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

The Interactive Design Institute Ltd

November 2013

Contents

Key findings about The Interactive Design Institute

As a result of its Review for Specific Course Designation carried out in November 2013, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the programmes it offers on behalf of the University of Hertfordshire.

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 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 use of the virtual learning environment to encourage student engagement in enhancement activity (paragraphs 2.3 and 3.3)
- the engagement of students in designing the content of the virtual studio and an application for mobile phones and tablet computers (paragraph 2.4)
- online student support mechanisms identify students who are not engaging with their learning (paragraph 2.5).

Recommendations

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

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

- to map policies and procedures to the Quality Code (paragraph 1.9)
- continue to explore ways to develop and implement a formal student representative system and an employers and alumni liaison forum (paragraph 2.7)
- continue to develop and implement a formal mechanism to provide effective oversight of its staff and their continuous professional development (paragraph 2.9).

About this report

This report presents the findings of the [Review for Specific Course Designation](#)[1] conducted by [QAA](#) at The Interactive Design Institute (the Institute), 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 University of Hertfordshire. The review was carried out by Mr Tom Cantwell, Mr David Knowles and Ms Emilia Todorova (reviewers) and Mr Grant Horsburgh (Coordinator).

The review team conducted the review in agreement with the Institute and in accordance with the [*Review for Educational Oversight (and for specific course designation): Handbook, April 2013*](#).[2] Evidence in support of the review included a self-evaluation document and a comprehensive package of supporting documents which included policies, procedures, minutes from meetings where academic standards and quality matters are discussed and a variety of monitoring and review reports and action plans. During the visit the reviewers met with staff, students and University representatives to clarify matters arising from their reading of the evidence base.

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

- the UK Quality Code for Higher Education (the Quality Code)
- subject benchmark statements.

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

The Institute was established in 2004 with the aim of creating opportunities for those who were unable to, or did not wish to, study art and design subjects on an attendance basis. The Institute has been delivering recognised UK qualifications in art and design online since 2005 and is accredited by the Scottish Qualifications Authority, City and Guilds and ABC Awards for awards at levels 1, 2 and 3. In 2008 the Institute became a collaborative partner of the University of Hertfordshire (the University) to deliver higher education. The Institute has a core of experienced staff based in its offices in Musselburgh. Responsibility for operational management is delegated by the Board to the management team which is made up of the four founding directors. The management team oversees all aspects of the company's operations, with one member of the team, as Director of Academic Studies, taking strategic responsibility for all academic matters. The Institute employs 23 subject specialist tutors to support and assess its online students. The majority of tutors are employed in other higher education institutions. Potential tutors are interviewed by the Academic Quality team and are subsequently employed on annual service contracts.

At the time of the review a total of 423 students (343 part-time, 46 full-time and 34 on 'accelerated study') were enrolled on the following higher education programmes, all of which are validated by the University of Hertfordshire:

- BA (Hons) Graphic Design
- BA (Hons) Illustration
- BA (Hons) Photography
- BA (Hons) Product Design
- BA (Hons) Interior Architecture and Design.

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

The Institute's stated responsibilities

The Institute and University have a franchise agreement, signed by the head of both organisations. The agreement meets the Expectations of Part B: Assuring and enhancing academic quality, *Chapter B10: Management of collaborative arrangements* of the Quality Code. The University retains responsibility for the standard of the awards and the quality of learning opportunities. The Institute's stated responsibilities cover: handling potential student enquiries; recruiting, selecting and enrolling students; student induction; publishing information on higher education provision; provision of academic and pastoral student support; organising and holding awards ceremonies for successful students; maintaining accurate and complete student records; student appeals, complaints and disciplinary matters; collection of fees; recruitment, employment and development of staff associated with the delivery and administration of the provision; the production of programme specifications and intended learning outcomes; assessment marking and provision of assessment feedback to students; and monitoring and reviewing the delivery of the provision.

