



CAPA The Global Education Network Ltd

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

April 2021

About this report

This is a report of a review under the Recognition Scheme for Educational Oversight conducted by the Quality Assurance Agency for Higher Education (QAA) at CAPA The Global Education Network Ltd. The review took place on 13 April 2021 and was conducted by a review team, as follows:

- Dr Jenny Gilbert (reviewer)
- Dr Terence Clifford-Amos (reviewer).

The main purpose of the review was to:

- produce a commentary on how effectively the provider discharges its responsibilities for academic standards
- make judgements about the provider's delegated responsibilities for the management of quality and improvement of learning opportunities
- report on any features of good practice
- make recommendations for action.

A summary of the key findings can be found in the section starting on page 2. The context in which these findings should be interpreted is explained on page 3. Explanations of the findings are given in numbered paragraphs in the section starting on page 5.

The impact of COVID-19

As a result of the COVID-19 pandemic, the review was conducted online and included meetings with senior management teams, teaching staff and students. The scope of the evidence considered, and the nature of the judgements and operational milestones have remained the same but with some adjustments due to the online format. A risk assessment was carried out prior to the review to identify and mitigate any potential risks.

The QAA website gives more information [about QAA](https://www.qaa.ac.uk/about-us) and its mission.¹ More information about the review method can be found in the [published handbook](https://www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-for-providers.pdf).²

¹ www.qaa.ac.uk/about-us

² www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-for-providers.pdf

Key findings

The QAA team considered evidence relating to the educational provision at CAPA The Global Education Network Ltd ('CAPA'), both information supplied in advance and evidence gathered during the visits of the review itself. The review has resulted in the key findings stated in this section.

Judgements

The QAA team formed the following judgement about CAPA The Global Education Network Ltd.

- **Confidence** can be placed in CAPA's management of its responsibilities for the quality of the learning opportunities.

The QAA review team also concluded that the provider **satisfactorily** manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

Good practice

The QAA team identified the following **features of good practice** at CAPA The Global Education Network Ltd.

- The understanding of transnational educational differences that enhances the awareness of learning experiences and facilitates a common language of appreciation (paragraph 2.7).
- The management, support and evaluation of remote internship arrangements to enhance the student learning experience (paragraph 2.24).
- The rapid and skilled technical adjustments to pedagogy and support requirements for online learning due to the current pandemic (paragraph 2.30).
- The wide range of staff development activities in place, that include opportunities for in-house publication (paragraph 2.37).

Recommendations

The QAA team makes the following recommendations to CAPA The Global Education Network Ltd.

By the start of the new academic year:

- It is **advisable** to ensure that there is a process for approving minor modifications to modules and recording this approval, and that details of the process are documented in the appropriate handbooks (paragraph 1.11).
- It is **desirable** to consider the creation and dissemination of a discrete annual professional-development report (paragraph 2.37).

Context

CAPA The Global Education Network Ltd (CAPA), formerly CAPA International Education Foundation Ltd, is an international education organisation based in Boston, Massachusetts. It provides study abroad programmes for students registered with a wide range of US colleges and universities, who enrol in academic courses and internships as part of their US degree requirements.

CAPA has been delivering study abroad programmes since 1972, and now has centres in Argentina, Australia, China, Ireland and Italy, as well as in London, which is the focus of this review. Its mission is to provide meaningful experiences that challenge and inspire students to analyse and explore complex political, cultural and social landscapes within urban environments. Through its commitment to personalised learning, global connections through technology, and collaborative learning communities, it aims to prepare students to live and work in a globally interdependent and diverse world.

CAPA's responsibilities normally include designing syllabi, contracting and monitoring teaching faculty, providing teaching, cultural activities and residential accommodation, and offering academic and personal orientation and support for students. Its courses are subject to the formal approval of students' home institutions and CAPA's Curriculum Committee and The School of Record. Credits for CAPA courses are issued by the home institution or CAPA's School of Record (the University of Minnesota). CAPA itself does not offer academic credits. Formal agreements are in place for all such partnerships, and all students at CAPA London are enrolled in US-accredited, degree-awarding institutions.

In addition to being reviewed by the Quality Assurance Agency, CAPA London is subject to a number of reference points external to the location. Not all are external to CAPA. There is a comprehensive internal review by the Academic Advisory Board (AAB) of CAPA conducted every five years that includes a four-day site visit. The last AAB site review was made in 2016. The next review is delayed as a result of the pandemic.

In accordance with the School of Record agreement, a comprehensive review is carried out by the University of Minnesota approximately every six years. More frequent informal visits, focusing on a particular programme, are made by special arrangement. A theatre programme visit was made in November 2019 and the last full School of Record review was in 2015. The next review is delayed as a result of the pandemic.

