



## **CIEE Study Abroad London Ltd**

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

February 2016

## 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 CIEE Study Abroad London Ltd. The review took place on 2 February 2016 and was conducted by a panel, as follows:

- Professor Peter Bush
- Ms Brenda Eade
- Dr David Gale.

The main purpose of the review was to:

- make judgements about the provider's delegated responsibilities for the management of quality and improvement of learning opportunities
- draw a conclusion about whether the provider's public information is reliable
- produce a commentary on how effectively the provider discharges its responsibilities for academic standards
- 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 4. [Explanations](#) of the findings are given in numbered paragraphs in the section starting on page 5.

The QAA website gives more information [about QAA](#) and its mission.<sup>1</sup> More information about this the review method can be found in the [published handbook](#).<sup>2</sup>

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<sup>1</sup> [www.qaa.ac.uk/about-us](http://www.qaa.ac.uk/about-us)

<sup>2</sup> [www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202](http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202)

## Key findings

The QAA panel considered evidence relating to the educational provision at CIEE Study Abroad London Ltd (CIEE London), both information supplied in advance and evidence gathered during the review panel's visit. The review has resulted in the key findings stated in this section.

## Judgements

The QAA panel formed the following judgement about CIEE Study Abroad London Ltd.

- **Confidence can be placed** in CIEE Study Abroad London Ltd's management of its responsibilities for the quality of learning opportunities.

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

## Conclusion about public information

The QAA panel concluded that:

- **reliance can be placed** on the information that CIEE Study Abroad London Ltd produces for its intended audiences about the learning opportunities it offers.

## Good practice

The QAA panel identified the following **feature of good practice** at CIEE Study Abroad London Ltd.

- The extensive pastoral and academic support given to students by teaching staff and centre managers (paragraph 2.16).

## Recommendations

The QAA panel makes the following recommendations to CIEE Study Abroad London Ltd.

The panel considers that it is **advisable** for the provider to:

- develop guidance for students and staff on the nature of and penalties for plagiarism (paragraph 1.10).

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

- communicate the appeals policy and procedure, and complete the preparation and communication of a student complaints procedure (paragraphs 1.11 and 2.12)
- consider the introduction of a scheme for second marking (paragraph 1.16)
- provide more formal opportunities for staff interaction and communication to enable the sharing of good practice in teaching, learning and assessment (paragraph 2.18)
- develop a process for staff development that supports continuing professional development (paragraph 2.19)

- provide revised syllabi and reading lists to all students following formal registration and make current syllabi and reading lists more easily accessible to students considering study abroad options (paragraph 3.2).

## Context

CIEE Study Abroad London Ltd (CIEE London) is a private limited company which was incorporated in 2013. It was founded by The Council of International Educational Exchange (CIEE Inc) to run short-term programmes for US students in the UK. Prior to that, CIEE Inc ran its UK programmes through a local partner - Foundation for International Education.

CIEE Inc is based in Portland in the state of Maine, and was founded in 1947. It has 362 US institutions of higher education as members of its Academic Consortium, operates in 42 countries worldwide and runs 60 study programme centres, which provide a range of study abroad options for students enrolled at its member organisations.

The Academic Consortium Board (ACB) of CIEE Inc approved the London Open Campus Programme for delivery by CIEE London in May 2015. This comprises three consecutive six-week blocks with the following five academic strands: Literature and Culture; Business; Communications, Journalism and New Media; Health Sciences; and International Relations and Political Science. The programme also offers students the option of enrolling on a module with one of four UK universities. The Open Campus Bridge model provides support for students who wish to move between designated centres, known as Global Institutes.

The Open Campus Programme has been approved by 151 institutions in the US. A standard agreement form is completed for each approval. CIEE Inc recommends the award of grades and credit, but it is the responsibility of the sending institutions to make the award. Students who apply directly to CIEE Inc are awarded credit through an agreement with Spelman College for the School of Record.

