



Recognition Scheme for Educational Oversight: report of the monitoring visit of CAPA The Global Education Network Ltd, June 2022

Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that CAPA The Global Education Network Ltd (CAPA) is making acceptable progress with continuing to monitor, review and enhance its higher education provision since the April 2021 [Recognition Scheme for Educational Oversight \(RSEO\) review](#).

2 In the context of the continuing COVID-19 pandemic, the monitoring visit was conducted online and included meetings with CAPA's London senior management team as well as academic staff and students.

Changes since the last QAA review

3 As a consequence of pandemic restrictions, no students studied in person at CAPA's London centre between March 2020 and April 2021. Enrolments recommenced in the summer of 2021 and, at the time of the visit, were approaching 85% of pre-pandemic levels, with 300 students registered in June 2022. Staffing levels, substantially reduced because of the London centre closure during the pandemic, are gradually being restored to pre-pandemic levels. At the time of the visit, the London centre had 18 staff members, including 14 contracted teaching staff.

4 Formal notification of a change in ownership in April 2021 constituted a material change to the provision. UKVI awarded a new Sponsor License in October 2021. Informal feedback from students, unit survey results published in CAPA's Annual Programme Reports and end-of-course evaluations indicate that students are generally satisfied with CAPA London's current academic provision, and the opportunities provided for broadening and deepening the quality of the learning experiences.

Findings from the monitoring visit

5 The review team studied the Annual Monitoring Return, supporting evidence and supplementary documentation requested prior to the visit, and conducted online meetings with staff and students. Consideration of the evidence confirmed that CAPA has maintained acceptable progress with continuing to monitor, review and enhance the quality of its higher education provision. Findings indicate that CAPA continues to develop the four features of good practice identified in the 2021 [RSEO review](#) (see paragraphs 6 to 9) and to address the two recommendations made by the QAA review team (paragraphs 10 and 11).

6 To facilitate a common language of appreciation within a transnational environment, Student Learning and Development Outcomes (SLDOs) have been embedded in relevant units of every syllabus, and they continue to guide both formal and informal components of the teaching and learning agenda. Positive results obtained from course evaluations indicate that students continue to appreciate CAPA London's approach to learning.

7 CAPA continues to manage and support internship arrangements through the Remote Global Internship (RGI) programme. Staff confirmed that RGI is still available and operates in the exact same way as face-to-face internships. However, numbers have declined with the return of opportunities to work on site. At every stage of the process, whether online or face-to-face, staff and students have access to clear guidelines on CAPA internship options. All sites are vetted prior to student arrival; students must apply well in advance of term start dates; all stakeholders have access to detailed placement information provided in the Master Syllabus; and each student is assigned to a specific tutor. Positive feedback, including from the comprehensive RGI survey undertaken in autumn 2021, indicate that students are generally satisfied with CAPA's management of the internship programme and the support provided during the placement process.

8 CAPA continues to build upon the good practice identified in respect of implementing technical adjustments to pedagogy and providing online support. Since the resumption of face-to-face delivery in summer 2021, the London centre has adopted a blended/hybrid approach to course content and delivery that features a variety of synchronous and asynchronous pedagogical activities: a strategy that aligns with pre-pandemic plans to upgrade technological approaches to teaching and learning. Academic policies and procedures have been revised to accommodate blended learning initiatives, classroom technology upgraded to accommodate Zoom functionality, and further guidance provided to facilitate online delivery and the effective use of CANVAS (CAPA's virtual learning environment). CAPA has also opened opportunities for lecturers to share hybrid teaching techniques in online sessions hosted by Arizona State University and ensured that sufficient support is available for staff members and students working online.

9 The London centre continues to demonstrate good practice in respect of professional development, but scope has been limited in the past year because of the pandemic. Academic staff have opportunities to participate in online development meetings held in partnership with other CAPA centres and partner universities - for example, the 2021 workshop on engaging students in experiential learning abroad, hosted by CAPA's Barcelona Centre, and a series of three interactive workshops on course design hosted by the University of Minnesota in spring 2022. CAPA also continues to provide opportunities for staff members to contribute to the Occasional Publications Series. The latest issue, produced in 2022, contains an anthology of papers on the themes of justice, equity, diversity and inclusion.

10 CAPA has made some progress in meeting the advisable recommendation that a formal process is in place for approving and recording minor modifications to modules and that any changes are included in appropriate handbooks. The London centre has produced a draft of the formal process, developed a tracker for recording minor modifications and is currently revising the course syllabus template to facilitate the tracking process. Implementing the recommendation locally has implications for CAPA centres worldwide and, consequently, draft documentation must first be discussed and agreed by the University of Minnesota - CAPA's School of Record. Once approval is gained, and in consultation with the Global Academic Management Team, CAPA intends to include details in the Faculty Handbook and the New Faculty Checklist. Formal processes are scheduled to be fully operational in 2022-23.

11 CAPA has addressed the desirable recommendation to consider creating and disseminating a discrete annual professional development report. From August 2022, CAPA London staff will produce a summary report on professional staff development as an Appendix to Annual Programme Assessment Reports produced for the Academic Advisory Board's review.

Progress in working with the external reference points to meet UK expectations for higher education

12 To meet UK expectations for higher education, CAPA London continues to align internal policies and procedures with the [UK Quality Code for Higher Education](#) (the Quality Code) where relevant and applicable to US Study Abroad programmes - for example, policies relating to academic appeals and to plagiarism as set out in the Academic Standards and Policies Handbook. In addition, CAPA London has appointed an external examiner to act as a critical friend, although this is not required for US programmes, and instituted formal examination boards at the end of every term to review assessors' results, prior to confirming final marks.

13 CAPA London also ensures that the provision meets the standards set by higher education institutions in the US. Key among these is the University of Minnesota, CAPA London's designated School of Record (SOR), which exercises responsibilities for accrediting and reviewing courses, maintaining records, issuing transcripts and ensuring that standards align with the US Higher Learning Commission. Other prominent bodies include the Academic Advisory Board (AAB), which provides advice on programme development and academic affairs, individual university partners which initiate, monitor and provide feedback on module content, delivery methods and course outcomes, and the Forum on Education Abroad (the Forum), which is responsible for ensuring that organisations delivering American study programmes abroad meet the criteria set for Quality Improvement Standards (QUIP).

14 The Forum, AAB and SOR conduct periodic reviews to ensure that CAPA programmes are managed effectively, standards are maintained, and students continue to benefit from learning experiences provided. The most recent review was the AAB's remote, paper-based exercise carried out in January 2022 as an interim measure for the delayed full site review expected in 2022-23. In response to the AAB reviewer's recommendation that CAPA provide greater transparency about grading criteria and global internship course materials, CAPA London's Senior Leadership Team has agreed to monitor student feedback to resolve the issues identified. In 2020, the Forum on Education Abroad conducted a full QUIP review via Zoom. The report identified efforts to use SLDOs as a basis for unifying CAPA's entire range of programmes as a significant strength. On the basis of positive findings, the Forum has confirmed CAPA's continuation with QUIP status. The SOR also undertakes comprehensive reviews of CAPA's London programmes, but dates for the next full review have yet to be confirmed.

Background to the monitoring visit

15 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

16 The monitoring visit was carried out by Dr Tommie Anderson-Jaquet, Reviewer, and Dr Neil Casey, QAA Officer, in June 2022.

QAA2702 - R13203 - Aug 22

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