



This review method
is ESG-compliant

Educational Oversight Review

CEA CAPA Education Abroad
July 2025

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About this review

This is a report of an Educational Oversight Review (EOR) conducted by the Quality Assurance Agency for Higher Education (QAA) at CEA CAPA Education Abroad.

EOR consists of a number of components. The Core component is a review of a provider's arrangements for maintaining the academic standards and quality of the courses it offers against nine of the Sector-Agreed Principles contained within the UK Quality Code for Higher Education (2024). This subset of Principles has been mapped to the core requirements that have been set out by the Home Office in relation to educational oversight. Further information about the Core component of EOR can be found in the [Educational Oversight Review Guidance for Providers](#).

The review took place on 8 July 2025 and was conducted by a team of three reviewers, as follows:

- Mr Mick Cottam (reviewer)
- Dr James Freeman (reviewer)
- Ms Nina Cupric (student reviewer)

The QAA Officer for this review was Simon Ives.

In Educational Oversight Review (Core component) the QAA review team:

- determines an outcome against a subset of the Sector-Agreed Principles outlined in the UK Quality Code for Higher Education
- identifies features of good practice
- makes recommendations
- identifies areas of enhancement activity
- determines an overall judgement as to whether the provider meets the Home Office's quality assurance requirements for educational oversight.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [Educational Oversight Review](#) and has links to other informative documents. QAA reviews are evidence-based processes. Review judgements result from the documents review teams see, the meetings they hold, and drawing upon their experience as peer reviewers and student reviewers.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provide the framework for internal and external quality assurance in the European Higher Education Area. QAA's review methods are [compliant with these standards](#), as are the [reports we publish](#). More information is available on our [website](#).

This review was conducted in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Executive summary

CEA CAPA Education Abroad (CEA CAPA) is the result of the merger of CAPA: The Global Education Network and Cultural Experiences Abroad (CEA). Since April 2021 the two organisations, both with extensive history in study abroad education, have navigated the process of bringing together their organisations, including the London Centre, as a single organisation operating in 12 countries and 21 cities worldwide. Following the amalgamation, extensive work was undertaken rationalising existing policies and processes. CEA CAPA currently provides study abroad programmes for students registered at a wide range of US colleges and universities, who enrol on academic courses and internships as part of their US degree requirements.

From Autumn 2024 CEA CAPA London's School of Record (SoR) relationship transitioned from the University of Minnesota to the University of New Haven, Connecticut. This brought all CEA CAPA locations under one SoR relationship with a defined set of expectations for quality assurance.

Between January and August 2024, in anticipation of CEA CAPA London transitioning its SoR relationship, all course syllabi and curriculum vitae for academic faculty were submitted for approval and reviewed by the University of New Haven SoR Faculty Committee. While no substantive changes were made to syllabi, this exercise ensured that all existing courses were thoroughly reviewed and evaluated with regard to pre-requisites, learning objectives, and forms of assessment. During the same period strategic changes were made to executive leadership and structures with the aim of positioning the organisation for continuity and further development.

CEA CAPA's responsibilities 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 CEA CAPA's Curriculum Committee, and the SoR. Credits for CEA CAPA courses are issued by the home institution or the SoR. CEA CAPA itself does not offer academic credits. Formal agreements are in place for all such partnerships, and all students at CEA CAPA London are enrolled in US-accredited, degree-awarding institutions. A small number of students are on leave of absence from their home institutions for technical reasons.

CEA CAPA's vision is to advance its existing commitment to academic and experiential learning through purposeful course design informed by Student Learning and Development Objectives. These objectives include protocols for hiring academic leaders and faculty, course approval processes, and academic performance reviews. SoR protocols were developed and adopted separately. Cyclical reviews by the SoR are conducted every seven years. Each of these components is aligned with the expectations of University of New Haven's US regional accreditor, the New England Commission of Higher Education (NECHE).

CEA CAPA's 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.

