



This review method
is ESG-compliant

Annual Monitoring for Educational Oversight

INTO Stirling LLP

April 2025

Annual Monitoring: desk-based analysis of INTO Stirling LLP, April 2025

Outcome of the desk-based analysis

1 From the annual return and documentary evidence, the monitoring team concludes that INTO Stirling LLP (the Centre) is making **acceptable** progress on the implementation of their action plan.

Monitoring summary

2 The Centre has continued to embed the two features of good practice and is undertaking activities to meet the two desirable recommendations identified in the 2023 Educational Oversight-Exceptional Arrangements report. The review team considered the annual return and supporting documentation, as well as further information requested by the team as part of a desk-based analysis. The Centre is undergoing rebranding and, in the future, will be the University of Stirling International Study Centre with a new student management system to better support student data tracking. This will need to be reviewed at the next monitoring visit. There have been no material changes to the provision since the last review and the provider continues to effectively maintain academic standards and the quality of learning opportunities.

3 The 2023 Educational Oversight Review recognised the Centre's robust governance, strong student support, and commitment to quality assurance. The review also made two recommendations, including strengthening academic transition support through the Link Tutor role and strengthening staff development to facilitate a greater understanding of external reference points and their utilisation by both academic and professional support staff.

4 The features of good practice identified in the 2023 Review were the construction of the joint venture with the University of Stirling, the robust operational framework, and the strong focus on student transitions, all of which are still evident. The joint venture between the Centre and the University of Stirling (UoS) continues to operate within a governance framework which ensures that the responsibilities for academic standards and quality are appropriately discharged through a University validation (2024), annual programme monitoring and module review and student voice.

5 The recommendation to work with university partners to ensure the effective implementation of the Link Tutor role, was also identified in the recent University validation process. Work is underway to increase engagement with relevant university faculty academic and professional services staff to improve curriculum integration and student academic preparedness. The Centre has continued to develop its student onboarding and transition support mechanisms through the revised Link Tutor model that provides access to a wider range of people and events within the university. Students now benefit from an increase in the availability of digital resources, and participation in practical science sessions, university classes, lectures and seminars and meetings with alumni students.

6 The second recommendation was to strengthen staff development to facilitate a greater understanding of external reference points and their utilisation by both academic and professional services staff. Activities undertaken to address this include training on assessment and moderation, academic integrity and artificial intelligence and annual

curriculum review events. Staff also engage with the INTO Teaching Standards requirements. Training and development events for both academic and professional support staff has ensured their understanding and implementation of external reference frameworks, including the UK Quality Code, SCQF Level Descriptors, and Subject Benchmark Statements. However, the team noted that the provider's Quality Handbook was last reviewed in 2022, and the Centre should continue to revise this to embed the 2024 version of the UK Quality Code. This will be reviewed at the next monitoring visit. The provider continues to use external examiners as external reference points when reviewing the standards of its provision to support the ongoing improvement of the quality of its programmes. The Centre also plans to make better use of its external examiner reports which will need to be reviewed at the next monitoring visit.

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