



INTO Manchester

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

February 2012

Key findings about INTO Manchester

As a result of its Review for Educational Oversight carried out in February 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 The Northern Consortium of UK Universities (NCUK).

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 organisation.

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**:

- well organised and comprehensive admissions procedures help students make the correct choice of programme and ensure that their admission is based on the published criteria set by the awarding organisation (paragraph 2.4)
- INTO Manchester has comprehensive processes and procedures which provide effective support for students throughout their studies (paragraph 2.7).

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:

- make sure that the role of the Academic Board, the development of the Quality Assurance Manual and the operation of the Staff-Student Liaison Committee are well established to help the quality assurance framework become fully operational (paragraphs 1.3, 2.3)
- fully implement internal moderation procedures to provide consistency across all assessments (paragraph 1.6)
- fully implement the policy on providing detailed written feedback on assessed work to enhance students' opportunities for future learning (paragraph 2.8).

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

- develop the use of the virtual learning environment to enhance student learning (paragraph 2.6)
- implement the planned changes in information technology resources to improve access for students (paragraph 2.11)
- improve the programme handbooks and module materials to provide more comprehensive information for students (paragraph 3.3).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at INTO Manchester (the provider). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of The Northern Consortium of UK Universities (NCUK). The review was carried out by Dr Glenn Barr, Dr Elizabeth Briggs, Dr Brian Giddings (reviewers) and Dr Peter Steer (coordinator).

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

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

- 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](#).

INTO Manchester was established in March 2008, initially as a joint venture between INTO University Partnerships and one of the further education colleges in Manchester. Since August 2009 it has been a private institution, wholly owned by INTO University Partnerships, a network of centres in the UK and the USA, which have been created by partnering with higher education institutions. The aim of INTO University Partnerships is to create a quality educational experience for international students, which guarantees them appropriate progression to higher education. INTO Manchester delivers a variety of programmes for international students, either to prepare them for study at higher education institutions in the UK or to improve their English language skills. INTO Manchester has strategic partnerships with the University of Manchester and NCUK to offer students a range of progression opportunities appropriate to their educational background and their performance on the programmes delivered by INTO Manchester. NCUK is the awarding organisation for the higher education programmes at INTO Manchester.

INTO Manchester is located on three floors of a building in the centre of Manchester. It is organised into four programme areas entitled: Graduate Diploma, International Diploma in Business, Foundation and A Levels, and English Language. Each has a manager reporting to the Academic Director, who is responsible for the overall academic delivery and quality assurance. Programmes are supported by teams providing student services and academic support. In 2010-11, there were 904 enrolments, the peak period being between April and June when there were 757 students, including 50 different nationalities. At the time of the review, the total student body was 708 students. Of these students, 65 were taking the International Diploma in Business and 63 the Graduate Diploma. The remaining students were taking English Language, A Level and Foundation programmes. All students are full-time and are funded privately.

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

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

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

The Northern Consortium of UK Universities (NCUK)

- Graduate Diploma
- International Diploma in Business

The provider's stated responsibilities

Student recruitment and induction is an INTO Manchester responsibility as is the provision of suitable resources to support learning. NCUK sets most of the assessments, provides external examiners and undertakes external moderation of work. INTO Manchester staff grade completed work, are responsible for internal moderation, and produce the feedback to students. The production of programme and module materials is jointly undertaken by INTO Manchester and NCUK. Information available externally in brochures or on the website is also a shared responsibility.

Recent developments

There has been some growth in student numbers since INTO Manchester was founded, partly as a result of the start of the International Diploma in Business programme. Some additional space was acquired in 2009.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team and did so in December 2011. Student representatives from across the institution, not just from higher education programmes, compiled the student submission, based on meetings with other students and supplemented by the results of past student questionnaires. The report is independent and balanced and was produced almost entirely by the students. Some of these student representatives met the coordinator at the preparatory meeting and the team at the review. All student involvement was helpful for the team and provided an insight into a number of topics, including the development of information technology facilities over time.

Detailed findings about INTO Manchester Limited

1 Academic standards

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

1.1 The responsibilities of INTO Manchester in offering higher education programmes are clearly identified in its partnership arrangement with NCUK. The partnership agreement commits INTO Manchester to manage academic standards, following procedures, policies and criteria set out in the NCUK Quality and Operations Manual. NCUK has responsibility for setting most of the assessments, providing external moderation of completed scripts and appointing external examiners. Delegated responsibilities include: first marking of assignments and the provision of feedback to students, internal moderation, and providing effective self-evaluation of programmes through annual monitoring.