Recent developments

During 2013 the Institute has continued to develop the online student study site by adding tutor areas, multiple assessment functionality and mobile and tablet compatibility. The public website has been similarly enhanced and now provides greater flexibility regarding the updating of content, a greater emphasis on visual content and enhanced usability overall. The Institute has started to explore further development of its online student record system and the development of an alumni website and digital resource.

Students' contribution to the review

Students studying on higher education programmes at the Institute were invited to present a submission to the review team. As students study online by distance learning the submission was written by the Institute's Academic Quality team using information generated from routine student feedback and monitoring feedback provided in response to the Institute's preparation for Review for Educational Oversight using a specific questionnaire. Given the nature of the student body it was impractical for the Coordinator to meet students at the preparatory meeting. However, the reviewers met six students during the visit, two of whom engaged through live online media. The meeting with students provided the reviewers with a valuable insight to the quality of learning opportunities provided by the Institute.

Detailed findings about The Interactive Design Institute

1 Academic standards

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

1.1 There is a clear, coherent structure for the management of academic standards. At strategic level, management responsibility is shared between the Institute's Board of Directors and the University's Academic Development Council. At operational level, responsibility is delegated to the Head of Academic Quality who oversees the work of three course managers. They manage the day-to-day operation of the programmes, oversee the work of module tutors and have responsibility for monitoring and maintaining academic standards across programme teams. The programme leader and senior module tutors are the subject specialists and they take responsibility for updating the curriculum within their particular area, including module content, project briefs and assessment materials. They also undertake internal moderation within their team, monitoring the fairness and accuracy of the assessments carried out by module tutors.

1.2 The University's link tutor is an effective point of contact between the University and the Institute and ensures that the programme team is kept up to date with any changes to regulatory procedures. The link tutor also manages the University team with responsibility for sampling assessed student work and validating new programmes proposed by the Institute. The link tutor produces a report each trimester and an annual report focusing upon, for example, the quality of teaching, learning and assessment and the internal moderation process. This helps to ensure that the Institute continues to take account of University policy.

1.3 The Institute is a well-established partner of the University. The partnership was formalised in 2008 with the signing of a formal franchise agreement. Since 2008, the University has carried out a revalidation of the Institute's provision every two years. The interaction between the Institute and the University at a strategic level has been a key element of this process. Close and effective working relationships have also developed between the Institute and the University at operational level with opportunities for staff to develop and share practice and exchange work and ideas. Joint staff development activities take place between the Institute and University staff.

1.4 The Institute has a well-organised system for monitoring and maintaining quality standards and procedures. This operates through a 16-week trimester structure and applies to all programme teams. The system sets out the key planning, review and monitoring activities which are scheduled to take place each trimester. There is a set time within the trimester at which certain tasks can be undertaken, such as changes to course materials and scheduled meetings.

1.5 The Institute operates a clear, coherent meeting structure. Weekly management and programme-level meetings take place to discuss academic and commercial matters. In addition to providing a means of enabling all staff to contribute to the management of academic standards on a regular basis these provide an opportunity for the quality of all programmes to be reviewed and monitored on an ongoing basis. In addition, programme committee meetings are held three times per year using the Institute's online forums. These involve managers, tutors and students and look at matters relating to course content, delivery and assessment. Each programme runs a Tutors' Board and a Students' Board at which various topics are discussed, for example, admissions and induction, student support, resources and teaching, learning and assessment. Feedback from boards results in an action plan, drawn up by the course manager. It is distributed to all students each trimester and included in the annual quality report to the University.

1.6   Robust and reliable internal moderation procedures have been adopted in line with the University's regulations. All student work is subject to a first assessment and, in the case of degree-level work, a second assessment. The programme leader or senior module tutor is then allocated to internally moderate a sample of assessed student work. This involves checking the accuracy and consistency of tutor assessment and the quality of assessor feedback. In the case of major inconsistencies, the moderator will carry out a complete re-mark of the module. The University link tutor also carries out a sample of assessed student work to ensure that the assessment is in line with University requirements.

