



This review method
is ESG compliant

Annual Monitoring for Educational Oversight

CEA CAPA Education Abroad

June 2026

Annual Monitoring: Desk-based analysis of CEA CAPA Education Abroad, June 2026

Outcome

1. From the annual return and documentary evidence, the monitoring team concludes that CEA CAPA Education Abroad is making **acceptable** progress on the implementation of their action plan.

Monitoring summary

2. The previous review highlighted the strong opportunities available to students for active learning and field-based experiences, underpinned by a clearly defined pedagogic framework focused on reflection and experiential learning. This approach continues to operate effectively and has been embedded across courses to support higher-level critical skills. This is supported by effective staff coordination and strengthened through revisions to CAPA's Strategic Learning and Development Outcomes, demonstrating the London centre's contribution to wider organisational pedagogic development.
3. Good practice in integrating careers and personal development for study abroad students continues, with internship courses based on reflective, applied, and experiential learning principles. These are supported by robust processes and roles, with workplace assessments and follow-up activities effectively enhancing employability; however, two recommendations remain incomplete due to staff changes and reliance on the parent organisation.
4. Significant progress has been made on complaints and appeals (Recommendations 3 and 4) through the introduction of a revised Participant Dispute and Resolution Management Framework, which clarifies stages, timelines, and emphasises early resolution. While organisation-wide implementation began in April 2026, further time is needed to evaluate effectiveness.
5. Improvements in communication include the relaunch of the Global Faculty Room and new standards for policy dissemination, alongside a Director of Academic Affairs section within the VLE to support governance. Although too early to assess impact on student awareness, these represent substantial progress.
6. More limited progress has been made on integrating quality assurance processes (Recommendation 1). While individual mechanisms remain effective and have been enhanced, they are not yet part of a coherent quality assurance cycle.

7. Plans to strengthen staff development and data use are in place, but implementation is dependent on appointing a Director of Academic Programmes and Services. A coherent framework has yet to be realised, though intentions are clear and likely to meet the recommendation if completed.
8. Recommendation 2 on academic misconduct is also incomplete. Existing communication and updated guidance, including on AI, are in place, but key elements such as evidential standards and mitigating factors require further development within a planned unified framework.
9. Overall, while progress is evident and supported by clear plans, full implementation of some recommendations is pending, with responsibility assigned and developments underway.

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