CIEE London enrolled its first group of students in May 2015 onto its four-week summer programmes. Three academic cycles of these programmes have now been completed, with a total of 58 students from 44 US higher education institutions participating in the courses. At the time of the review visit 40 students were enrolled on the spring 2016 semester. Teaching is organised in six-week study blocks and students can opt to study one, two or three blocks as part of their study abroad programme. They enrol on two courses for each block and can choose from five different academic tracks.

CIEE Inc develops its courses using the US terms of reference, particularly in respect of course content, contact hours and award of credit. It uses the external reference points of its US partner institutions for quality and standards and plans to make use of the relevant parts of the UK Quality Code for Higher Education (Quality Code) for monitoring academic standards and the quality of learning opportunities.

CIEE London is responsible for academic standards and the quality of delivery on site. CIEE Inc monitors the operation of the programme through monitoring processes, which are applied to all its centres. This includes annual monitoring by the ACB and a full evaluation of its programmes, which includes a site visit during the first five years of its operation (see paragraph 1.6).

In November 2015, CIEE London was accredited for four years as a short course provider by the British Accreditation Council (BAC).

## Detailed findings about CIEE Study Abroad London Ltd

### 1 Academic standards

#### **How effectively does CIEE London fulfil its responsibilities for the management of academic standards?**

1.1 Responsibilities for academic standards, as shown by the approval, monitoring and review of programmes, the admission of students, the appointment of teaching staff and the rigour of student assessment, are shared between CIEE London and CIEE Inc, with the latter having overall responsibility for the standards of the programmes delivered in London.

1.2 CIEE London describes the ACB as the 'cornerstone' of CIEE Inc's approach to programme quality. The ACB is an independent body with members elected to it by the Academic Consortium body of more than 350 leading public and private colleges and universities, which collaborate through CIEE Inc to provide study abroad opportunities.

1.3 Programme development and approval is the result of a collaborative exercise among staff at CIEE Inc in Portland, Regional Directors and their staff, and the Director and his team in London. Proposals are usually based on feedback from ACB members, new trends identified by CIEE Inc's market research team, and proposals from Resident and Regional Directors. The first draft of a proposal, prepared on a standard proposal template, usually by Regional and Resident Directors and their staff, is considered by the Executive Director for Programme Development and the Vice-President of Academic Affairs in Portland. A further draft is presented to ACB members in due course, prior to their meeting at which, guided by detailed comments from a smaller group of about 12 ACB members and a presentation from CIEE Inc Programme Management staff, the Board formally approves, requires modifications to or rejects the proposal. Teaching staff confirmed their roles in programme development and modification and the Director was clear on the relative roles of his, the Regional Director's and CIEE's offices in Portland in the programme approval and modification processes. The interfaces of the Resident and Regional Directors with the programme approval mechanism are laid out in a responsibilities checklist. The review panel noted the formal minutes approving a number of taught programmes at CIEE London, the London Open Campus programme, and the Open Campus Bridge model by the full ACB. The Director is able to approve minor syllabus and bibliographical updating and the details of assessment practice, but major changes require approval by CIEE Inc.

1.4 Following ACB approval, the Study Abroad offices of the Academic Consortium members are invited to approve the programmes through their own processes and in line with the arrangements of their accrediting organisations. All the courses/programmes are developed around US terms of reference, particularly in relation to course codes, content, contact hours and recommended US credit, with the award of credit for study abroad programmes being at the discretion of the student's home institution. There are formal agreements between CIEE Inc and US institutions, which include the approval of the London Open Campus Programme and the short-term summer programmes. Students who follow CIEE programmes through direct application rather than through a home US institution are currently awarded academic credit by Spelman College as the formal School of Record.

1.5 As part of its oversight of standards, CIEE Inc has in place a rigorous and clearly explained annual course/programme monitoring system. Clear guidance is available to Resident Directors in compiling their annual reports, which are submitted in template form after the end of the semester/summer programme. Note is taken of the student evaluations. The Regional Director of Operations then compiles a Critical Components Review (CCR), taking into account the Resident Director's report, the student evaluations and the previous

ACB report. The CCRs are then considered by the ACB, which produces a monitoring report.