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

1.7   The Institute's higher education programmes are designed in accordance with the requirements of the University. As a result, awards meet the requirements for the assurance of academic quality and standards in higher education as set out in the Quality Code*, Chapter B1: Programme design and approval* and *Chapter B8: Programme monitoring and review*. All assessment and internal moderation is undertaken in accordance with criteria set out in programme specifications and module guides which meet Quality Code expectations.

1.8   The learning outcomes for each award are set out in the relevant programme specifications and associated module handbooks. Learning outcomes align with *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and relevant subject benchmark statement expectations. The validation process includes external panel members and senior University academics to confirm that this alignment is appropriate.

1.9   The Institute has run a staff development event to raise staff awareness of the key elements of external reference points. This was delivered by the programme leader and covered the Quality Code, level descriptors in the FHEQ, and subject benchmark statements. Although this has proved to be a useful awareness-raising exercise for staff, the work involved in mapping the Institute's provision against the Quality Code's Expectations and Indicators has been undertaken by the University link tutor. Institute staff acknowledge the potential benefit to be gained in undertaking a mapping exercise of Quality Code Expectations and Indicators to policies and procedures. It would be **desirable** for such a mapping to be undertaken as a means of helping to develop a stronger understanding of the key elements of the Quality Code within the Institute.

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

1.10   There is an effective process for monitoring external examiner reports. External examiners are appointed by the University and submit their reports to a central registry which then distributes them to the relevant schools within the University. Reports are then shared with the Institute and used to inform annual monitoring and evaluation reports. Comments and recommendations relating to, for example, academic standards and the conduct of the Board of Examiners result in the production of a team action plan. There is clear evidence that any matter raised in external examiner reports are addressed promptly and effectively through liaison between the Institute and the University link tutor.

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

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2   Quality of learning opportunities

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

2.1   The coherent structure for the management of academic standards applies equally to managing and enhancing the quality of learning opportunities. Staff have a clear understanding of the management structure and all academic, administrative and management roles are clearly defined.

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

2.2   The Institute's use of external reference points to manage and enhance learning opportunities is covered in paragraphs 1.7 to 1.9 inclusive.

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

2.3   The Institute assures itself that the quality of teaching and learning is being maintained and enhanced through the effective use of online forums and questionnaires. Matters relating to the quality of the student learning experience can be identified as early as academic week four through a student questionnaire. The questionnaires are analysed by the quality team and discussed at programme and management weekly meetings. Recommendations made and resulting action taken inform the annual monitoring process. All internal and annual monitoring reports, action plans and progress in ensuring that these are taken to a successful conclusion are made available to students on the Institute's online platform. Communication between students and their tutors is exclusively through the online environment. This allows the Institute to maintain complete oversight of all learning and teaching activity. The use of the virtual learning environment to encourage student engagement in enhancement activity is **good practice**.

2.4   The Institute's online study site contains a virtual studio in which students are able to upload their work and have it reviewed or assessed. To ensure that this learning tool was fit for purpose and met students' study needs, the Institute engaged students in the design, look, features and content of the virtual studio. In addition, students provided feedback asking the Institute to review the look and feel of online information when viewed on a mobile phone or tablet. As a result, the Institute is exploring the potential development of an application to improve the usefulness and accessibility of its published materials when viewed on such devices. Inviting students to enhance the quality of teaching and responding to student feedback in this manner demonstrates the Institute's commitment to provide a quality learning experience. Engaging students in designing the content of the virtual studio and an application for mobile phones and tablet computers is **good practice**.

