment boards. The Campus Director retains executive responsibility for the campus overall and reports to the Group Managing Director in Milan. Academic standards will be further protected by the decision to separate the responsibilities of academic leadership and quality assurance. A quality assurance specialist is to be appointed for the campus. The Istituto has set a target date of August 2012 for producing its own overarching quality assurance handbook.

1.3 The Istituto should move forward with its strategy to make all programme leaders full-time and to introduce a system of named unit leaders. This will strengthen the management of standards and quality. Each programme is led by a programme leader and managed through regular programme committee meetings. An annual programme committee board will consider academic issues across the provision. It will receive the annual programme monitoring reports. The board membership includes programme leaders, the Director of Education, and a University link tutor. Programme leaders also have weekly operational meetings with senior campus staff where any immediate academic matters can be raised.

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

1.4 The Istituto makes effective use of the Academic Infrastructure as a result of its close working relationship with the awarding body. *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), subject benchmark statements and relevant sections of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*) have been used as reference points during the process of programme approval. Their use is being embedded in the management of programmes through staff working within the requirements of the University's academic regulations and procedures. The support of the link tutor, as well as University staff development activities, are helping staff to develop a greater understanding of the various elements of the Academic Infrastructure and the implications for their academic work. This is evident in the design and use of programme specifications, and the

use of learning outcomes in the setting and assessment of student assignments. Staff are enthusiastic in their support for this more structured way of working.

1.5 The programmes are subject to rigorous quality assurance through a process of annual reports and continuous monitoring and improvement plans, as required by the awarding body. This should further embed the Academic Infrastructure and its successor reference framework, the UK Quality Code for Higher Education, within the management of academic standards.

1.6 A further important external reference is the high level of professional experience and insight brought to the curricula by the academic staff. This fully reflects the professional design focus of the mission statement and history of the Istituto. The impressive range of professional practice and fashion industry contacts enriches the student experience, and has led to student projects with major external companies and organisations, as well as internships and other employment opportunities.

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

1.7 The assessment responsibilities delegated from the awarding body are clearly documented and include first marking, internal moderation, and providing feedback to students. These responsibilities are being carried out in accordance with the University's formal assessment framework and regulations. Staff have received support from the University, including specific staff development sessions, to help them adjust to the new assessment practices. A number of important documents are currently being finalised to implement the awarding body's requirements, including a specific Istituto appeals and complaints procedure.

1.8 An external examiner has been appointed by the awarding body and has confirmed the appropriateness of emerging academic standards, following an early interim visit. The resulting report confirms that student work and its assessment reflects the expectations of subject benchmark statements and levels within the FHEQ at this early stage. The Istituto has decided to approach the awarding body to have a second external examiner. It argues that this will better reflect the range of fashion provision and further secure academic standards.

1.9 While the staff work diligently in applying the University's assessment regulations, the scrutiny of student work confirms that there are significant inconsistencies in assessment practice and the quality of the written feedback provided for students. This reflects a view expressed in the student submission that some students are unclear about assessment criteria and would appreciate improved feedback. Senior staff have acknowledged the issues, including the need to embed the new University assessment procedures more securely within and between programme teams.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding body.

2 Quality of learning opportunities

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

2.1 The Istituto has appropriate mechanisms in place to assure the maintenance and enhancement of the quality of learning opportunities through the management arrangements described in paragraphs 1.1 to 1.3. The programme committees include student representatives and the reporting structures feed into the Faculty and Academic Boards of the awarding body. The Campus Director controls the resource budget and has overall responsibility for the learning environment. The Director of Education has operational responsibility for managing and enhancing the quality of learning opportunities.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.2 The relationship with the awarding body ensures that provision is firmly aligned with the expectations of the Academic Infrastructure, as described in paragraphs 1.4 to 1.6. For example, students are able to access the University academic appeals and student complaints procedures, which align with the *Code of practice, Section 5: Academic appeals and student complaints on academic matters*. The Istituto is currently developing its own policy in line with the expectations of the *Code of practice*. A draft policy on dyslexia aligns with the *Code of practice, Section 3: Disabled students*. The policy has been developed by two members of staff as part of their work on the Postgraduate Certificate in Academic Practice, a formal teaching qualification provided by the awarding body.

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

2.3 Teaching and learning strategies are contained within the programme specifications, but the Istituto should now develop and implement a formal overarching strategy that covers all of its programmes. Teaching and learning are part of the agenda for programme committees and can be addressed in de-briefings held at the end of each term. More immediate matters can be raised at the weekly operational meetings.