The London Centre comprises 14 staff and 39 academic faculty supporting, in 2024, 1092 students. The London campus includes 11 seminar rooms each of which is equipped with technology to support teaching and learning and video conferencing. The London Centre is structured to include a team focusing on operations, programme and student services, and academic affairs. Additionally, there is a Global Support Office with leaders and staff supporting core functions such as enrolment, marketing, programme development, academic administration, internships and institutional relations.

In reaching conclusions about the extent to which CEA CAPA Education Abroad meets the Sector-Agreed Principles, the QAA review team followed the evidence-based review procedure as outlined in the guidance for Educational Oversight Review (July 2024). CEA CAPA Education Abroad provided the review team with a self-evaluation and supporting evidence. During the review visit, which took place on 08 July 2025, the review team held four meetings with the senior management team, academic staff, professional support staff, students and alumni.

In summary, the team found two examples of good practice and identified four recommendations for improvement.

Conclusions

The QAA review team reached the following conclusions about the higher education provision at CEA CAPA Education Abroad.

The QAA review team determines that CEA CAPA Education Abroad

- **meets** the Home Office's Quality assurance requirements for educational oversight.

Good practice

The QAA review team identified the following features of good practice:

- The use of field studies to deliver experiential and active learning that enhances critical analysis across all units of study **(Sector-Agreed Principle 11)**.
- The integration of well-supported internships with career and professional development that emphasises reflection and personal development specific to an international study experience **(Sector-Agreed Principle 11)**.

Recommendations

For recommendations that relate to areas for development and enhancement that do not impact on the Sector-Agreed Principle being met the QAA review team makes the following recommendations:

- Draw together existing monitoring and evaluation activities into a more formal and structured policy with clearly identified processes, informed by key success indicators, as part of an effective continuous improvement cycle **(Sector-Agreed Principle 5)**.
- Establish a clear standard of proof for academic misconduct and explicitly identify factors to be legitimately considered when setting a penalty **(Sector-Agreed Principle 11)**.
- Review the complaints policy to include additional information for the informal stages related to complaints and adjudication, and include clear timelines for various types of complaints **(Sector-Agreed Principle 12)**.
- Review the process for communicating processes and procedures for complaints and grade appeals to ensure that comprehensive information is clearly provided to students in a timely manner **(Sector-Agreed Principle 12)**.

Financial sustainability, management and governance

The financial sustainability, management and governance (FSMG) check has been **satisfactorily** completed. The outcome of the FSMG check for the **institution** is that **no** material issues were identified.

Explanation of the findings – Sector-Agreed Principles

Principle 1: Taking a strategic approach to managing quality and standards

Providers demonstrate they have a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation.

Findings

1 CEA CAPA takes a strategic approach to securing academic standards and assuring and enhancing quality appropriate to the requirements of its academic partners. Students enrol on courses that the centre runs itself, courses run by partner institutions, or a mix of both. CEA CAPA's courses are accredited by the University of New Haven as its School of Record (SoR). In turn, the SoR is accredited by the New England Commission of Higher Education (NECHE). A detailed SoR Agreement governs the relationship, and this is effective in clearly setting out the duties of the respective parties for academic standards.

2 The SoR approves all new courses and staff involved in developing and delivering programmes. The agreement commits CEA CAPA to maintaining minimum standards, annual reporting, marketing rules, and resource arrangements. This relationship operates effectively, with appropriate credits and grades awarded. A Site Approval Report for London shows that the SoR has effectively scrutinised the facilities and resources available in London as well as the academic and executive leadership and support structures.

3 CEA CAPA also has an agreement with Queen Mary University, London, enabling its students to study on its courses and access relevant facilities. The agreement is effective in clearly setting out respective responsibilities which are supported and monitored by designated link staff. A similar agreement is in place with University of Westminster. CEA CAPA is not responsible for the delivery or design of the courses delivered at these partners.

4 CEA CAPA's strategic approach is embedded in its culture and practices. The organisation has a clear mission statement: *Empower students to become thoughtful and thriving leaders through living and learning abroad*. This is supported by a vision of *learning through innovative, inclusive, and impactful teaching* and the values of *curiosity, empowerment, inclusivity, collaboration and integrity*. Organisation-wide initiatives such as the Global Faculty Development Fund (GFDF) are explicitly aligned to this mission and vision. The mission statement, vision and values are consistently presented in the staff handbook, and staff connect these with the place-based learning and teaching offered. This educational strategy is aligned with the provider's policies on equity, equality, diversity and inclusion. For example, a Pitch Deck links the organisation's values and mission to widening access through its scholarship programmes which emphasise sustainability.