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

2.5   The Institute has an effective system for monitoring student engagement with their studies which assures that students are supported effectively. Regular and routine online monitoring enables tutors and support staff to track student progression against course expectations. Support is offered immediately when a need is identified and is tailored to the specific needs of individual students. Students commented favourably on the efficiency of the process for ensuring that all queries are responded to effectively. The support network is reinforced by the online student boards, forums and feedback questionnaires. The Institute's online student support mechanisms which incorporate proactive elements to identify students who are not engaging with their learning are **good practice**.

2.6   Students expressed high levels of satisfaction with web information available prior to enrolling and commented that this helped them to make informed decisions about their future studies. There is an effective online induction programme for new students and an online support network which operates throughout the academic year. Intended learning outcomes are set out in module handbooks along with relevant assessment and achievement information such as grade criteria. Students are aware of the work required to demonstrate achievement of learning outcomes.

2.7   The Institute's effective student support mechanisms do not include a formal representative system nor does the Institute have a formal mechanism for involving local employers or alumni in its enhancement activities. However, the self-evaluation and meetings with staff and students acknowledged the potential benefits of developing and implementing a formal student representative system and an employers and alumni liaison forum. It would be **desirable** for the Institute to continue to explore ways to develop and implement a formal student representative system and an employers and alumni liaison forum.

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

2.8   The Institute employs module tutors on a part-time basis from a variety of higher education institutions and organisations. The selection process ensures that all module tutors have an appropriate level of subject-specific knowledge coupled with relevant industry experience. The majority of tutors have a proven record of maintaining professional currency and of applying academic standards within a higher education learning environment. The Institute employs full-time course managers to coordinate and maintain oversight of learning and teaching activities.

2.9   Continuous professional development is offered through an annual activity day in which assessment, standardisation of marks, feedback and other routine academic matters are discussed. The Institute seeks to encourage the upkeep of professional skills and scholarly activity of tutors by recruiting staff who are expected to engage in such activity as part of their regular work. The Institute monitors this practice by keeping a centralised record of staff curricula vitae. A Tutor Staff Development Policy sets out institute-level training in marking and feedback and a Professional Development and Research Policy sets out the basis for funding such activity. As centralised record of staff curricula vitae does not always provide a record of specific activities the Institute is in the process of developing a formal mechanism to record staff continuous professional development activity. It would be **desirable** for the Institute to continue to develop and implement a formal mechanism to provide effective oversight of its staff and their continuous professional development.

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

2.10   The Institute delivers all teaching and learning through an effective online learning platform. Through the platform, tutors make available all course material, including software tutorials and further reading. All courses and learning materials are evaluated regularly and students are given opportunities to raise any concerns.

2.11   The Institute has an effective and secure process for ensuring that all course materials are current and fit for purpose. Responsibility for the development of course materials lies with the Director of Academic Development who oversees the work of the Institute's Academic Development Team. This team is made up of art and design subject specialists who are employed on a contractual basis. The team works with subject

specialists from the University to ensure that high-quality, up-to-date materials are developed. A full-time Course Materials Editor reviews, edits and formats all materials before uploading them on to the Institute's online platform.

2.12   In designing the online learning experience the Institute, in partnership with their website providers, has given appropriate thought to accessibility. As a result, the website and virtual learning environment (VLE) use fonts, colours and online resources such as software plug-ins that are in accordance with best practice in ensuring accessibility for all users.

The review team has **confidence** that the Institute 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 Institute communicate information about learning opportunities to students and other stakeholders?

3.1   The Institute is responsible for providing accurate and up-to-date academic, non-academic and marketing information to its students, potential students and other stakeholders under the terms of agreement with the University. All information is electronic and is hosted on the Institute's website and VLE. This includes access to the use of online fora, virtual studio environments and adapted social media.

3.2   The Institute's policies and procedures are readily available through the website. These are clear and effective in providing information that is useful, reliable and fit for purpose. Items include the prospectus, information on complaints and appeals and advice on what constitutes academic malpractice as well as reference to the procedures and policies of the University. Programme information is easy to access, and offers detailed module information.