The Forum on Education Abroad is recognised by the US Department of Justice and the Federal Trade Commission as the Standards Development Organization for the field of education abroad. The Forum on Education Abroad granted recognition of CAPA's Quality Improvement Program (QUIP) on 7 May, 2012. This recognition is normally renewed every eight years and CAPA was due to be reviewed again by December 2020. A delayed visit was arranged for the week beginning 12 April 2021 and coincided with the 2021 QAA review visit. This QUIP report was not available at the time of the visit and, therefore, the review team was unable to consider its contents.

CAPA does not complete subject benchmarking against UK standards. However, the Global Business Institute programme that is approved by the School of Record (SoR) and co-branded by the University of Pittsburgh, provides validation for the College of Business Administration programmes. This relationship offers students modules that meet the subject standards set by the Global Studies Institute at the University of Pittsburgh.

There have been no students studying in person at CAPA London since the spring semester of 2020. All students were sent back to the US in March 2020 due to COVID-19 and completed their credits remotely.

In the summer of 2020, 94 students took for-credit, online classes in International Marketing, Comparative Healthcare Systems, Analyzing and Exploring the Global City, Global Perspectives on Human Rights in Action, Wrongful Convictions, and the Global Internship Course. In addition, 38 non-credit students were provided with mentoring on their remote placement.

In the autumn of 2020, 11 students took the Global Internship Course (GIC) and 103 non-credit students were provided with mentoring on their placement. A further 18 students are enrolled for spring 2021 - seven in the advertising class currently running and 11 in a GIC class to begin in late March.

As a result of COVID-19, several changes were made to administrative staff with five made redundant, four resignations, four fully furloughed, and a further six working reduced hours, partly furloughed or on sabbatical. 11 teaching staff on reduced hours have been contracted, as needed, for online courses since summer 2020.

The initial impact of the pandemic on the UK higher education system occurred with the first lockdown in March 2020. At this point the CAPA students in London returned to their home countries. It was therefore necessary for CAPA London to implement online learning rapidly in order to enable their current students to complete the semester. CAPA London developed contingency plans early in March with a plan to redesign modules for online delivery and provide training for staff. Two classrooms were converted from normal classrooms to 'global' classrooms with a wide range of technology. To facilitate the transfer from face-to-face teaching in London to remote delivery, a transition week was introduced in late March 2020 to allow time for staff training and preparation.

Detailed findings about CAPA The Global Education Network UK Ltd

1 Academic standards

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

1.1 CAPA is an international education organisation that works with higher education institutions in the US to provide academic programmes in eight cities around the globe, including London. This provides American students with study abroad opportunities, generally for a semester of 12 to 16 weeks, with shorter summer programmes of three to eight weeks. CAPA London works with the University of Minnesota, Twin Cities, as its School of Record (SoR). The University of Minnesota is accredited in the US by the Higher Education Council. The role of the SoR is to approve and accredit modules and programmes and, where necessary, award transcripts to students. Students at a number of universities are permitted to map some or all of their CAPA credits against their home programme. Where this mapping is not possible, students receive a transcript from the University of Minnesota.

1.2 CAPA currently offers three types of programmes - the first is the Global City programme, open to students from all higher education institutions in the US. While in London, students can enrol on Global City certificates in three areas: Global Business, Community Engagement, and Creative Arts. The second type of programme is the customised or hybrid programme that is designed by a university for its own students. Universities offering a customised programme are permitted to send their faculty to teach on the programme. From summer 2020 to spring 2021, US universities would not send their students to London. Instead, students were offered a limited number of online credit-bearing modules plus a non-credit bearing module providing mentoring for an online placement. All modules were made available to students online.

1.3 A third type of programme is offered by the University of Pittsburgh, as a key partner of CAPA and a source of many of its students. A certificate programme entitled the Global Business Institute is co-branded with the University providing validation for the College of Business Administration programmes. The modules offered within this programme meet the subject standards set by the Global Studies Institute at Pittsburgh. The State University of New York (SUNY), Oswego serves as Library of Record (LoR) for all CAPA centres, including London. It therefore provides electronic library access for all students and for CAPA faculty. Students are also able to use their home university library and CAPA faculty staff value access to the LoR.

1.4 The University of Minnesota, as the SoR, formally endorses CAPA's modules and programmes after reviewing them through their internal processes and accredits modules as equivalent to those offered at the University. Modules and programmes at all CAPA locations are overseen by CAPA's Academic Advisory Board (AAB). The board is responsible for oversight of curriculum development and is formed from representatives of the partner universities with whom CAPA works, some of whom are representatives of faculty, while others have roles as study abroad professionals.