1.6 CIEE Inc has in place a periodic review process of each centre, known as an ACB evaluation. The evaluations take place every 10 years and are undertaken by a panel of between one and four ACB members. For new centres such as CIEE London, the evaluation will take place within the first five years, although the date for the London event is yet to be advised.

1.7 Student application and registration processes are handled by CIEE Inc in Portland. Students submit an application to Portland including a transcript with evidence of the required Grade Point Average, formal support from their home institution and their eligibility to receive academic credit for their study abroad coursework. Students intending to pursue a course at one of CIEE London's partner universities must additionally complete an application form for that institution. The Director explained that CIEE London would be advised that applicants had been admitted and registered through this process, but that the London Centre is consulted, and has the right not to accept an application that might have implications for the appropriateness of the London premises for students with a physical disability, or in the case of candidates with behavioural or disciplinary issues.

1.8 The appointment of teaching staff is a centre responsibility, staff being appointed on the basis of expertise in at least one of the Open Campus Programme tracks and a minimum qualification of a master's degree, with a PhD preferred. All appointments are subject to an appropriate reference. Teaching staff whom the team met reported that they had applied in response to advertisements and had been interviewed. CVs viewed by the team reflect the appropriate qualification level and subject experience of teaching staff.

1.9 CIEE London is responsible for the interpretation of the assessment strategy of programmes approved by ACB, the designing of the assessment briefs and the marking of the students' submissions. Staff delivering the programmes determine the method of assessment, the assignment briefs and the submission dates. The Academic Director monitors assessment briefs to ensure consistency with previous cohorts. Students confirmed that they are advised of submission dates at the outset of each course, and that grades are received within expected timescales. There is a common grading system, reflecting US practice, which is well understood by students and staff. All assignments are marked by the course lecturer.

1.10 Staff reported that the Participant Contract, signed by all students as part of the admissions process, included a section confirming the student's agreement to adhere to CIEE's academic policies, including plagiarism, and that any verified breach of this would result in a non-submission grade. Students receive no specific guidance on the general area of academic misconduct and, apart from guidance on referencing, CIEE London provides no advice on plagiarism avoidance nor any specific indication of penalties for plagiarism. Teaching staff confirmed this and noted that plagiarism-recognition software is not used for the submission of assignments. Accordingly, the review panel **recommends** as advisable the development of guidance for students and staff on the nature of, and penalties for, plagiarism.

1.11 While students felt able to approach staff, the Academic Director and the Director if they were concerned about the grade awarded, they were unaware of the academic appeals policy and guidance. Consequently, the review panel considers that it would be desirable to communicate the appeals policy and procedure to students. This finding contributes to the overall recommendation to communicate the appeals policy and procedure to students, and to complete the preparation and communication of a student complaints procedure (see paragraph 2.12).

1.12 The review panel concludes that CIEE London effectively undertakes the responsibilities it has for the maintenance of academic standards, and contributes appropriately to its defined roles in supporting CIEE Inc in setting and maintaining standards.

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

1.13 All CIEE Inc programmes, wherever they are developed and delivered, are designed within the context of the reference points approved by the sending institutions. In approving courses (and reviewing centres), the ACB takes account of the regularly updated Standards of Good Practice of the Forum of Education Abroad. The detailed programme approval process (see paragraphs 1.3 and 1.4) includes a final stage whereby individual consortium member institutions set the ACB-approved programmes and courses against the requirements of their own external accreditation organisation. In this way, CIEE Inc uses relevant US external reference points effectively, with consortium members satisfying themselves still further on the standards of the courses.

1.14 Within the UK, CIEE London was accredited for four years as a short course provider by BAC in November 2015. CIEE London is actively responding to BAC's three recommendations concerning the capacity of administrative space, the publication of a student complaints procedure, and the provision of opportunities for adjunct staff members to meet.