5 The organisation also embeds its strategic approach through a detailed staff handbook. As well as explaining how the organisation operates this includes a clear statement of minimum expectations. These include responsibilities in relation to design of

courses, delivery, responsiveness to student enquiries, feedback and support standards and professional development.

6 The development of Student Learning and Development Objectives (SDLOs) are a key example of how the organisation takes a strategic approach to enhancing its provision. SLDOs define the holistic educational aims CEA CAPA believes should underpin its international education. SLDOs are built into course templates and teaching staff confirmed that they inform course design decisions and act as a helpful study framework. SLDOs are also connected to additional activities run by the London Centre and students regard these learning strategies as highly effective and consistently impactful.

7 Academic governance is transparent and effective and is integrated within the wider global organisation, with the Centre Director reporting to a Vice President of Regional Programs. The organisation-wide leadership team includes a Chief Academic Officer and Provost, Associate Provost. The Academic Administration team restructuring includes director level roles over specialized academic affairs areas: Director of Academic Records and Registration Services, Director of Academic Programs and Services. This global leadership is appropriately experienced and qualified and is well-engaged with the London Centre.

8 The London provision is headed by a Centre Director, who leads a team consisting of the Director of Academic Affairs, a Program and Student Services (PASS) Director, and Facilities Coordinator. This leadership team is supported by separate academic coordinators and staff responsible for programmes, careers and internships. The Chair of Faculty is currently chair of the Global Faculty Advisory Council. The leadership team meet regularly to deliver the day-to-day academic management of the Centre, reporting to a regional global manager.

9 The organisation also uses a Student Journey Framework that provides a high-level overview of the students' interactions with the organisation from application and admission through to rejoining their home institution. A detailed mapping associated with this framework gives a strategic overview of processes. A student council meets every other week to capture student views. The membership and nomination mechanism are appropriate for the provider and minutes show that the council is used to enhance the student experience.

10 From 2023, the organisation has operated under a single set of academic procedures and rules. Policies and procedures have an associated owner and Standards of Practice are used to ensure consistency across sites. Policies and procedures are communicated to staff in the Faculty Handbook and the virtual learning environment (VLE) and to students at orientation.

11 This strategic approach is monitored, evaluated and enhanced on a regular basis and at different levels of the organisation. CEA CAPA produces an annual report for its SoR review. This includes standardised reporting, including on new course approvals and trends in student cases or evaluations. The SoR also visits and evaluates the provision at regular intervals. Globally, an Academic Affairs Roadmap sets the direction for enhancement projects across the year and includes a range of process enhancements, strategic commissioning activity, and leadership/training.

12 The Continuous Improvement Process combines internal data, student surveys, and staff feedback. At the end of a course, feedback is collected by the Centre Director from course and student surveys. A Post-Program Feedback Cycle form provides action planning. This matter is also addressed under Principle 4. SLDOs are also integrated into student surveys so that students can report whether the course developed their competencies in these areas.

13 Academic standards are also monitored at the level of individual units. A Peer Review process includes an element of coursework sampling (primarily for new staff) that acts as a general check on standards. This supplements the grade distribution-level scrutiny applied before examination boards. The Faculty Chair, Academic Director, or other senior academic staff follows up with the staff member as needed. An examination board process reviews grading and student's academic performance by unit, providing feedback and actions which inform future changes.

14 External expertise is a key element of the strategic approach to managing quality and standards. CEA CAPA refers to a number of external organisations' principles and standards for delivering international and experiential education, including the Forum on Education Abroad, the National Society for Experiential Education, NAFSA: Association of International Educators, and the European Association for International Education. The centre has built some of its professional development for students around the National Association of Colleges and Employers' graduate competencies. The Centre also briefs its staff on the UK Quality Code for Higher Education (the Quality Code) and its relevance to the provision.