1.5 The Vice-President for Academic Affairs, together with the Global Academic Management Team (GAMT), takes responsibility for quality assurance. The GAMT includes the academic directors from each CAPA location. The directors contract faculty, support their development, submit curriculum development proposals and oversee reviews of

programmes, and Annual Programme Assessments, together with ensuring that academic policies and procedures are implemented.

1.6 All curricula are set by CAPA, with approval from AAB and authorisation from the SoR. Draft module proposals include aims, learning outcomes and indicative reading. Proposals are submitted by faculty, staff or academic leadership and by partner universities. They are considered by the Associate Director of Academic Affairs, Faculty Chair and the Vice-President of Academic Affairs, in consultation with CAPA London's Academic Management Team. They are also considered at the annual away-day. Given approval at this stage, authors then complete a detailed syllabus consulting with groups of students, if that proves possible. The draft syllabus is forwarded to the Vice-President of Academic Affairs and CAPA's AAB Curriculum Subcommittee for final approval. This subcommittee includes faculty members, with relevant backgrounds, and representatives of the SoR. Following review, each draft syllabus is submitted to the University of Minnesota for approval. This process is normally completed at least six months before the module is due to operate.

1.7 Under normal circumstances, the only CAPA multicentre programmes delivered have been online. Students registered at CAPA London only attend modules in-person in London. However, since summer 2020, when all teaching moved online, with no students in-country, the pattern has been more complex. Students may be registered for an online internship with a company based in London, while the taught element of the global internship module may be delivered by a tutor based in Barcelona. Similarly, a student could be taking an internship with a company in Florence while at the same time studying a module taught by a London tutor. The students welcomed the opportunity to study online across Europe, although they regretted the fact they they could not visit London.

1.8 The initial impact of the pandemic on the UK higher education system occurred with the first lockdown in March 2020. At this point the CAPA students in London returned to their home country. It was therefore necessary for CAPA London to implement online learning rapidly in order to enable their current students to complete the semester. CAPA London developed contingency plans early in March with a plan to redesign modules for online delivery and provide training for staff. Two classrooms were converted from normal classrooms to 'global' classrooms with a wide range of technology. This was accomplished quickly because the enhancement of technology had been part of CAPA's longer term plan and was therefore expedited and was in place more quickly than had been anticipated. CAPA entitle their online learning as 'Globally Networked Learning' (GNL). To facilitate the transfer from face-to-face teaching in London to online delivery, a transition week was introduced in late March, to allow time for staff training and preparation. Faculty commented positively on the effectiveness of this directed one-to-one support.

1.9 In preparation for the uncertainty of the summer and subsequent semesters, CAPA London took full advantage of the opportunity to furlough staff in the UK and made the decision to move to online deliivery for the foreseeable future. Understandably, US partner universities were not prepared to send students for the 2020-21 academic year and CAPA therefore identified and negotiated a small number of modules to deliver online. CAPA adapted their Academic Standards and Policies document to address the situation where in-country study was not feasible. The intention was to provide US students with a global experience delivered in an online situation. A document was developed to communicate the standards for online teaching and learning.

1.10 Non-credit modules were offered for remote internships. Existing accredited modules were adapted to accommodate online delivery and to enable students to complete an online internship. The revisions to modules were undertaken at CAPA London after a three-way conversation between the Faculty Chair, the Assistant Director Academic Affairs

and the VP of Global Internships. The team was informed that there is no formal approval mechanism available for minor modifications due to CAPA's accreditation by the SoR. The team was also informed that CAPA is permitted to make changes to a module description, without reference to the SoR, up to a value of 20%, providing certain elements of the module description remain unchanged. There was no evidence available to confirm this statement within the SoR documents. The SoR Course Review Process designates the format for a syllabus but makes no reference to modifications. The Faculty Handbook indicates that the introduction of a new module must progress through the full approval cycle outlined above. There is no documented process for a modification to an existing module. The only documentation available to evidence the change made to a module is a copy of the original description and the revised description.

1.11 Minutes of a discussion with the SoR were submitted as supplemental evidence and these notes indicated that modifications are delegated to faculty or academic departments. In addition, a number of documents relating to module modification were submitted as supplemental evidence. These records of activity include a checklist and a document entitled 'Syllabus Compliance Notes'. These documents denote evidence of dialogue but do not provide evidence of a formal approval process. Minor modifications to assessment weightings, frequency or style of assessment are made in response to student feedback and external examiner comments. On some occasions, module modifications impact on the delivery of modules at other sites, resulting in dialogue and informal recording of such proposed changes. However, there is no formal approval process for minor modifications or strategic oversight by CAPA's Academic Advisory Board to ensure that outcomes remain consistent and transparent. The review team, therefore, **recommends** that it is advisable that CAPA London ensures that there is a process for approving minor modifications to modules and recording this approval, and that details of the process are documented in the appropriate handbooks.