1.2 There are some effective processes for the oversight of academic standards. The Centre Director, who reports to the INTO Board, manages the Academic Director who is responsible for the programme managers and their teams. The Academic Director manages the delivery of academic standards, supported by the programme managers. At the course level, programme committees provide an oversight of the maintenance and enhancement of standards, including the production of valuable annual monitoring reports. NCUK uses regular audits to ensure that INTO Manchester is managing academic standards effectively. The recent audit report for the Graduate Diploma has concluded that the programme delivers appropriate standards. INTO Manchester develops action plans in response to these audits which are monitored by NCUK. NCUK also produces a Centres Annual Report which makes comparisons of outcomes at different centres using its programmes and reviews the comments of external examiners to inform action plans. Programme teams are working together to identify and share good practice to support academic standards in cross-team groups set up by the Academic Board.

1.3 Recently, INTO Manchester has been developing its procedures in a way that has the potential to enhance its oversight of academic standards. The Academic Board, introduced this year and chaired by the Academic Director, oversees the quality and standards of programmes, for example by scrutinising programme committee minutes, external examiners' reports and student feedback. It met once at the time of the review. There is a new Quality Assurance Manual, which was distributed to staff in December 2011, that brings together a number of policies that were previously not available in one place and provides additional useful information. However, there is potential for the further development of the Quality Assurance Manual. For the elements of the INTO Manchester quality system that are new for this year it is too early to assess the full impact.

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

1.4 INTO Manchester policies and procedures relevant to academic standards are aligned with the Academic Infrastructure. This is often through NCUK documents and regulations that have been mapped against the Academic Infrastructure. For example, NCUK provides useful programme specifications and is responsible for programme design, monitoring and review, external examining, and substantial elements of assessment. Teaching staff who met the team confirmed their understanding of the sections of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*) relevant to academic standards.

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

1.5 Effective external moderation is in place to assure the maintenance of academic standards. The NCUK Academic Development and Quality Committee has overall responsibility for external examining processes, and has oversight of the appointment and employment of external examiners. Examination papers are set by NCUK. Final examination boards, attended by INTO Manchester staff, are managed directly by NCUK, and confirm student marks and awards. INTO Manchester staff provide extensive evaluative comments to NCUK on the nature of the assessment process and respond effectively to external examiners' comments. External examiners report on the effectiveness of the assessment process, which they consider to be generally fair with appropriate academic standards.

1.6 INTO Manchester's practice on the internal moderation of assessments is variable. On the Graduate Diploma programme, dissertation proposals and dissertations show clear evidence of internal moderation with appropriate annotation and helpful feedback to students. Assessment is linked clearly to the grading criteria. The International Diploma in Business ran for the first time in 2010-11. External examiners' reports indicate the need to ensure that internal moderation is undertaken on all assessed work and that it is clearly recorded. Student work seen by the team confirms variable practice. The Quality Assurance Manual also contains the statement 'with the agreement of the external examiners, limited second marking is acceptable for final examinations if insufficient time is available between exam and Exam Board for comprehensive second marking'. It is advisable for INTO Manchester to fully implement internal moderation procedures to provide consistency across all assessments.

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 organisation.

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 responsibilities of INTO Manchester concerning the quality of learning opportunities are clearly stated in its partnership agreement. Delegated responsibilities include: student recruitment and induction, staff development, collecting and acting on feedback from students, and ensuring appropriate learning resources.

2.2 INTO Manchester has generally effective management processes to ensure that the quality of learning opportunities are monitored and enhanced. The management structures described in paragraphs 1.2 and 1.3 are also relevant to the management of the quality of learning opportunities. These structures inform the system for allocating resources, which is at present largely the responsibility of the Centre Director. There is an aim of further delegation of budgets to programme managers and other managers in the near future. NCUK audits provide clear evidence that teaching and learning, student support and resources are kept under review in line with the awarding organisation's requirements.