15 The primary source of externality for the centres' programmes is its SoR, which approves every course syllabus and conducts regular reviews of the provision. The SoR Academic Programme Review (APR) occurs every seven years and involves the review both of courses and processes that shape the wider student experience. Previous reports demonstrate this externality and are effective because they make explicit comparisons with US provision and involve reviews of documentation, on-site visits, and evaluative commentary with recommendations and commendations. In addition, the wider CEA CAPA organisation makes use of a Global Advisory Board consisting of US academics to guide its policies and the development of its academic priorities.

16 Overall, the review team concludes that CEA CAPA demonstrates a strategic approach to managing quality and standards of its programmes which is well embedded at all levels of the organisation. CEA CAPA therefore **is aligned** with the Sector-Agreed Principle.

Principle 3: Resourcing delivery of a high-quality learning experience

Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body.

Findings

17 CEA CAPA's approach to the strategic and operational planning of resources is based on student numbers, staff to student ratios, and resource capacity. This approach is not currently informed by a formal resources strategy but is appropriate and effective given the size and nature of provision of the provider and supports a positive student experience.

18 The provider is located in central London, close to public transport. Class sizes are capped at 25 and the dedicated classrooms and student resources are appropriate and proportionate to the size and nature of the provision. Additionally, staff CVs demonstrate that academic staff are appropriately qualified and have extensive teaching, professional and/or research experience.

19 Students also have appropriate access to a VLE and to physical and digital library resources, including remote access to library resources at partner universities. Students commented positively regarding the resources available to them, and are particularly complimentary about their tutors, who they find engaging and highly experienced.

20 Resources are regularly reviewed and updated in alignment with strategic developments, changes in provision, and student recruitment. For example, staffing resources are reviewed by the Centre Director, based on student numbers, from which requests for additional staff can be made to the global Executive Leadership Team.

21 The Global Faculty Handbook provides a detailed and comprehensive reference point for staff to the provider's academic policies, procedures and guidelines. The handbook details the academic systems and resources available to staff, and outlines staff responsibilities in setting a high standard for pedagogical good practice, for example through engagement with the provider's peer review and class observation process.

22 Appropriate staff development funding and opportunities for professional development are made available through a transparent application process. Staff also actively engage with the Advance HE Fellowship scheme, and have appropriate opportunities to engage in scholarly dialogue with colleagues. Furthermore, a staff resources site on the VLE, the Global Faculty Room, provides staff with access to useful resources to support their teaching and learning.

23 There are appropriate activities to support the management of academic standards and quality enhancement. For example, recent termly academic faculty workshops and roundtables have included discussion of initiatives to support teaching and learning,

including integrating sustainability, responsible use of generative artificial intelligence (AI), and student engagement in learning.

24 Physical resources are accessible and promote appropriate opportunities for students' engagement in their learning experience. For example, additional wheelchair ramps are available on request, a prayer room has been arranged for students and staff, and neuro-divergent guest speakers or students are provided with a quiet distraction free space after lectures upon request.

25 The provider actively considers environmental sustainability in the provision of resources, and has recently signed the CANIE Accord at the global level, committing to 11 of the 70 available sustainability goals/climate actions.

26 Appropriate feedback mechanisms are in place to drive continuous improvement of resources. For example, through peer review and class observation of academic staff, programme evaluations provided by students, and roundtables and workshops on teaching and learning matters.

27 Overall, the review team concluded that CEA CAPA effectively plans, and maintains resources relating to learning, technology, facilities and staffing which demonstrate its commitment to student success, supported by highly qualified academic faculty. CEA CAPA therefore **is aligned** with the Sector-Agreed Principle.

Principle 4: Using data to inform and evaluate quality

Providers collect, analyse and utilise qualitative and quantitative data at provider, departmental, programme and module levels. These analyses inform decision-making with the aim of enhancing practices and processes relating to teaching, learning and the wider student experience.

Findings

28 CEA CAPA uses a comprehensive set of staff and student data to underpin and inform the maintenance of academic standards and the assurance and enhancement of quality. The annual report to the SoR provides an appropriate mechanism for the analysis, evaluation and review of data used by the organisation.