1.12 Due to the current situation, fewer students than would normally be expected were available to meet the review team. It is therefore difficult to draw firm conclusions from the student perspective. CAPA gives written feedback and marks, or written feedback and pass/fail in the event of a non-graded module, shortly after module completion. The School of Record provides a transcript so the student has their credits confirmed. All students were positive about their experience, although some students reported receiving no feedback for an assessment. In one case a student did not know whether the module had been passed or failed until the SoR transcript was received several months later. All respondents had to wait several months for their formal transcript from the SoR. Faculty stated that all module results are posted on the CAPA virtual learning environment (VLE) and that students normally receive a mark or grade. Transcripts are produced by the SoR, following CAPA's submission of grades. CAPA London is aware that this process can be slow. The late distribution of transcripts by the SoR has been noted in the past but is outside the control of CAPA.

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

1.13 CAPA uses several reference points to assess its provision and assure the management of its academic standards, although not all are external to the location. It considers that it has multiple layers of quality assurance: the London Academic Management Team, the Academic Advisory Board, the School of Record, the individual partners who provide direct transcripts for their students studying with CAPA, the Forum on Education Abroad QUIP Review process.

1.14 CAPA London is subject to a comprehensive five-year internal review by the AAB. The AAB review team includes representatives from the SoR together with external

members co-opted for the event. The review includes a four-day site visit, and the last AAB site review was made in 2016.

1.15 In accordance with the SoR agreement, a comprehensive review is carried out by the University of Minnesota approximately every six years. More frequent informal visits, focusing on a particular programme, are made by special arrangement - for example, a theatre programme visit was made in November 2019. The last full SoR review was in 2015. Programme design and development must comply with the parameters laid down by the SoR. As outlined in paragraph 1.6, final approval of programmes and modules is given by the SoR, normally at least six months before a module or programme is due to operate.

1.16 The Forum on Education Abroad is recognised by the US Department of Justice and the Federal Trade Commission as the Standards Development Organization for the field of education abroad. The Forum on Education Abroad granted recognition of CAPA's Quality Improvement Program (QUIP) on 7 May, 2012. This recognition is renewed every eight years and CAPA was due to be reviewed again by December 2020. A delayed visit was arranged for the week beginning 12 April 2021 and coincided with the 2021 QAA review visit. This QUIP report is likely to be available approximately six to eight weeks after the visit.

1.17 CAPA does not complete subject benchmarking against UK standards. However, the Global Business Institute programme that is approved by the SoR and co-branded by the University of Pittsburgh provides validation for the College of Business Administration programmes. This relationship offers students modules that meet the subject standards set by the Global Studies Institute at the University of Pittsburgh.

How effectively does CAPA use external scrutiny of assessment processes to assure academic standards (where applicable)?

1.18 Although US higher education institutes are not required to appoint an external examiner, CAPA London chooses to employ one to act in a consultative capacity. The role of the external examiner is discussed further in paragraph 2.14. The current external examiner has been appointed on a one-year rolling contract since the start of academic year 2018-19. CAPA London has not designated a period of office and, due to a desire for continuity, has no plans to replace the current external examiner. The review team was informed that CAPA London implements recommendations from the external examiner.

<p>The team has concluded that CAPA satisfactorily manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.</p>
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2 Quality of learning opportunities

How effectively does CAPA fulfil its responsibilities for managing and improving the quality of learning opportunities?

2.1 CAPA fulfils its responsibilities for managing and improving the quality of learning opportunities, through its endeavours and successes in multiple higher-education methodologies, which include: Student Learning and Development Outcomes; maximising online learning opportunities; the virtual platform; financial support; co-curricular learning; bespoke academic support; critical reflection and evaluation; scholarship; external examining consultancy; thematic teaching; online delivery; and post-London student ambassadorial roles.

2.2 The academic provision includes information and advice on learning opportunities, support, syllabuses and accompanying academic advice, which are provided in hard copy in the first class session and also featured on the online Learning Management System. CAPA encourages reflection, critical evaluation, and relevant educational scholarship, all of which enrich students' academic experiences.

2.3 Although there were few students in attendance for interview, their response was unanimous in stating that online learning is meeting their needs. Staff are readily available with easy and quick communication and students are able to progress. They felt fortunate to have financial support with a scholarship from CAPA and US universities. The educational opportunities provided had been very helpful in deciding future career paths. Students reported that classes were enjoyable, enabling a 'fantastic experience'. Academic staff are well supported by CAPA. They are making greater use of discussions and quizzes and developing considerable confidence in engaging students and maximising opportunities with online learning.