3.3   Information published on the website is carried through to the VLE and is individualised for each student after they have logged in. In addition to standard course content, there are numerous enhancements, such as additional learning tools and industry-relevant links. There is a general student handbook, more detailed module guidance and programme specifications. Annual monitoring and evaluation reports and other quality monitoring and review documentation are also made available to all students through the VLE. Students indicated that having ready access to such information encouraged them to engage with the Institute's enhancement processes and as noted in paragraph 2.3 this is **good practice**.

3.4   The website is managed effectively by a small team using processes involving all aspects of the Institute's management. This includes discussion at the weekly meetings and the use of analytical software to evaluate the effectiveness of the website's marketing content, allowing changes to be made quickly and with ease. The use of an online enquiry option, as well as the online application option, have proved effective in offering prospective students an easy and effective means of making first contact.

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

3.5   The Institute has effective arrangements for assuring that its published information is fit for purpose, accessible and trustworthy. Review of the website content is systematic and supported through effective communication channels with a highly agile and responsive updating procedure. Updates and routine maintenance of the website is recorded by the Institute on a spreadsheet. Review of all material is a continuous process with regular updates and effective monitoring of content. The currency of academic material is monitored effectively in a planned and targeted review process of the electronic environment in which the material exists. In addition to these processes the University conducts unannounced spot monitoring of all partner web information.

3.6   Where content is uploaded by students, such as in blogs and social media sections of the website, this is subject to daily monitoring to ensure that the content is appropriate and complies with Institute policy. Alerts are automatically generated whenever new content is uploaded and approval is required before it becomes public.

> The team concludes that reliance **can** be placed on the information that the Institute produces for its intended audiences about the learning opportunities it offers.

Action plan[3]

The Interactive Design Institute Ltd action plan relating to the Review of Specific Course Designation November 2013						
Good practice	**Intended outcomes**	**Actions to be taken to achieve intended outcomes**	**Target date(s)**	**Action by**	**Reported to**	**Evaluation (process or evidence)**
The review team identified the following areas of **good practice** that are worthy of wider dissemination within the Institute:						
• the use of the virtual learning environment to encourage student engagement in enhancement activity (paragraphs 2.3 and 3.3)	In order to facilitate the continuous enhancement of learning and teaching students are asked for feedback throughout their studies Specific feedback is sought at key stages: **New students** Four weeks into the course we ask for feedback on admissions, induction and the first four weeks of study **Student Programme**	Feedback from students is gathered and collated three times a semester by student support advisors Issues raised either become actions, or are responded to directly via the forums or group announcements Further clarification is sought regarding comments that are unclear The Academic Quality team reviews the Action	3 times per semester (weeks 5, 8 and 10) Weekly	Student support advisors Academic Quality team	Senior Management Team (weeks 6, 9 and 11) and annually to University of Hertfordshire Quality Team via Annual Monitoring and Evaluation Reports (AMERs)	AMERs, University link tutor reports, external examiner reports

	Committee Meetings All students are asked for feedback in relation to learning, teaching and assessment during the middle weeks of their module (weeks 3 - 8) These meetings are held via forums in IDI study **University of Hertfordshire Student Feedback Questionnaires** prepared by the University, these are issued to students for module-specific feedback	Plan throughout the semester, and issues raised are discussed at weekly meetings If necessary, actions are taken to the Management Team meeting Regular meetings are scheduled with teams across the company to discuss their progress The Action Plan is reviewed and signed off by the Head of Academic Quality and the Academic Director at the end of each semester The Action Plan is then distributed to students and tutors Key actions are also recorded on each of the programmes' AMERs for submission to the University	3 times per semester (various weeks) Once per semester (week 12) Once per semester (week 12) Annually (November)	Academic Quality Team and individual IDI teams Head of Academic Quality and Academic Director Course managers Course managers		
• the engagement of students in designing the	Feedback is gathered from students throughout their studies as per action above	As above, feedback from students is gathered and collated three times a semester by Student	3 times per semester (weeks 5, 8 and 10)	Student support advisors	Senior Management Team (weeks 6, 9	AMERs, University Link Tutor reports, external examiner