29 Robust systems and processes are in place for the storage, use, and tracking of student data throughout the student journey. For example, enrolment data is initially captured and stored on a bespoke software system. Student details are then synchronised into the management portal, and the VLE, which is populated by staff with relevant course materials. The VLE is then used to track student engagement, assessments, and grades, which are then shared with the registrar at the end of the semester.

30 A comprehensive set of student-facing policies outlines the provider's approach to the use of student data, including the provider's policy for protection of personal information, with explicit and comprehensive details of the arrangements for the protection of student personal data, including the requirements of the General Data Protection Regulations (GDPR).

31 Students are made aware of the policy for the protection of personal data through their participation agreement, which contains a link to the policy, available for students on the provider's website. The Global Faculty Handbook includes details of the expectations for academic staff for the use of student data. Additionally, staff are made aware of the types of personal staff data gathered and how it is stored and used through their contract of employment.

32 The provider has appropriate mechanisms in place to ensure that it meets its GDPR responsibilities for ethical and data protection requirements for gathering and submitting data. For example, the provider's policy for the protection of personal data, clearly identifies the Data Controller and makes appropriate references to their obligations related to the processing of participant's data for internal or external purposes.

33 Ongoing training delivered by CEA CAPA globally includes appropriate elements of data protection and data security. Additionally, some aspects of data protection are covered in the training for new staff and through the Global Faculty Handbook, which includes guidance on protocols when communicating with students to respect privacy and GDPR requirements.

34 The provider's policy for the protection of personal data includes the use of data for third parties. A centralised data manager is available at the organisation to ensure

compliance with EU and relevant programme location requirements.

35 A detailed and comprehensive agreement is in place with the SoR, which clearly details the general responsibilities for academic and educational records, including, for example, responsibilities for the accuracy, maintenance, and communication of student information and student data.

36 Data is effectively collected and analysed by the provider to help it understand the needs of its students. For example, the annual report to the SoR includes analysis of student enrolments by location, term and programme, to identify trends and plan for future provision.

37 Overall, there is clear evidence that the provider has effective arrangements for the collection, and utilisation of qualitative and quantitative data. There is evidence of alignment with the core practices and CEA CAPA therefore **is aligned** with the Sector-Agreed Principle.

Principle 5: Monitoring, evaluating and enhancing provision

Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.

Findings

38 CEA CAPAs continuous improvement cycle provides a systematic framework for monitoring and evaluation activities through a five-stage strategic cycle based around the collection of feedback, the identification, prioritisation and execution of appropriate actions, and the monitoring of success. The process reports to the leadership team at strategic points who provide appropriate oversight of the continuous improvement actions.

39 The continuous improvement cycle process is led by the Global Support Office and operationalised locally by the London Centre. Outcomes from staff and student feedback mechanisms feed into objectives for the centre and are reviewed by the Centre Management Team. The provider's continuous improvement cycle and evaluation mapping spreadsheet provides an overview of the mechanisms used for monitoring and evaluation, how these will be implemented, and how actions are identified and taken forward. However, the provider's policies document does not include a specific policy for annual monitoring and evaluation.

40 The provider uses appropriate key indicators for success in monitoring and evaluation activities, which include student attendance and engagement, feedback, and outcomes, although the benchmark targets used for these were not clear to the review team. The examination board provides a further mechanism for monitoring and evaluation of student outcomes. Additionally, the provider's annual report to the SoR summarises the outcomes from monitoring and evaluation activities, and includes updates on actions identified in the previous year's report.

41 While the provider's continuous improvement cycle, overview, and evaluation mapping spreadsheet provides a suitable outline framework for monitoring and evaluation activities, the overall coherence of the process is not evident. Furthermore, the provider's academic and support staff are unclear about the processes and activities involved in monitoring and evaluation. The review team **recommends** that CEA CAPA draws together existing monitoring and evaluation activities into a more formal and structured policy with clearly identified processes, informed by key success indicators, as part of an effective continuous improvement cycle (**Sector-Agreed Principle 5**).