2.4 New faculty are thoroughly inducted with all the necessary academic support, including grading guidelines, academic deadlines and protocols. CAPA states that the organisation only employs high-quality academic staff. Recruitment is based on a PhD, or its near completion. A master's degree has to be accompanied by extensive, relevant experience in a particular field, and a record of research and publication is helpful in the appointment process. For students there is academic orientation within the first three days of the students' arrival, which comprises: a presentation led by senior academic leadership, information on classes, academic requirements, expectations, support, learning resources which include virtual and library resources, and an introduction to co-curricular learning (a combination of formal and experiential learning).

2.5 Student Learning and Development Outcomes (SLDOs) are central to the design and development of all programmes. These applied outcomes are arranged across five areas: Globalisation; Urban Environments; Social Dynamics; Diversity; and Personal and Professional Development Skills. CAPA continuously endeavours to integrate these across all programmes, co-curricular activities and field studies. A major benefit of these five outcomes relates to student reflection and how they have impacted on and enhanced personal learning. SLDO reflection is further enhanced through the non-credit course 'Go Beyond' - designed to help students reflect on their time abroad. All Global City programme students are automatically enrolled in this online opportunity.

2.6 The QUIP interim report of 2015 noted themes in teaching, as in My Global City, 'align with CAPA's learning outcomes to create a transaction between formal and informal learning that makes the boundaries between different modes of learning porous'. Through a combination of formal and experiential learning, students become equipped to analyse

and research the host country. This varied approach also synthesises the multi and interdisciplinary curriculum, field studies and other experiential learning into the foundation of all courses and their assessments. Students spoke favourably about the London experience, recorded lectures, the possibilities for global networking and staff meeting their needs, and being readily available with easy and quick communication.

2.7 Online delivery across CAPA locations worldwide includes team-taught courses, global lectures, global projects and global communities. Students are able to connect to a global network of learners to experience transnational perspectives resulting from comparative analysis of specific topics across many countries. Teaching staff emphasise that, in the current climate, the students' world 'outside their doorstep' should not be perceived as either parochial or dangerous. In relation to transnationalism, the review team heard how staff take time to interpret transnational differences to explain and enhance the awareness of learning experiences in a common language of understanding. This is **good practice**.

2.8 CAPA's experience transitioning to total virtual teaching and learning, in response to the COVID-19 pandemic, has prompted the organisation to begin a process of evaluating the role of online delivery as originally conceived, and how lessons learned in spring 2020 might be applied to this important endeavour in the future. No new online programming is being considered at this time.

2.9 The Record of Achievement (RoA) award is a unique learning opportunity which may be awarded to students reaching outstanding cross or extra-curricular achievement during their London stay. The award affirms their extended learning. Former CAPA students who voluntarily participate in the Ambassador programme through first-hand knowledge, promote CAPA programmes at their home campuses.

2.10 CAPA is currently preparing for its next development when it is hoped the provider will move to new premises in London. CAPA is looking at connections in Hong Kong and Berlin.

How effectively are external reference points used in monitoring and evaluation processes?

2.11 The main external reference points used by CAPA are outlined in paragraph 1.16. CAPA has an Academic Standards Policy that aligns to the UK Quality Code for Higher Education (Quality Code) where relevant. The Quality Code has been a key part of faculty meetings with specific briefings undertaken and some mapping in the Faculty Handbook. CAPA is also aligned with the standards of the University of Minnesota as the organisation's SoR. CAPA's courses are reviewed and approved by the University of Minnesota prior to formal endorsement. It carries out a comprehensive review approximately every six years. Courses are then accredited as being equivalent to those offered at the University. Outside the established and agreed SoR, a number of students attend accredited US institutions that validate credit for the CAPA London courses directly. CAPA'S AAB, created in 2005, includes external and SoR membership and conducts a review every five years. CAPA's other external consultations include the global organisation, Quality Matters, and the European Online Course Certification System (EOCCS). The University of Pittsburgh is also a key partner of CAPA.

2.12 The AAB's last review was in 2016. Among other developmental and progressive matters, the 2016 report speaks of academic rigour, quality programming, multiple approaches and the permeation of experiential learning. CAPA has followed the advice of this report and continues to drive its practices forward. Its premises are regarded as a notable physical space, which provides an impressive and welcoming example of

student-centred outreach and accessibility.

2.13 The Forum on Education Abroad (QUIP) provides a well-established and unique external reference point and reviews CAPA every eight years. The Forum is a recognised standards' organisation in the field of education abroad and undertakes review work of a much wider dimension than the School of Record. The Forum undertook a review in 2012 and noted a number of quality practices, which are discussed in paragraph 2.20 below. The most recent review took place in April 2021 but the report was not available at the time of the QAA visit.