2.4 A recently introduced peer observation scheme has been welcomed by staff, who appreciate its developmental focus. Staff who are completing the Postgraduate Certificate in Academic Practice are playing a key role in implementing the scheme, including operating as observers. The scheme is being used to identify staff development needs and to facilitate the sharing of good practice.

2.5 Mechanisms are in place to ensure that academic staff are appropriately matched to the teaching needs of the fashion programmes. The recruitment policy requires new staff to hold a degree or equivalent in their subject and a recognised teaching qualification. All appointees are subject to approval by the awarding body and those without relevant teaching experience are fully supported to complete the Postgraduate Certificate in Academic Practice. Programme leaders provide mentoring support for newly appointed staff.

2.6 The strategy of using practising industry professionals to teach the programmes is strongly endorsed by students and is a major strength of the provision. The professional and national mix within staff teams brings current industry insights, as well as a global perspective to the teaching and learning. The range of staff is highly valued by students, as is the enhanced understanding of fashion that grows out of study within culturally diverse student cohorts. Students accept that some classes may be cancelled as a result of the external professional commitments of part-time staff. However, they judge this to be

acceptable, particularly as the classes are normally rescheduled within a reasonable timescale. The minutes of academic meetings confirm the attendance of part-time staff, although current sessional contracts do not require this.

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

2.7 The arrangements for academic and welfare support are clear, well understood and appreciated by students. There is a structured induction at which students are provided with informative programme handbooks. A small, responsive team of student support officers act as the first point of contact for academic and welfare issues. Support officers work in close partnership with academic staff to ensure that appropriate support is provided. They offer training in general study skills for students adapting to the needs of UK higher education. Academic progress is carefully monitored by tutors and recorded on the intranet database. The Istituto intends to map its support arrangements against the indicators in *Chapter B4: Student support, learning resources and careers education, information, advice and guidance* of the new UK Quality Code for Higher Education.

2.8 The extensive careers support provided for students is tailored to individual needs and focused on professional opportunities within the fashion industry. It meets the precepts of the *Code of practice, Section 8: Career education, information, advice and guidance*. A careers support officer gives advice and guidance, while further support is available through professional seminars, workshops, and employer-led projects. Students receive advice on the current job market and help in preparing job applications for up to a year after graduation. Strong industrial links also allow the Istituto to place graduates into selected internships as a first step towards a professional career.

2.9 The Istituto has recognised shortcomings in its use of student opinion and has implemented an action plan for 'listening to the student voice'. Student views are now being collected on all aspects of the provision, including teaching and learning. The methods include the appointment of programme representatives, termly online surveys, a post-induction survey, public suggestion boards and 'open campus' meetings with senior managers. The outcomes of student surveys will contribute formally to the continuous monitoring and improvement reports. Programme leaders are required to report on the data gathered by the student survey questionnaires and communicate responses back to students.

2.10 The intranet database is designed and managed to provide highly valuable support for students' learning. The student area of the intranet can be entered securely from smart phones. It enables direct access to assessment grades and written feedback, teaching materials, the library catalogue and the web-based internal email system. An important additional feature is the link from the intranet to a fashion styles database, an industry programme for predicting new fashion trends.

What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

2.11 The Istituto has worked closely with its awarding body to implement a well funded and promoted staff development strategy that is carefully focused on current academic priorities and staff needs. The staff development policy clearly identifies the development needs of academic, administrative and library staff. The academic priorities for teaching staff complement the existing professional and vocational strengths. Staff have benefitted from University sessions on the requirements of degree-level assessment, marking and moderation. A notable feature of the strategy is the fully-funded opportunity for staff without teaching qualifications to study for the University's Postgraduate Certificate in Academic Practice. The first staff to join the programme are enthusiastic in their endorsement, citing

the many benefits and the ways that their teaching practice has been enhanced. They are now being encouraged to use programme team meetings to share their experiences and disseminate good practice. Staff development activities for non-teaching staff include student support officers receiving training from the awarding body. The Istituto has acknowledged the need to introduce a system of formal appraisal for academic staff, in line with that already in place for administrative colleagues.

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

2.12 The provision of resources is managed to ensure that academic staffing, accommodation and facilities are appropriate for the professional focus of the programmes. The Istituto also ensures that resources are sufficient for students to achieve the learning outcomes for their programmes. The Istituto Marangoni Group has an explicit annual planning cycle for resources, in which the Campus Director prepares a schedule of requirements in advance of each academic year for consideration by the Group Operations Department in Milan. Resources were also considered as part of the approval of the programmes by the awarding body, which now monitors their suitability through reviews and reports from the link tutor.