42 Appropriate arrangements are in place for students to provide feedback on their studies, which include programme and internship evaluations. Additionally, the Student Council, provides opportunity for students to provide feedback on the academic, cultural, and social environment. Improvements made as a result of the work of the Student Council include the introduction of mental health events, and improvements to orientation and communication practices.

43 Staff are provided with suitable opportunities to provide feedback through the peer review process, faculty events and meetings, and globally through the Global Faculty Council. This feedback informs priority areas for the faculty training and support agenda, and topics for ongoing faculty roundtables, workshops, and resources to support the development of teaching and learning.

44 Student feedback from programme evaluations is shared with staff on a semesterly basis, and feedback on actions taken as a result of student feedback is provided directly to students by email. Additionally, generalised feedback from the examination board and action planning activities is shared with teaching staff through faculty meetings. Outcomes from external reports, such as QAA reports, are also shared with staff by email and during faculty meetings.

45 The senior leadership team provide appropriate strategic oversight of the actions leading to continuous improvement. Additionally, the Global Faculty Advisory Council (GFAC) plays a substantive role in ongoing quality assurance for programmes and receives periodic reports from the academic management and leadership teams. GFAC also provides oversight of initiatives to promote diversity, equity and inclusion and education for sustainable development. For example, the recent meeting of GFAC focused on promoting sustainability in teaching and learning.

46 Suitable consideration is given to the use of externality in monitoring and evaluation activities. The provider is not formally required to appoint an external examiner by its SoR but have assessed their responsibilities and identified that the policies and procedures of its awarding body to be of an equivalent standard and function to some of the duties of an external examiner. The SoR initial review of the provider and subsequent periodic reviews provide further opportunities for external evaluation. Further externality is provided by membership of the Association of American Study Abroad Programmes, and the wider CEA CAPA global organisation, which provides externality through the GFAC and the annual report.

47 Overall, the review team concludes that there is evidence of an appropriate and evidence-informed approach taken by the provider to regular monitoring and review activity. Further work needs to be done to formalise the policies and procedures for monitoring and evaluation to provide a more coherent continuous improvement cycle. CEA CAPA therefore **is aligned** with the Sector-Agreed Principle.

Principle 7: Designing, developing, approving and modifying programmes

Providers design, develop, approve and modify programmes and modules to ensure the quality of provision and the academic standards of awards are consistent with the relevant Qualifications Framework. Providers ensure their provision and level of qualifications are comparable to those offered across the UK and, where applicable, The Framework of Qualifications for The European Higher Education Area.

Findings

48 The SoR, as awarding body, is responsible for the approval of courses and the London Centre follows the processes for course approval as set out in its agreement. This agreement clearly sets out CEA CAPA's obligations and includes the requirement to seek approval for significant modifications. The wider CEA CAPA organisation provides an annual report sent to the SoR with an overview of newly approved courses and updates on provision reviews, course evaluations, and initiatives such as the roll out of SLDOs and active learning. SoR review reports demonstrate that the awarding body exercises oversight over CEA CAPA courses. This oversight involves a detailed evaluation of course materials, and confirmation that standards are equivalent to those in the US, and a review of learning objectives and teaching methods. Together this oversight process provides significant externality which is an appropriate form of external engagement and review. In practice, the London Centre's courses are also subject to approval by the universities who send their students to study with CEA CAPA. Sample transcripts show that the award of credit is clearly stated.

49 The programme development cycle ensures that the needs of the partner institutions are mapped to the provider's offer. For new courses, syllabi are submitted to the SoR for approval following discussions with the Centre Director and the academic affairs team. Centre staff have familiarity with the SoR templates, credit awards and teaching hours and confirmed they are well supported in proposing and designing new courses. The syllabus template is effective in supporting curriculum design and includes extensive advice on organisational requirements, assessment design and pedagogies.

50 CEA CAPA has developed an overarching set of SDLOs to ensure the courses it offers contribute to a holistic curriculum and relate to policies on equity, equality, diversity and inclusion. These are well integrated into the curriculum design process. Additionally, there is a continuing development cycle whereby data and evaluation feedback lead to regular improvements. These processes provide effective arrangements for the development of new courses and their modification, ensuring a consistent design and providing helpful guidance for academic staff.