2.14 A special feature of CAPA as an international education organisation, is the engagement of a consultative external examiner. External examination is not a requirement by overseas partners, but CAPA has engaged its own external since 2013. The appointee is a higher education professional with experience working on QAA reviews and is experienced in international education, with the US in particular. The External Examiner operates as a consultant and critical friend, assessing the quality of academic provision at CAPA London, as well as offering insights into UK and US best practices. Feedback from external examination reports and the review of samples of assessment scripts have informed the development of faculty guidelines and assisted with assessment structure and feedback. Any recommended changes to faculty guidelines are assisted by the Quality Code. An important internal value of an External Examiner is the opportunity for engagement with the Faculty Chair, who meets with each faculty member individually to discuss and evaluate external examiner feedback. The External Examiner's report of 2019 congratulated the CAPA London team on receiving many examples of well-deserved good practice.

2.15 Additionally, there is a regular series of course and programme reviews undertaken by AAB, the SoR, and other individual credit bearing institutions, as described in paragraphs 1.13 to 1.17.

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

2.16 Quality assurance and enhancement are active engagements throughout all areas of teaching and learning and assured through internal review and external oversight. CAPA enjoys a very high reputation in the field of US study abroad and is among a few to receive distinctive recognition by the Forum on Education Abroad. 'My Global City' co-curricular programming and its thematic organisation creates opportunities to engage with the host environment. In support are SLDO's and complementary experiential learning. Final course evaluations ask students to self-assess their attainment of course-learning outcomes. Prior to the pandemic, CAPA began auditing the academic technology currently available at the centre to identify where enhancements of existing provision are needed, though the facility has received very positive appraisal by AAB in 2016 as a 'welcoming example' of student centredness.

2.17 The development of CAPA's student surveys follows the work of the Forum on Education Abroad. Students complete formal course evaluations twice each term, and mid-term evaluations concentrate on learning objectives and teaching methods. Final course evaluations measure the learning objectives of each course, teaching methods and skills development. These are activated online. The end-of-term evaluation and survey covers the entire programme and the SLDO's. The institutional survey is purposed towards gathering feedback information from US partner universities.

2.18 Internal feedback is provided by student representatives and peers. CAPA also hosts a weekly informal event called 'T at CAPA' from which feedback is obtainable. The same facility is possible with My Global City events. The three London CAPA departments,

internships, programme and student services, and wellness check-in are other sources of students' information. All feedback is used to inform programme design and provision in the future and for any areas in need of improvement. Peer review is also crucial to the academic feedback process and is currently being negotiated online.

2.19 There are explicit mechanisms for promoting and supporting diversity, such as the Diversity Advocates Programme, the Diversity Committee, and the provision of internal accommodations for disabilities where needed. Advanced online delivery technologies connect students synchronously and asynchronously to a network of learners enabling them to undertake comparative analysis of specific topics, as well as immersion into collaborative group work. In accordance with CAPA's development of online delivery, it has an edited series of academic masterclasses that are embedded in the Global Internship Course (GIC) syllabus. These masterclasses, which have been delivered by external professionals and faculty, offer students global perspectives on important and relevant national issues and are greatly beneficial to the international dimension.

2.20 The Education Abroad QUIP review of 2012 acknowledges CAPA as an organisation devoting considerable attention to the process of evaluation and self-assessment and the very apparent 'development and education of a globally-minded student'. Unlike the SoR, whose review role is primarily academic, the breadth of the Forum's review analyses serves to scrutinise standards that includes: ethical marketing practices, academic standards and assessment, internship provision, student health and welfare, housing provision, emergency intervention procedures, student and staff/faculty resources and facilities, faculty and staff qualifications, management practices, and the accuracy and consistency of information given to students. As well as recognition and success in QUIP, CAPA received the 2020 Excellence in Diversity & Inclusion in International Education (EDIIE) Award from Diversity Abroad.

2.21 CAPA has established minimum standards for course resources for use and integration in all aspects of learning and teaching. Academic staff also offer support to students interested in gaining more familiarity with the VLE platform. Prior to arrival, students are given access to this virtual academic support facility. An online tutorial course is also available to students through the VLE facility.

2.22 CAPA's remote internships provide for personalised application processes; these take account of academic background, experience and future career aspirations. Interns are guided by multiple personnel, including academic faculty, mentors and internship professionals towards developing greater personal, professional and transferable skills. Students can be allocated a placement anywhere across the global locations. CAPA takes into consideration any limitations that US institutional partners may have on placement locations, and students are aligned with placements that best suit operational time-zones. This is explained in the document 'How Remote Internships Work'. Students are given more professional outcomes' orientation and advice at the end of the course and how they manifest in life. Students reported that outside speakers are beneficial in terms of providing professional experiences.

2.23 Internship experiences have been rated as excellent in the student submission and other documents. One student reported her successful experiences with a hat designer in Florence doing consumer research while another spoke of the shared experiences with 20 other interns. Staff spoke about internship enhancement made possible through the current psychological transnational dimension, in motivating students to commute 'mentally' to London and engage in a cultural and social experience. As a consequence of the pandemic, global boundaries have been removed.