1.15 CIEE London indicated the need, with reference to provision delivered in London, to recognise *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ), and, in discussion, staff noted their willingness to embrace relevant chapters of the Quality Code. There was some uncertainty as to the particular FHEQ level at which CIEE London courses are delivered, although students opting for courses at university partners are studying at FHEQ Level 6. The review panel would encourage CIEE London to give further consideration on the overall academic standard of the programme.

### **How effectively does CIEE London use external scrutiny of assessment processes to assure academic standards (where applicable)?**

1.16 The marking of student assignments is undertaken by the member of staff delivering the course; the marks are collated by the Academic Director and sent to a single external examiner for scrutiny. There is no second marking or moderation internal to CIEE London. While the use of external examiners is uncommon in the US, CIEE London staff had identified that standards could be 'further evidenced and secured' by adopting an external examiner approach, additional to CIEE Inc requirements. CIEE adopts the title 'second examiner' for the appointed external examiner who is responsible for assessing the marking (including feedback) and grading quality of the lecturer's work, based on a square-root sample of the marked scripts. The team noted that the external examiner report template requires statements on the overall standards, student performance in relation to 'peers on comparable courses', quality of feedback, and observations on 'noticeable strengths and weaknesses of the cohort'. The external examiner is additionally invited to recommend any necessary action. The review panel would encourage CIEE London to develop its use of external examiners, particularly by ensuring that appropriate subject expertise is available for all courses. At the same time, as a further guarantee of standards particularly as the number of students and teaching staff increases, the review panel **recommends** as desirable the development of an internal second-marking policy.

The panel has concluded that CIEE Study Abroad London Ltd satisfactorily manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

## 2 Quality of learning opportunities

### How effectively does CIEE London fulfil its responsibilities for managing the quality of learning opportunities?

2.1 CIEE London manages the quality of learning opportunities through an extensive range of procedures and processes, which are monitored by the ACB of CIEE Inc and which are common to all CIEE Inc Global centres. The CIEE Centre for Teaching and Learning sets out the CIEE vision, to be a leader in international exchange through learning and teaching that focuses on the provision of intercultural education. In line with this vision the Open Campus Programme has been developed and approved for the London Campus.

2.2 CIEE London is managed by the Director, who is responsible for leadership of the programme and for its quality and success. He is assisted by the Academic Director, who is the first line of contact with students and who is responsible for ensuring that teaching staff follow the syllabi provided and adhere to the policies of CIEE Inc. The responsibilities of the Director are clearly set out in the comprehensive Resident Director Manual. The Regional Director of Operations (CIEE Inc) oversees the management of the four Global Institutes, including London.

2.3 Student learning opportunities are recorded in the programme approval documents and are communicated to students through detailed syllabi, which include pre-entry requirements, course description, learning outcomes, assessment, a weekly schedule of topics and reading lists. Students indicated that the syllabi support their learning effectively.

2.4 The Teaching Manual provides a detailed guide on the expectations and responsibilities of staff teaching at CIEE Global Institutes, with specific reference to the teaching, learning and assessment requirements for the programmes run at CIEE London. Staff indicated that they are familiar with the policies and procedures for monitoring the quality of student learning opportunities and are effectively supported by the Academic Director. They have also been involved in writing and updating the syllabus for their particular courses prior to teaching them.

2.5 The quality of learning opportunities is monitored through feedback from students, who complete course evaluations at the end of each teaching period. These are summarised and, where appropriate, recommendations are made for training and support for the lecturer. At the end of the programme students evaluate their overall experience at CIEE, which includes admission, course quality, extracurricular activities, accommodation and support from staff. These evaluations contribute to the ACB annual programme monitoring process and the creation of the CCR for each programme (see para 1.5).

2.6 The panel concludes that CIEE London has effective processes in place to manage the quality of learning opportunities.

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

2.7 The main external reference points used by CIEE London for monitoring and evaluation are those of CIEE Inc, which are aligned to the requirements of the higher

education institutions sending students on the study abroad programmes. Study Abroad advisers from participating institutions are invited to visit CIEE centres to review programmes, and to meet staff and students. Through comparisons made between centres as part of the annual programme monitoring process, the global centres are themselves external reference points. The ACB conducts site visits periodically and produces evaluation reports, providing a further external reference point which contributes to the action plans produced through the monitoring process (see paragraphs 1.13 to 1.15).