2.3 Evaluation of the provision is helped by extensive feedback from students. This is particularly so at the programme level where questionnaires, focus groups and informal feedback provide valuable information. Students report that this information is used by staff to make changes, often by management action. However, some programme committee

minutes indicate that actions are sometimes not followed up systematically in subsequent meetings. The introduction this year of the Staff-Student Liaison Committee allows more gathering of feedback from students at an institutional level. It gives students from across all programmes at INTO Manchester a valuable opportunity to discuss their concerns, which have included the information technology provision. It is advisable for INTO Manchester to make sure the role of the Academic Board, the development of the Quality Assurance Manual and the operation of the Staff-Student Liaison Committee are well established to help the quality assurance framework become fully operational.

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

2.4 INTO Manchester uses as a guide the relevant precepts of the *Code of practice*, although it has not undertaken an explicit mapping exercise. Detailed policies and procedures support the quality of learning opportunities from initial application to progression to further study. For example, clear procedures document support for disability in accordance with legislation and the *Code of practice, Section 3: Disabled students*. INTO Manchester has comprehensive admission procedures, including detailed entry requirements, which are well organised and articulated clearly in a variety of documents in accordance with the *Code of practice, Section 10: Admissions to higher education*. Robust cross-checking and recording mechanisms provided by the INTO University Partnerships central admissions provide an independent additional check that students are recruited in line with the published requirements and are supported effectively according to their qualifications upon entry. Students indicate that admissions are undertaken fairly and effectively in accordance with their needs. Well organised and comprehensive admissions procedures help students make the correct choice of programme and ensure that their admission is based on the published criteria set by the awarding organisation. This is good practice.

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

2.5 INTO Manchester has a number of effective mechanisms for providing an oversight of learning and teaching. Management observations of teaching are scheduled to ensure that all staff are observed on an annual cycle and receive feedback against a standard checklist which also requires an evaluative commentary. Peer observations of teaching are useful in sharing effective practice and developing programme team cohesion. INTO Manchester undertakes an annual personal development review with all staff which results in an action plan and helps develop shared objectives. Student questionnaires provide valuable evidence to aid the evaluation of teaching and learning. Student satisfaction with the learning experience has increased from 80 per cent in 2009-10 to 93 per cent in 2010-11.

2.6 Appropriate teaching methods are used, although the use of the virtual learning for teaching is limited. These include the progressive development of autonomous learning on the Graduate Diploma programme. Students are supportive of the teaching and learning that they receive. They indicate that role play, case studies, small group discussions and visits are particularly effective in advancing their learning. Developing learning by electronic means is a key element of INTO Manchester's approach to programme delivery. Although in the early stages, there is a commitment to increase the use of the virtual learning environment and social media. On the International Diploma in Business programme, a few modules, including Organisational Behaviour and Sociology, provide comprehensive materials such as lecture notes, presentation slides, video clips and website links. The Graduate Diploma site contains only guidance on learning logs. Staff training, and the creation of a user group, are encouraging the sharing of good practice. However, there is

little institution-wide guidance to ensure a rapid expansion of the use of the virtual learning environment. It is desirable for INTO Manchester to develop the use of the virtual learning environment to enhance student learning.

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

2.7 An extensive range of valuable processes and procedures are available, both overseas and in the UK, to support students with the cultural and emotional upheaval of studying in another country. Staff and former students are available to answer queries from prospective students, face-to-face, online and through social media. Comprehensive induction programmes and supporting documentation anticipate the needs of new students. Procedures provide students with a clear, staged framework to support their learning with a significant emphasis on attendance. Student support services staff respond effectively to welfare issues raised by students or programme leaders. Students reported that substantial informal contact and regular tutorials provided them with a high level of personal and academic support. Students receive a copy of their tutorial record which they find useful to identify actions needed to improve. Detailed student files and individual study plans provide a very effective tracking system and ensure that students receive appropriate levels of support. INTO Manchester provides extensive support for students' progression to further study, for example, by helping with UCAS applications. It has comprehensive processes and procedures providing effective support for students throughout their studies, which constitutes good practice.

2.8 Although detailed feedback to students on their written work is an institutional aim which is often achieved, some feedback has been very limited. For example, on the accounting modules for the International Diploma in Business, the amount of feedback on the sample of student work seen by the team is small and of little help to students in preparing for future assignments. Marked work for the current year exhibits an improvement in the extent and quality of the feedback on some modules. However, overall weaknesses remain in providing developmental feedback linked to the intended learning outcomes. Students report that the overall level of feedback, including verbal feedback during academic tutorials and during formative activities, is sufficiently supportive to allow them to improve their work in the future. It is advisable for INTO Manchester to fully implement the policy on providing detailed written feedback on assessed work to enhance students opportunities for future learning.