content of the virtual studio and an application for mobile phones and tablet computers (paragraph 2.4)	Additionally, as part of the latest round of development of IDI Study, our web developers compiled and distributed an online questionnaire to all students requesting feedback on current features and suggested areas for development This in turn allowed us to gather information on usability which impacted directly on the build Students were invited to test the new features and feed back as appropriate	support advisors, and pertinent points raised are then fed into an action plan			and 11) and annually to University of Hertfordshire Quality Team via AMERs	reports
• online student support mechanisms identify students who are not engaging with their learning (paragraph 2.5)	Student support advisors support students throughout their studies Engagement registers are completed weekly by tutors to record and report student engagement with their studies All students that are not engaging with their studies adequately are contacted directly by Student Support	Completion and analysis of weekly engagement registers Registers are reviewed weekly by Student support advisors New students are initially contacted by telephone during the first two weeks of study if they have not engaged sufficiently Standard 'Study Concern' messages are sent out by	Weekly Each semester - week 1 or 2 Twice per semester	Student support advisors Student support advisors Student support	Academic Quality Team, Head of Academic Quality Academic Quality Team Senior Management	Senior Management Team (weeks 2, 4, 6 and 8) Management Team Reports

Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
		Student support advisors in weeks 2 and 4	(weeks 2 and 4)	advisors	Team Meeting - (weeks 2 and 4)	
		Standard 'Study Concern' messages are sent out by Course managers in weeks 6 and 8	Twice per semester (weeks 6 and 8)	Course managers	Senior Management Team Meeting - (weeks 4 and 8)	
The team considers that it is **desirable** for the Institute to:						
• to map policies and procedures to the Quality Code (paragraph 1.9)	Create a document mapping IDI policies and procedures to the Quality Code and make available to all IDI staff	Completion of a table which maps the Quality Code to IDI policies and procedures	June 2014	Academic Quality Team	Head of Academic Quality/ Senior Management Team	Completed table in place
• continue to explore ways to develop and implement a formal student representative system and an employers and alumni liaison	**Allumni** Development of a new public website which will include an area for IDI alumni and supporters The specific aims of the site are as follows: • to provide an online platform for an	Information gathering: research current technologies that are available for integration within the alumni area to showcase portfolios Market research into existing platforms, in relation to provision by	Oct 2014 Oct 2014	Marketing/ Web Development Team Product Development Manager	Senior Management Team Head of Web Development /Senior	Alumni site in place with employer contributions Student/graduate participation and subsequent feedback

international creative network to communicate with IDI, graduates and field experts	other online providers			Management Team
• to facilitate and support the professional development of all IDI students following the completion of their studies	User journeys completed to provide a natural flow and ease of use to the site and ways of providing support	Oct 2014	Head of Web Development /web developers	Senior Management Team
	Wireframe functionality of site/design of site/site build	Oct 2014	Web developers	Senior Management Team
Proposed features: Portfolios For IDI students and graduates to display work from their course and professional career, to peers, supporters and potential employers, as well as to the general public	Inform graduates and current students about the functionality of the new alumni area	Oct 2014	Admissions team	Head of Web Development
	Design an Alumni Forum to maintain a community for students and staff	Oct 2014	Web and Online Coordinator	Head of Web Development
Jobs A live job RSS feed providing both national and international opportunities				
Employers may also have the opportunity to post new jobs or feature art and design-related jobs Events A live events RSS feed				

	providing details of national and international art shows, exhibitions and so on					
	There is the possibility that the feed could be localised dependent on the profile preferences of each user					
	Resources Regularly updated helpful tips, articles and links to assist students in their future careers					
	Example content would include articles detailing tips for writing CVs and covering letters to featured articles from people working in the given industry					
	Industry News The news feed on the homepage of the site will use an RSS feed to source art and design-related articles from a number of various sites which will include our own blog posts					