### **How effectively does CIEE London assure itself that the quality of teaching and learning is being maintained and enhanced?**

2.8 CIEE London uses student evaluations (see paragraph 2.5), classroom observations and feedback from the Student Representative Council (SRC) to maintain and enhance the quality of teaching and learning.

2.9 The Academic Director carries out classroom observations for each course to monitor the quality of teaching and classroom management. These observations are unannounced and follow the Ofsted template. Feedback is provided to staff on areas for improvement. Staff confirmed that the feedback they had received following classroom observations was supportive and helped them to enhance the delivery of their course.

2.10 The SRC includes representatives from each of the academic tracks who are elected by students at the beginning of the semester. It meets the Director to discuss all aspects of the student experience at CIEE London. Students confirmed that they use the SRC to voice their concerns and that action has been taken in response to issues raised.

2.11 As part of the course evaluation process students also evaluate site visits, field trips and guest lecturers. Although an internship is one of the options on the Open Campus Programme, students have not been able to take advantage of this due to the restrictions on overseas students undertaking employment while in the UK.

2.12 Students were unclear as to how to make a complaint, but indicated that they would initially approach the Academic Director or the Director. CIEE London does not have a formal written complaints policy, but is currently updating its website in response to recommendations from BAC relating to student complaints. This finding contributes to the panel's recommendation that it would be desirable for CIEE London to communicate the appeals policy and procedure, and to complete the preparation and communication of a student complaints procedure.

### **How effectively does CIEE London assure itself that students are appropriately supported?**

2.13 Students are provided with an extensive range of support as soon as they apply to study with CIEE Inc. This includes pre-departure information and online orientation, which outlines the 'intercultural and logistical challenges they may encounter'. They receive an Open Campus Handbook which covers general aspects of their programme at CIEE London. On arrival in London, they complete a two-day orientation programme and can access ongoing orientation during their courses by attending academic workshops during each study block, where further support and guidance is offered by the Academic Director. In addition, students are invited to meet the Academic Director each semester to review their progress on an individual basis.

2.14 Pastoral support is available through the Student Services Coordinator and includes assessing the specific needs of students with disabilities.

2.15 Students indicated that they have regular email contact with their tutors outside classes, and that they find all staff at CIEE London helpful.

2.16 The panel concludes that the extensive pastoral and academic support given to students by teaching staff and centre managers is **good practice**.

**How effective are CIEE London's arrangements for staff development in relation to maintaining and/or enhancing the quality of learning opportunities?**

2.17 Teaching staff are appointed for specific courses with a contract that covers the teaching and assessment of the course and support for students. At the beginning of the course, teachers are provided with a comprehensive Teaching Manual, which sets out CIEE's policies and expectations of both students and teachers and gives an overview of the quality assurance processes of CIEE Inc. Instructor workshops and coaching sessions provide further guidance on CIEE's policies as well as practical training on the virtual learning environment (VLE).

2.18 During the semester, staff meet informally to discuss student progress, learning, teaching and assessment of the programme. There are no formal meetings where part-time teaching staff can share good practice and further contribute to the enhancement of the quality of learning opportunities. It would therefore be **desirable** for CIEE London to provide more formal opportunities for staff interaction and communication to enable the sharing of good practice in teaching, learning and assessment.

2.19 The Academic Director is responsible for ensuring that staff are teaching to the syllabus and for monitoring the quality of teaching. Teaching staff indicated that they had received feedback on their teaching. Staff had not attended any staff development workshops at CIEE London or events organised by CIEE Inc more widely, although the panel heard of the intention to provide staff development opportunities. To support the maintenance and enhancement of learning opportunities, it would be **desirable** for CIEE London to develop a process for staff development that supports continuing professional development.