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

2.9 INTO Manchester provides valuable developmental opportunities which support staff delivering the provision. It encourages staff to attend conferences, maintain membership of professional bodies, and update subject knowledge and skills. The annual INTO conference is effective in sharing good practice across the national and international teams in the INTO University Partnerships group. INTO Manchester staff contribute to the conference workshops. Induction processes for new staff include formal orientation information as well as team-based induction activities focusing on academic regulations, assessment and marking for academic staff. INTO Manchester provides support for developing programme materials, scholarly activity and further qualifications through adjustments to annual timetables. It keeps detailed records showing that staff development activity provides proper support for delivery of the provision. Through the Academic Board, INTO Manchester is developing its ability to share good practice across programme teams, for example, on the use of the virtual learning environment. The Centre Director is introducing more devolved budgets, allowing staff development needs to be more quickly identified at programme level and by individuals as part of their personal development reviews.

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

2.10 INTO Manchester provides sufficient resources to support the provision. It uses the procedures, discussed in paragraphs 1.2, 1.3, 2.2 and 2.3, to monitor and evaluate the effectiveness of resource provision. The Learning Resource Centre provides an appropriate range of learning materials. Improvements to the book stock continue in line with programme developments. Students make extensive use of the Learning Resource Centre website and electronic provision of periodicals. They have limited but useful access to the physical and electronic resources at the University of Manchester Library.

2.11 INTO Manchester recognises that improvements to the information technology resources would be beneficial and has commenced a programme of improvement. It has taken steps to improve the quality and reliability of information technology resources through strengthening the wireless system, appointing a member of staff with responsibility for maintaining and improving the system and the purchase of new software. The current network agreement with a local college lapses in August 2012. It imposes severe restrictions on usage. INTO Manchester is planning significant improvements to its computer facilities and access to electronic books after the end of this agreement. It is desirable to implement the planned changes in information technology resources to improve access for students.

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 INTO Manchester, in conjunction with INTO University partnerships, produces a wide variety of accurate information that fully reflects its responsibilities under its partnership agreement. Public information is widely available as part of the worldwide operation of INTO University Partnerships. INTO Manchester provides information in a variety of forms, including brochures, fliers, banners, its website, and the use of social media. Brochures are translated into appropriate languages for use abroad. Entry requirements and admissions procedures are fully documented in the marketing materials and also in the NCUK entry directories. The website is well organised and allows potential students to access easily details relating to INTO Manchester, its programmes and entry requirements. Pre-arrival information is distributed to all students in accordance with the student support and guidance statement. The pre-departure guide is sent to students upon confirmation of their place. Additional useful information includes a range of videos and a key facts booklet. INTO Manchester provides extensive and accurate information about onward progression to higher education. Each NCUK partner university has clear progression criteria and these are publicised in INTO Manchester marketing information. UCAS information is widely available and students receive personalised information and guidance through tutorials, higher education fairs, visits by university link tutors and by returning students. Academic information is available in a student handbook relevant to all INTO Manchester students, programme-specific handbooks and module materials. Programme specifications are produced by NCUK. Much of this academic information is accessible on the virtual learning environment.

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

3.2 Clear and effective procedures are in place to ensure accuracy and completeness of information in publicity materials. A well defined division of responsibility for the accuracy of publications exists between INTO Manchester, INTO University Partnerships and NCUK. INTO Manchester is responsible for academic information while INTO University Partnerships is responsible for corporate-level information. There are clear procedures to make changes on a regular basis as circumstances dictate and to implement the changes quickly. Amendments to hard copy and the website are carried out by INTO University Partnerships in cooperation with INTO Manchester. The consideration of public information adheres fully to the NCUK processes and procedures. There is effective communication between all parts of INTO University Partnerships group and its associates in different parts of the UK and the world to ensure consistency in the various sources of information. INTO University Partnerships trains overseas staff on a regular basis to maintain their effectiveness and to make sure the information given to students is correct. INTO Manchester and INTO University Partnerships regularly obtain student opinions on the information available to students. At INTO Manchester, students feedback their opinions on all the published information they receive through student representatives and an end-of-programme questionnaire. Their views indicate a clear understanding of the entry requirements before joining the programme and that the information they receive is valuable and matches their experiences at INTO Manchester. INTO University Partnerships undertake corporate-wide surveys, differentiated by centre, which also show high levels of satisfaction.