2.24 Students are supported throughout their internship programme by the internships team who guide them in making the most of their experience. Management is provided by the programme and student services team who take care of pastoral areas, crisis management and logistics. The CAPA internships team asks sites if they allow evaluation comments to be shared with the student. Evaluation feedback can then be shared immediately with students on request. Staff can also add additional input and support towards turning feedback into positive steps for the future. The management, support and evaluation of remote internship arrangements in enhancing the student learning experience is **good practice**.

2.25 CAPA also provides community-based service-learning placements which are distinctive internship experiences and operate within the same structure as the standard internship experience at 20 hours per week. Service-learning placements involve students undertaking work for a variety of non-government organisations (NGO's), charitable organisations and community organisations around London. Students receive service-learning credit for this placement.

How effectively does CAPA assure itself that students are appropriately supported?

2.26 Once a student is confirmed, programme managers provide pre-departure information, advice and personal support up until departure to their programme in London. They also participate in pre-departure webinars and may also provide pre-departure orientations in collaboration with partner universities. In most cases, home universities carry out their own orientations. Students with mental health issues also regularly participate in CAPA's programmes and effective support is available for them. CAPA provides support resources, including check-ins after arrival for students who have self-declared serious issues to ensure they are aware of resources within London.

2.27 CAPA students are required to attend an academic orientation within the first three days of their arrival. This orientation consists of a presentation led by senior academic leadership and provides students with information about what to expect of their classes, academic requirements, expectations and support, and learning resources including virtual and library resources. Students are provided with a copy of CAPA's academic policies and, together with the orientation presentation, clearly outlines to students their responsibilities for their learning within their classes throughout each term. Academic staff also make themselves available for questions and/or advice.

2.28 CAPA requires all staff to inform students of times they are available for guidance. Surgeries help students resolve problems quickly, with student queries passed to the relevant personnel. Staff feel confident in their online abilities. The Director of Academic Affairs offers onsite advice and the student services staff are available to help with any aspect of student needs. Where learning disabilities and special needs are identified, CAPA is committed to the education of all students and can ask faculty for additional support and flexibility to meet the needs of its diverse student body. The CAPA Resident Director provides advice to students, organises CAPA trips and associated activities. The CAPA Resident Director also deals with facilities management and health and safety at all CAPA office, classroom and residential sites. Complaints about CAPA (facilities or general) or CAPA staff are directed to the Academic Affairs Team or a Student Advisor. There is a procedure for appeals.

2.29 There are explicit mechanisms for promoting and supporting diversity, such as the Diversity Advocates Programme, the Diversity Committee, and the availability of internal accommodations for disabilities where needed. A range of CAPA support scholarships are available. Academic staff also offer support to students generally and in aspects of the VLE.

2.30 Through the VLE and faculty workshops, guidance and advice on an appropriate variety in learning styles is encouraged and developed. Variety is expressed in terms of the integrated curriculum, formal and informal experiential education, study environments within global cities and a virtual global network enabling transnational and multinational group study. These incorporate special educational needs, assessment design and specific assignment briefs, and the design and delivery of effective feedback. Staff stated that CAPA had moved into virtual learning quickly through a steep learning-curve and invested in new technologies. The small group of interviewed students felt CAPA was well prepared to deal with the pandemic. Staff were easy to work with and adapted well to the move online, although some lecturers were better at adapting to online teaching. Students were given virtual tours of places though they were not a complete substitute for actual visits. They believed that staff were definitely trying to enhance learning. Staff were always available and regularly checked in with students. The rapid and skilled technical adjustments to pedagogy and support requirements for online learning in the current pandemic is **good practice**.

2.31 New faculty membership includes an orientation to the centre, its classrooms, faculty facilities and technologies. A one-to-one with the Faculty Chair involves matters concerning student expectations, classroom management, and grading and assessment matters. Peer review and best practices for field-study design and implementation and continuing professional development are also outlined.

How effective are CAPA's arrangements for staff development in relation to maintaining and/or improving the quality of learning opportunities?

2.32 Collaborative, collegiate and reflexive practice, integrating research into teaching, and a systematic and strategic approach to the evaluation of the quality of student learning are at the heart of professional staff development.

2.33 There are opportunities in professional development for sessional and contracted staff, given that CAPA's teaching and research and their articulation are vital quality assurance practices towards enhancing the student experience. Staff development is considered fundamental to collegiality in pedagogic processes. Alongside the availability of faculty development grants and self-evaluation, there are workshops and roundtables. Occasional publications and conferences are fora for professional outlets and for international work. A termly-published electronic Faculty Newsletter assists with building the CAPA 'community of practice'.