2.13 The academic staff profile fully supports the Istituto mission to prepare fashion professionals. All are part-time and active in various areas of professional practice. The individual profiles also show that a number also have experience of teaching in other higher education institutions or acting as external examiners.

2.14 The learning environment that is provided for delivering the programmes is of high quality and organised to reflect contemporary industrial practice. The design studios and garment-making workshops are well furnished, with industrial standard equipment. The display areas further contribute to the professional ambience of the working accommodation. Professional fashion models are regularly used as part of student projects and a fashion technician appointment has been agreed to support the production area.

2.15 The campus library provision is satisfactory for current needs, but is likely to come under further pressure with the demands of final year undergraduate and master's students. A professional librarian manages the library and supports students during induction and on request. Students are able to access the electronic collections of the awarding body, subject to the relevant licensing agreements. Action plans are in place for improving the library and information technology provision. Academic staff and students are able to give feedback on the library through formal questionnaires. A new library management system will enable better monitoring of student use and allow more effective data to be generated.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Public information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1 The Istituto publishes a range of clear and accurate information about its programmes for potential and existing students, staff and overseas recruitment agents. It is undertaking further work to meet the expectations, in Part C: Information about higher education provision of the new UK Quality Code for Higher Education in respect of the indicators on information for prospective and current students. This is evident in the expanded content of the new website that has been launched specifically for the London campus. The information published by the Istituto includes a mission statement and group-wide publicity, prospectuses, a general student handbook, programme specifications, unit guides, and other operational materials relating to the programmes and the campus. While the status of the awarding body is included in public information in line with the partnership agreement, it is not always prominent. Most materials are published on the website and Istituto intranet, with programme-related materials also available in hard copy. The group-wide prospectus and promotional literature are published as high quality print editions.

3.2 The quality of student information would be enhanced by the production of a general handbook that is specific to the London campus, in line with current management thinking. The existing comprehensive handbook covers all three campuses and is published in three languages. This results in a large document that students find inconvenient to use. Students are issued with programme handbooks, produced to a standard awarding body's format. There is some confusion among them about the content and usefulness of these handbooks.

3.3 The publication of a tutor handbook should be considered, as has already been discussed by senior staff, to provide academic staff with a single source of guidance and support. It might usefully promote consistency by bringing together relevant academic and administrative policies and practices. Such a handbook could have particular value for those sessional staff with no prior formal teaching experience.

3.4 The Istituto intranet has been developed to provide a sophisticated information system to support the management of standards and quality. It contains separate staff and student areas that offer access to a wide range of material, covering Istituto and programme documentation, as well as student academic profiles and detailed assessment records. In addition to programme materials from tutors, the student area incorporates feedback questionnaires and mechanism for posting comments directly to the Director of Education.

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.5 Although the responsibilities for ensuring the accuracy of public information are clear, there is need to document the detailed procedures more explicitly. The awarding body retains overall responsibility for information relating to its awards and the Istituto must obtain approval for any materials that bear the University's name. Editorial control for the prospectus and website rests with the Managing Director in Milan and the Director of Education. However, it is not clear in existing documentation how the inputs from teaching staff, programme leaders and campus managers are collected, approved and signed off. There are minor spelling and grammatical errors across the range of published information, as well as some inconsistencies between electronic and printed materials. This suggests the need for more consistency and transparency in the approval process.

There is a rigorous and supportive management framework for overseas recruitment agents, which helps to ensure that the information provided for prospective students is clear and accurate. Many of the agents are former students and recruit exclusively for Istituto Marangoni. They receive briefings and attend conventions organised by the Istituto. The regular communication with agents includes monthly newsletters and regular email correspondence. Students attest to the accuracy of the information and insights provided by the agents, some of whom maintain contact with students during their studies. The activities of agents are regularly monitored, with students providing formal feedback on those with whom they have dealt.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action plan³

Istituto Marangoni action plan relating to the Review for Educational Oversight in April 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following areas of good practice that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> there is a consistent focus on contemporary professional practice across the management of all aspects of the provision, underpinned by strong industry links and the experience of practitioner staff (paragraphs 1.6, 2.6, 2.12, 2.13 and 2.14) 	Establish and implement a system for recording the professional and commercial activities of staff so that they can be used effectively in curriculum development and delivery	October 2012 (ongoing)	Campus Director, Director of Education, Quality Assurance Officer, Career Service Manager and programme leaders	Istituto staff-to-staff briefing seminars on current professional and commercial activities established	Programme committees, Programme Committee Board (including Campus Director)	Continuous improvement plan, Annual Monitoring and Campus Management Group
<ul style="list-style-type: none"> staff development is clearly focused and prioritised, and 	Continue to support staff as they work for teaching and higher	March 2014 (and	Programme leaders, Director of	Improved learning and teaching methods	Director of Education	Unit boards Programme