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

2.20 Students have access to a range of learning resources, which include class-based activities, such as case studies and lectures, as well as extracurricular activities. Field trips and study tours are organised to support programme goals. The VLE provides access to lecture materials and additional reading set by tutors. Students indicated that the VLE was effective once they arrived at CIEE London, but that they had not been able to use the system prior to registration, and consequently could not access the syllabi for their courses, which included reading lists.

2.21 CIEE London does not have a physical library, but students can have reference-only membership of Birkbeck College library and are encouraged to use the resources available. They can also opt in to membership of the Students' Union at University College London. Staff indicated that students are able to access suitable resources to complete the learning and assessment for their courses.

2.22 The panel considers that the resources available to students are sufficient for the current number of students, but that these may need to be reviewed as student numbers increase.

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

### 3 Public information

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

3.1 The publication of information about CIEE London's provision is a shared responsibility between CIEE London and CIEE Inc. Detailed syllabi and reading lists, information about the operation and facilities provided at CIEE London and the preparation and publication of pre-arrival information is the responsibility of the London Centre. There is a clearly defined Public Information Distribution and Review process, which specifies the roles of the Director, the Regional Director of Operations and the Executive Director for Programmes in preparing materials, with Marketing assuming responsibility for publication. Information prepared initially within the London Centre is approved by the Director and then by the Regional Director of Operations, before final approval and publication by staff in Portland. These relationships are clearly summarised in the Resident Director's Manual. Staff in the London Centre were aware of these arrangements, and paid particular attention to the accuracy of the information that they produced.

3.2 Students reported that the initial generic information prepared by CIEE Inc and available both online and in their home institution's Study Abroad office was important in assisting them to select their study abroad provider. However, they noted that the more specific information supplied by CIEE Inc in Portland was less helpful and accurate than that originating in London. They reported that versions of the updated syllabi and reading lists were sometimes difficult to access and late in appearing on the website, though they welcomed the clarity and completeness of the material. It would be **desirable** for CIEE London to improve the accessibility of current syllabi and reading lists to students considering study abroad options, and ensure that revised syllabi and reading lists are available to all students immediately on their formal registration.

3.3 Students found the pre-departure information prepared by the London Centre detailed and helpful. They confirmed that the academic information prepared by London and details of the teaching staff, induction, the operation of the London office, and life in London were accurate and complete, although they reported that the accuracy of information on housing and arrival in London arrangements requires review. The review panel noted that CIEE London was aware of the need to update some sections of the pre-arrival information on the basis of comments received from students.

3.4 Students welcomed the accuracy of the course materials, and reported that the detailed information available at the beginning of each course, including details of assignment dates, is informative and accurate. The London Open Campus Handbook provides an array of information about travel to the UK and living in London, as well as information on the London Centre and its courses. While there is no specific student handbook for the London programmes, students confirmed that there is sufficient information on their courses, provided by teaching staff.

3.5 Teaching staff confirmed their involvement in the preparation of revised syllabi and reading lists.

3.6 Overall, the panel found that CIEE London has effective arrangements for assuring the accuracy and completeness of information for which it has responsibility for publishing,

and the materials produced by the London Centre are, in practice, comprehensive, clear and accurate, and are welcomed by students.

The panel 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.

## 4 Action plan<sup>3</sup>

CIEE Study Abroad London Ltd action plan relating to the Recognition Scheme for Educational Oversight in February 2016						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review panel identified the following area of <b>good practice</b> that are worthy of wider dissemination within CIEE:						
<ul style="list-style-type: none"> <li>the extensive pastoral and academic support given to students by teaching staff and centre managers (paragraph 2.16).</li> </ul>	Provide other CIEE study programs with CIEE Study Abroad London's best practice on pastoral and academic support	Report to CIEE Academic Affairs Department for consideration	May 2016	Director	Academic Affairs Department	

<sup>3</sup> CIEE Study Abroad London 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.

Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
<p>The panel considers that it is <b>advisable</b> for CIEE to:</p>						
<ul style="list-style-type: none"> <li>develop guidance for students and staff on the nature of and penalties for plagiarism (paragraph 1.10).</li> </ul>	<p>Plagiarism will be prevented and if plagiarism does take place there are clear policies in place to resolve the case</p>	<p>Plagiarism letter drafted for all students to sign and attach to each assignment</p> <p>Levels of plagiarism developed and to be included in the Teaching Manual</p>	<p>1 April 2016</p>	<p>Academic Director</p>	<p>Director</p>	<p>Completed</p> <p>CIEE Global Institute London Academic Honesty Form CIEE Global Institute London Plagiarism Levels</p> <p>The form will be in use during the May programme and lecturers will be given the levels of plagiarism for guidance</p>

Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
<p>The panel considers that it would be <b>desirable</b> for CIEE to:</p>						
<ul style="list-style-type: none"> <li>communicate the appeals policy and procedure, and complete the preparation and communication of a student complaints procedure (paragraphs 1.11 and 2.12)</li> </ul>	<p>CIEE has a solid appeals policy, which was not included in the initial self-evaluation document but is included now</p> <p>CIEE identified the need of a complaints policy to provide students with a clear process who and how to address</p> <p>The process is currently reviewed by CIEE Academic Affairs department for worldwide implementation</p>	<p>Develop complaints procedure</p>	<p>1 April 2016</p>	<p>Academic Director</p>	<p>Director</p>	<p>Completed</p> <p>Appeals Process CIEE Grade Appeal Form CIEE Grade Appeal Response Form CIEE Global Institute London COMPLAINTS PROCEDURE</p> <p>Students will be given details of the complaints and appeals procedures during orientation from the May programme</p>
<ul style="list-style-type: none"> <li>consider the introduction of a scheme for second marking (paragraph 1.16)</li> </ul>		<p>Report to Academic Affairs Department</p>	<p>May 2016</p>	<p>Director</p>	<p>Academic Affairs</p>	

<ul style="list-style-type: none"> <li>provide more formal opportunities for staff interaction and communication to enable the sharing of good practice in teaching, learning and assessment (paragraph 2.18)</li> </ul>	<p>A stronger team of lecturers is being created and maintained through regular meetings and workshops</p>	<p>More staff meetings will be called to give opportunities for collegial interaction, both in person and using the online platform to ensure inclusion of as many lecturers as possible</p> <p>We will also have lecturer workshops to share best practice</p>	<p>March 2016</p>	<p>Academic Director</p>	<p>Director</p>	<p>One completed best practice workshop with meetings planned for the upcoming study programmes in May and the fall semester</p> <p>Faculty Meeting On Classroom Management</p>
<ul style="list-style-type: none"> <li>develop a process for staff development which supports continuing professional development (paragraph 2.19)</li> </ul>		<p>Report to Academic Affairs Department for further consideration</p>	<p>May 2016</p>	<p>Director</p>	<p>Academic Affairs</p>	
<ul style="list-style-type: none"> <li>provide revised syllabi and reading lists to all students following formal registration and make current syllabi and reading lists more easily accessible to students</li> </ul>	<p>Policies are in place to ensure syllabi are approved by the Academic Director more than two weeks before student arrival and placed on the VLE two weeks before student arrival</p>	<p>Lecturers to finalise syllabi earlier to have VLE course pages open to students two weeks before the programme starts, at the time of the online predeparture orientation</p>	<p>May 2016</p>	<p>Academic Director</p>	<p>Director</p>	<p>This has already taken place for the May programme and planned to take place in the Fall semester</p>

considering study abroad options (paragraph 3.2).						
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## Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: [www.qaa.ac.uk/about-us/glossary](http://www.qaa.ac.uk/about-us/glossary). More details and formal definitions of key terms can be found in the [handbook](#)<sup>4</sup> for this review method.

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

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

**Credit(s)** A means of quantifying and recognising learning, used by most institutions that provide higher education programmes of study, expressed as 'numbers of credits' at a specific level.

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

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

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

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

**Programme (of study)** An approved course of study which provides a coherent learning experience and normally leads to a qualification.

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

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

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<sup>4</sup> [www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202](http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202)