3.3 Responsibility for programme and module handbooks lies with local staff with no extensive guidance at the institutional level. There is little additional oversight of these materials above the level of individual staff responsibility. As recognised in the self-evaluation, the format and scope of programme handbooks varies between the International Diploma in Business and the Graduate Diploma. For example, the handbook for the International Diploma in Business has little on student appeals. INTO Manchester has identified this as an area for further development. The module materials on the International Diploma in Business are based very strongly on unit specifications from NCUK and lack local contextualisation to help learning. It is desirable to improve the programme handbooks and module materials to provide more comprehensive information for students.

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

INTO Manchester Limited action plan relating to the Review for Educational Oversight February 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"> well organised and comprehensive admissions procedures help students make the correct choice of programme and ensure that their admission is based on the published criteria set by the awarding organisation (paragraph 2.4) 	<p>INTO Manchester Admissions team to meet with Central INTO University Partnerships Admissions Team regularly to ensure streamlined admissions procedures</p> <p>Regular individual visits to the Centre by key education agents and larger familiarisation trips, as appropriate are to continue This is to ensure agents have first-hand experience</p>	<p>April 2012 and then annually</p> <p>April 2012 for familiarisation trip</p> <p>Other visits continuous during each year</p>	<p>Admissions Team Leader</p> <p>INTO Regional Office staff and INTO Manchester Recruitment Manager</p>	<p>Procedures consistently applied in both teams; 48 hour turnaround maintained; successful recruitment and arrival for each intake</p> <p>Feedback from agents in INTO annual agent survey</p> <p>Student satisfaction in arrival surveys increases</p>	<p>Centre Director</p> <p>Centre Director and INTO Manchester Board</p>	<p>Post-arrival feedback after each intake (November, February, May and July); student recruitment numbers; Centre Director Board reports</p> <p>Increase in student and agent satisfaction levels each year for admissions process</p>

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 organisation.

	when counselling students					
	Continued training for INTO Regional Office staff and Agents on entry requirements to take account of any changes between recruitment cycles	Annually or as any changes are made by the NCUK	Head of Student Services and Recruitment Manager	All students arrive with appropriate study plans tailored to their qualifications	Centre Director and INTO Manchester Board	Students have appropriate progression options available to them; students progress to appropriate institutions; progression data
<ul style="list-style-type: none"> INTO Manchester has comprehensive processes and procedures which provide effective support for students throughout their studies (paragraph 2.7). 	Develop the usage of Moodle as a virtual learning environment across all programmes	Initial stage by August 2012 and then annual evaluation	Academic Director and Programme leaders	Extension of Moodle site to encompass all modules and greater resources; support materials for each module on Moodle	Centre Director	Staff feedback at end of 2012-13 academic year; Student feedback at end of 2012-13 academic year; Annual reports;
	Provide information technology upgrades: Learning Centre computer upgrade, interactive whiteboard upgrade in centre and improved Wi-Fi connection	First stage September 2012 and then August 2013	Operations Manager and INTO University Partnerships and information technology support team	Feedback from students and staff in Programme committee meetings, student representative meetings and Staff-Student Liaison Committee meetings; increased usage of information	Centre Director and INTO Manchester Board	Student satisfaction surveys; staff feedback; annual reports

	Target extra support classes for relevant students	August 2013	Programme leaders Academic Director	technology resources within teaching 'At risk' students identified by week 5 of the programme; attendance at additional classes during the academic year;	Academic Director	Progression rates; student feedback;
	Develop Personal, Social, Health and Education (PSHE) programme for the Centre	By September 2013	Accommodation and Welfare Manager and Welfare Team	Decrease in welfare cases; closer liaison between Welfare Team and academic staff	Head of Student Services	Comprehensive programme available for all students; introduction during orientation; attendance on programme
Advisable		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"> make sure that the role of the Academic Board, the development of the Quality Assurance Manual and the operation of the Staff-Student 	Review of role and effectiveness of centre-wide bodies introduced in the current academic year: The Academic Board and The Staff-Student Liaison	August 2012 and then annually in August	Academic Director	Relevant feedback from external audits Staff and Management feedback in current academic	Centre Director	Annual reports; external audits; Management Team meetings; Academic Board minutes