³ The provider 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 provider's awarding body.

includes full support for staff to complete a postgraduate teaching qualification (paragraphs 2.2, 2.4 and 2.11)	<p>qualifications Staff who have completed their Postgraduate Certificates in Academic Practice in 2012 to attend the workshop in mentoring, in order to support staff development for teachers attending the Postgraduate Certificate in 2013</p>	ongoing) March 2014	Education, Campus Director and Quality Assurance Officer	Improved teaching materials (for example lesson plans and unit briefs)	Campus Director Manchester Metropolitan University Link Tutor	Committee Programme committee boards Campus management group meetings	
	<p>Encourage programme leaders and teaching staff to reflect on their development and implement outcomes as appropriate to their teaching</p>	December 2012 (and ongoing)					Good practice in teaching identified; areas for improvement of teaching identified
	<p>2.4 Revise peer review scheme and roll-out to all teaching and support staff</p> <p>2.11 Introduce - as a pilot scheme - formal appraisal arrangements for teaching staff</p>	December 2012					

	<p>Feed generic comments from the pilot staff appraisals into staff development plan</p> <p>2.2 Develop Istituto's policies regarding complaints and appeals and make it easily accessible to students; offer briefing sessions on the complaints and appeals procedures for staff and students</p>	December 2012		Policies and procedures drafted, signed off and implemented		
<ul style="list-style-type: none"> careers support is tailored to the needs of individual students and includes organised internships following graduation (paragraph 2.8) 	<p>Update and improve internship/placement guide</p> <p>Establish memberships of relevant professional associations such as Association of Graduate Careers Advisory Services or National Association of Student Employment Services</p>	<p>December 2012</p> <p>September 2012</p>	Career Service Manager	<p>More internships organised</p> <p>Positive student feedback on their internships/placements</p> <p>Improved engagement with employers</p> <p>Regular communication between Career Service Manager and students regarding latest regulations and</p>	Programme committees and Programme Committee Board	Careers Manager's Annual Report, campus management group meetings, continuous improvement plan and stakeholder meetings

	Arrange regular seminars and workshops to update students on latest UK Border Agency regulations			requirements		
<ul style="list-style-type: none"> the extensive intranet is managed to provide a wide range of information, communication and learning support (paragraphs 2.10 and 3.4) 	<p>Design and administer a student-friendly feedback questionnaire to identify strengths and areas for improvement in the intranet</p> <p>Monitor the operation of the intranet to improve functionality; improve the intranet in response to feedback from students and staff</p> <p>Review 'student-friendly' contemporary communication modes to identify possible developments (for example smartphone applications)</p> <p>Appointment of information</p>	<p>March 2013</p> <p>Ongoing review progress in June 2013</p>	Group Operation Manager and Quality Assurance Officer	<p>Increased use of information technology resources</p> <p>Increased quality and quantity of students' feedback (monitored by Students Services Office) increased engagement of students in online feedback mechanisms</p> <p>Improved intranet providing better support for students and staff</p>	Director of Education Campus Director Manchester Metropolitan University Link Tutor	Campus management group meetings (summer 2013 meeting)

	technology support					
<ul style="list-style-type: none"> there is a rigorous and supportive management framework for overseas recruitment agents, which helps to ensure that prospective students receive clear and accurate information (paragraph 3.6). 	<p>Appoint Business Development Manager at local level (achieved)</p> <p>Keep agents apprised of relevant developments in the operation of Marangoni, including the outcomes of the review</p>	June 2013 (and ongoing)	Business Development Manager (appointed on 4 May 2012)	<p>Retention of Highly Trusted Status Licence</p> <p>Enriched Istituto's image in media in the UK and overseas</p> <p>Improved students' satisfaction</p> <p>Improved match of students' skills and previous education with the programmes they are advised to enrol on</p>	Campus Director	Business Development Manager to report annually to Programme Committee Board and to the Istituto Marangoni Board, drawing on student and tutor feedback and media surveys
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the provider to:						
<ul style="list-style-type: none"> address inconsistencies in the implementation of student assessment, including the quality of written feedback (paragraph 1.9). 	<p>Review and modify as necessary assessment feedback sheets to support the provision of useful and timely feedback to students (undertaken)</p> <p>Consolidate the various publications setting out assessment</p>	October 2012	Director of Education, Quality Assurance Officer and programme leaders	<p>Additional opportunities for students to improve their work</p> <p>Better student awareness of assessment requirements and how they relate to intended learning outcomes</p> <p>Better student</p>	External examiners, Director of education programme committees and programme committee boards	Student feedback through Istituto student surveys and external examiner reports (continuous improvement plan)