2.34 Informal peer review is encouraged as an opportunity for sharing best practices, for enhancing career professional development and to provide a further complement or extension to faculty workshops and roundtables. The completed peer-review pro-forma made available to the review team, is detailed containing pedagogic analysis and recommendations for the staff member's future practice.

2.35 The Faculty Chair organises and coordinates continuing professional development opportunities and leadership development for faculty. Agendas for upcoming workshops and roundtables are often assembled on the basis of course evaluation results, faculty self-evaluation, individual requests and issues that have arisen from one-to-one meetings. Roundtables and workshops have focused on field-study design and implementation; grading, assessment and designing, and delivering appropriate feedback; the Quality Code and Subject Benchmark standards; managing students with mental health and behavioural challenges; theatre and performance; techniques in the classroom; teaching sensitive and contentious issues in the classroom; and training in the effective use of Turnitin and the

virtual learning platform.

2.36 During 2019-20, the CAPA Faculty Development Fund for research and teaching-related activities has been utilised by several faculty members and the annual CAPA Occasional Publications Series is a mainstay for faculty publication, whether in research or teaching-related materials stemming from peer-review. Previous volumes have included *City as Text: Urban Environments as the Classroom in Education Abroad* (2012), *Cosmopolitanism and Diversity: Concepts, Practices and Policies* (2013), *Woven by Memory: The Idea of Nation in Education Abroad* (2014), *Ain't Gonna Study War No More: The Lost Agenda in Education Abroad* (2015), *Human Rights in Action* (2016), *Civil Rights and Inequalities* (2017), *Globalisation, Civilisation, and Their Discontents* (2018) and *Borders, Mobility, and Migration* (2019). London faculty members have produced papers for this publication. Future volumes hope to see writings on theory, practice or pedagogy, including scholarly papers, commentaries and works designed to further understanding and debate, case studies of classroom or experiential practice, as well as interdisciplinary or comparative perspectives.

2.37 The review team considers the wide range of staff development activities in place, that include opportunities for in-house publication, as **good practice**. Notwithstanding, this demonstrably good practice should be grounded in evaluation and outcomes. The review team, therefore, **recommends** as desirable that CAPA creates and disseminates a discrete annual professional-development report.

How effectively does CAPA ensure that students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their programmes?

2.38 CAPA's SLDOs, which address remote learning and collaboration, are supported by a range of learning resources and technologies. Technologies to be used for particular courses are indicated in the syllabi. For example, Teaching Controversial Issues and Managing Conflict in the Classroom, lists a wide-range of online resources. The Diversity Advocates Programme, for which a scholarship award is available, provides guiding resources for successful applicants who wish to pursue diversity studies within their own global cities. Course modules generally include the SLDOs or derivations of the main five, and course evaluations include students' discrete assessments of SLDOs. As an example, 'Analysing and Exploring the Global City' graded the five outcomes with an average of 4.0.

2.39 CAPA London provides a comprehensive resource bank. There are two collections: a course reserves collection, available on two-hour load; and a second which resides within the student computer lab and the student study space on the first-floor. This second collection is a supplement of texts relevant to the CAPA London Programme. The library guide publishes a list of 18 approved and available London libraries, including CAPA. Full details of books and resources are given in each case as well as membership requirements, and where to use Eduroam. For a particular library's inclusion in this guide, CAPA students must have access, it must hold relevant collections, and the library must be located within London Travel Zones 1-2.

2.40 CAPA has partnered with the State University of New York (SUNY) to make their online library access available to all students. This facility, known as the LoR is purposed to provide parity of access to learning resources across all CAPA centres worldwide. It also enables the foundation for academic expectations across the entire operational curriculum and ensures the specialist resources required for some courses. The LoR is an additional resource available as an option for all students as a supplement to their existing online institutional libraries and CAPA London's own Course Reserve Collection.

2.41 CAPA's virtual resource facility, and its scope for learning resources, was prepared by a learning technology committee for students in the fall of 2015. Following training, all CAPA London Programme classes use the facility to enhance learning processes by sharing syllabi and weekly learning resources such as set reading and other course materials, and to post grades. Staff guidance is also provided in the translation of paper courses into the virtual space. Minimum standards have been established for virtual course resources. The facility is constantly undergoing development and refinement mainly through workshops to increase staff and student competences. The virtual resource is supported by two other online resources: the Teaching and Learning at CAPA course space and by the London Faculty Group ('Virtual Faculty Lounge'). The first is concerned with further detail on the guidelines and benchmarks for faculty provided in the handbook including course design, assessment and grading, classroom management and student engagement. The second, dedicated to the London faculty body, serves as a forum for professional discussion and debate.

2.42 Together with the facilities at the London centre and its VLE, there is effective use of learning resources, enabling students to meet their learning needs and learning outcomes.

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

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