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Student Representation Investigate implementation of additional student representation within IDI study student body	Research role in other institutions to ascertain requirements of role, and breadth of proposed responsibilities	Oct 2014	Course managers	Head of Academic Quality/ Senior Management Team	Student participation and subsequent feedback
	Investigate how additional student representation would enhance current IDI practice in relation to quality processes	Oct 2014	Course managers	Head of Academic Quality/ Senior Management Team	
	Compile role proposal	Oct 2014	Course managers	Head of Academic Quality/ Senior Management Team	
	Explore technical options and requirements in relation to proposal	Oct 2014	Course managers/ Web Team	Head of Academic Quality/ Senior Management Team	
	Explore implementation of reporting mechanisms	Oct 2014	Course managers	Head of Academic Quality/ Senior Management Team	

• continue to develop and implement a formal mechanism to provide effective oversight of its staff and their continuous professional development (paragraph 2.9).	Develop a formal mechanism to provide an oversight of continuous professional development for staff The aim of this is to identify and support opportunities for staff to engage in development activities which will: • benefit the organisation • enable individuals to work more effectively • enhance the professional profile of the individual	Incorporate an assessment of professional development needs into the formal performance review calendar, which encompasses both permanent office-based staff and tutors and others working on a for-services basis, as appropriate	Oct 2014	Middle managers	Senior Management Team and IDI Board	The evaluation process will use evidence gained from individual staff reviews and assessment of team and organisation performance, including: Review of key performance indicators (individual/team/ organisation) against targets set
		Identify appropriate professional development opportunities, with a particular focus on those which may lead to nationally-recognised qualifications	Oct 2014	Middle managers		
		Allocate an annual budget to support professional development activities	Oct 2014	Senior Management Team		Individual performance appraisal reviewing role profile
		Incorporate evaluation of the outcomes of any professional development activities undertaken into the annual performance review schedule	Oct 2014	Middle Managers and Senior Management Team		Individual feedback on outcomes of staff development activities
		Develop an organisational map; highlighting overall professional activity levels, and outlining the	Oct 2014	Senior Management Team		Results of annual profiling (external)

		professional qualifications profile of the company				

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

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

Glossary

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

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

academic standards The standards set and maintained by degree-awarding bodies for their
courses (programmes and modules) and expected for their awards. See also **threshold
academic standards**.

awarding body A UK higher education provider (typically a university) with the power to
award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher
Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act
1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA
(in response to applications for taught degree-awarding powers, research degree-awarding
powers or university title).

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

differentiated judgements In a Review for Specific Courses Designation, separate
judgements respectively for the provision validated by separate awarding bodies.

enhancement The process by which higher education providers systematically improve the
quality of provision and the ways in which students' learning is supported. It is used as a
technical term in QAA's review processes.

external examiner An independent expert appointed by an institution to comment on
student achievement in relation to established academic standards and to look at
approaches to assessment.

framework for higher education qualifications A published formal structure that identifies
a hierarchy of national qualification levels and describes the general achievement expected
of holders of the main qualification types at each level, thus assisting higher education
providers in maintaining academic standards. QAA publishes the following frameworks:
The framework for higher education qualifications in England, Wales and Northern Ireland
(FHEQ) and *The framework for qualifications of higher education institutions in Scotland*.

good practice A process or way of working that, in the view of a QAA review team, makes a
particularly positive contribution to a higher education provider's management of academic
standards and the quality of its educational provision. It is used as a technical term in QAA's
review processes.

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

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

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

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reviews and reports.

programme (of study) An approved course of study that provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes** of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider(s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-**awarding bodies** or **awarding organisations**. In the context of Review for Specific Course Designation the term means an independent college.

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

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **subject benchmark statements**. See also **academic standards**.

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