	<p>regulations into one readily accessible and authoritative source of information for staff and students</p> <p>Organise briefings for students about feedback and assessment processes</p> <p>Seek support from Manchester Metropolitan University in the provision of workshops and seminars on how to give constructive feedback</p>	<p>December 2012</p> <p>January 2013</p>		<p>awareness of examination procedures</p> <p>Better student understanding of how to apply feedback to enhance learning</p> <p>Briefings held for the above</p>		
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the provider to:						
<ul style="list-style-type: none"> implement the commitment to appoint full-time programme leaders and named unit leaders (paragraph 1.3) 	<p>Appoint full-time programme leaders</p> <p>Appoint unit leaders</p> <p>Include information about programme and unit leaders in</p>	<p>July 2012</p> <p>September 2012</p>	Director of Education	Programme and unit leaders in post and briefed and trained on all aspects of their role by the start of the academic year 2012-13	Campus Director and Director of Education	<p>Programme committee boards</p> <p>Campus management meetings</p>

	student handbooks and on the intranet			Information about unit and programme leaders distributed to all students		
<ul style="list-style-type: none"> build on existing programme teaching and learning strategies to develop a formal overarching strategy that covers all of the provision (paragraph 2.3) 	Develop an Istituto (London campus) Learning, Teaching and Assessment Strategy that meshes with Manchester Metropolitan University's Learning, Teaching and Assessment Strategies	Academic Year 2012-13	Director of Education, Quality Assurance Officer, programme leaders, teaching staff and student representatives	<p>Effective forward planning for learning and teaching developments will be set out in learning, teaching and assessment plans for each programme</p> <p>The Learning, Teaching and Assessment Strategy finalised by June 2013, ready for implementation in academic year 2013-14</p>	Manchester Metropolitan University Link Tutor and Director of Education	Unit boards, programme committee boards, Programme Committee and campus management meetings
<ul style="list-style-type: none"> provide students with a version of the general handbook that is specific to the London campus (paragraph 3.2) 	Produce general student handbook for London students	September 2012	Quality Assurance Officer	<p>Handbook published and issued to students on time</p> <p>Reduction in routine enquiries about matters covered in handbook</p>	Director of Education	Unit boards, programme committee boards and campus management meetings
<ul style="list-style-type: none"> produce a tutor handbook to 	Produce a draft handbook for	October 2012	Quality Assurance	Handbook used as basis for staff induction	Director of Education	Unit boards and programme

provide staff with a single source of guidance and support (paragraph 3.3)	discussion and adoption Finalise handbook	January 2013	Officer			committee boards
<ul style="list-style-type: none"> ensure that the procedures for checking the accuracy and consistency of published information are made more explicit and are applied more transparently (paragraph 3.5). 	Clarify post-holders' responsibilities for checking website and prospectus entries against formal commitments, and who signs-off completed work	September 2012	Director of Education and Quality Assurance Officer	Website and prospectus content routinely checked and signed off in accordance with the agreed procedures	Campus Director	Unit boards, academic operation meetings and campus management meetings
	Establish a student forum to review accuracy of current and proposed website and prospectus	September 2012		Student forum held and recommendations evaluated and implemented		
	Clarify responsibilities to ensure that Manchester Metropolitan University is routinely consulted on and approves formally text for any information provided about the validated programmes	December 2012		Website and Prospectus contents consistently signed off formally by Manchester Metropolitan University Manchester Metropolitan University confirms documents are up-to-date with its requirements		

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/institutionreports/types-of-review/tier-4.

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: Handbook⁴](#)

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels one to eight, with levels four and above being classed as 'higher education').

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

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:

⁴ www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and The framework for qualifications of higher education institutions in Scotland.

highly trusted sponsor An education provider 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.

learning opportunities The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome 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 reports.

programme (of study) An approved course of study which 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 An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, 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').

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.

quality See **academic 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 standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

RG 950 06/12

The Quality Assurance Agency for Higher Education

Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk

© The Quality Assurance Agency for Higher Education 2012

ISBN 978 1 84979 601 9

All QAA's publications are available on our website www.qaa.ac.uk

Registered charity numbers 1062746 and SC037786