<p>Liaison Committee are well established to help the quality assurance framework become fully operational (paragraphs 1.3, 2.3)</p>	<p>Committee</p> <p>Review of the Quality Assurance Manual and Staff Development Manual, with relevant modifications for 2012-13</p> <p>Close monitoring of quality assurance events by Academic Board</p>			<p>year</p> <p>Student feedback in current academic year</p>		
<ul style="list-style-type: none"> fully implement internal moderation procedures to provide consistency across all assessments (paragraph 1.6) 	<p>Higher education staff to ensure that all assessed work is second line marked in accordance with Northern Consortium of UK Universities (NCUK) sampling methods</p> <p>Include standardisation exercises to Quality Assurance calendar at relevant points in academic year</p>	<p>August 2012</p>	<p>Academic Director and Programme leaders</p>	<p>Feedback from external examiners showing evidence of second line marking and standardisation exercises</p>	<p>Centre Director</p>	<p>External examiners reports; annual reports; Northern Consortium of UK Universities audits</p>
<ul style="list-style-type: none"> fully implement the policy on providing detailed written feedback on assessed work to enhance students' 	<p>Use a standardised feedback pro forma across an individual programme which complements the NCUK marking</p>	<p>May 2012</p>	<p>Programme leaders</p>	<p>Feedback from external examiners showing evidence of comprehensive</p>	<p>Academic Director</p>	<p>Academic Board meetings; Programme Committee meetings; annual reports; external</p>

opportunities for future learning (paragraph 2.8).	criteria grid			feedback sheets Student feedback 2012-13 academic year and ongoing annually		examiners reports
Desirable						
The team considers that it is desirable for the provider to:						
<ul style="list-style-type: none"> develop the use of the virtual learning environment to enhance student learning (paragraph 2.6) 	Enhance the usage of Moodle across curriculum teams and to individual members of staff through a designated Moodle Leader	August 2013	Programme Leaders and Moodle Leader	Development of material on Moodle for each module by August 2012 and monitored at each Academic Board in 2012-13 Student feedback 2012-13 academic year	Centre Director	Material on Moodle site on individual modules; Academic Board meetings; Academic Team meetings; student feedback; annual reports
	Set up a Graduate Diploma training day to consider and learn how Moodle can be utilised for research activities	September 2012	Graduate Diploma Programme Leader and Moodle Lead	Materials on Graduate Diploma modules	Academic Director	
	Use the cross-departmental Moodle Action Group	June 2013	Moodle Action Group	Materials available on Moodle across	Centre Director	Annual reports; Moodle materials; student and staff

	<p>to spread good practice across teams Includes exploring the usage of Moodle for non-teaching teams - how best utilised by the Resource Centre, and as a repository of information for Student Support, Academic Services and Human Resources</p> <p>Promote the usage of Moodle among students through information and communication technology classes at the beginning of the 2012-13 academic year</p>	December 2012 and ongoing	Programme leaders	modules and covering non-academic matters Orientation programme; student feedback	Academic Director	feedback Student feedback
<ul style="list-style-type: none"> implement the planned changes in information technology resources to improve access for students (paragraph 2.11) 	<p>Upgrades and improvements: Learning Centre computer upgrade, interactive whiteboard upgrade and improved Wi-Fi connection</p> <p>Migration from</p>	August 2012 initial stage and by August 2013 second stage and then ongoing	Operations Manager and INTO University Partnerships information technology support team	Feedback from students and staff in Programme Committee meetings, student representative meetings and Staff-Student Liaison Committee	Centre Director and INTO Manchester Board	Student satisfaction surveys; staff feedback; annual reports

	Manchester College systems to INTO systems, and subsequent establishment of internal helpdesk			meetings; increased usage of information technology resources within teaching		
<ul style="list-style-type: none"> improve the programme handbooks and module materials to provide more comprehensive information for students (paragraph 3.3). 	Design a template including generic (centre-wide) information for relevant programme managers to further populate with programme-specific information; generic information to include centre-wide processes and procedures along with relevant information on student services, academic support and the Resource Centre; programme managers to populate the handbook further with information including programme design, module descriptors and teaching staff	June 2012 and reviewed annually	Academic Support Manager and Programme leaders	<p>Completion of handbooks by relevant programme managers in advance of Academic Board August 2012</p> <p>Student feedback 2012-13 academic year</p>	Academic Director	<p>Programme handbooks;</p> <p>Quality Assurance manual;</p> <p>Academic Team meetings;</p> <p>Academic Board meetings</p>

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: Handbook](#)⁴

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.

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