51 Students are meaningfully involved in the design and modification of courses. Mid and end of course evaluations enable students to give feedback on course content and learning design. Students are also asked about the skills a course has developed and are also able to comment on these and on the appropriateness of assessment methods to inform future enhancement activities.

52 The Student Council provides an opportunity to give feedback and collaborate with staff on improving curricula and teaching mid semester. Feedback from the Student Council is used to gauge student workloads and support students with internships. Students met by the team stated that their feedback is acted upon and has directly informed changes to reading lists and syllabi in response to previous feedback.

53 Programmes and modules meet academic standards that are consistent with relevant national qualifications and credit frameworks. CEA CAPA maintains a full catalogue of course syllabi designs. These are detailed and well-organised in outlining academic content and reading lists, and provide clear assessment information. A Blooms Taxonomy grid evidences a process of alignment of learning outcomes to three levels of study which advance intellectual development and critical analysis at each level. The staff handbook includes guidance on the volume of credits and hours of associated learning that academic staff should factor into their designs.

54 Overall, the review team concludes that CEA CAPA has effective procedures in place for the design, approval and modification of its courses. Staff are well-supported to use these processes and the syllabus reflect appropriate academic standards. Student views are incorporated into curriculum design and external review is achieved through the SoR's effective annual reports and periodic scrutiny of each centre. CEA CAPA therefore is **aligned** with the Sector-Agreed Principle.

Principle 9: Recruiting, selecting and admitting students

Providers operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Providers maintain and publish accurate, relevant and accessible information about their provision, enabling students to make informed choices about their studies and future aspirations.

Findings

55 All recruitment, selection and admissions policies are authored and owned by CAE CAPA globally, rather than by local centres. A comprehensive set of policies is held in the Policies document, with clear version control to ensure currency. The document also includes information for students who are interested in enrolling on more than one programme of study.

56 All relevant information is clearly available on the website. This includes clear and accurate information regarding admissions providing details on each course, with support information for each centre and on planned field trips. An example timetable for the relevant centre and course is also available. The website includes questions frequently asked by students, which cover a wide range of information that students will need prior and during the application process. Where students do not meet the minimum requirement for the programme, they are able to submit a Low GPA Appeal Form citing other relevant experience.

57 Each applicant is supported by their own Student Advisor. Students either apply through their home university or as an independent student. Students who are not currently enrolled in an institution are advised to contact a CEA CAPA advisor to determine eligibility. During the review visit students and alumni confirmed that information was readily available, and the admissions process was efficient, straightforward and fair.

58 Applicants are permitted to change their courses during a designated period at the start of each term. The method of doing this depends on the location of the study centre. At the London Centre students may do this by email and information on this process is covered at orientation.

59 The student journey is mapped from the point of first learning about CEA CAPA to leaving for the UK. Before leaving the US, students are directed to a pre-arrival module increases familiarity with the VLE, as well as delivering key information. This is reiterated at the London Centre orientation sessions.

60 CEA CAPA offers information on a range of financial support. Scholarships are available to students both from their home university and from CAE CAPA centrally. The provider offers four different categories of scholarships, including for supporting students from diverse backgrounds, rewarding academic excellence and leadership. Each scholarship has different eligibility requirements and these are clearly detailed on the website.

61 Following the recent merger, CEA CAPA is currently streamlining the two previously

used admissions systems into a single process. During the review visit senior staff confirmed that the transition is moving according to schedule, with no negative impact on the applicant's experience. The new system will automate the process of enrolment and course creation through the VLE as well as streamline a number of processes, including dissemination of student evaluation questionnaires.

62 Overall, the review team concluded that the provider's approach to the recruitment, selection and admission of students is clear and accessible and that information is readily available. CEA CAPA therefore is **aligned** with the Sector-Agreed Principle.

Principle 10: Supporting students to achieve their potential

Providers facilitate a framework of support for students that enables them to have a high-quality learning experience and achieve their potential as they progress in their studies. The support structure scaffolds the academic, personal and professional learning journey, enabling students to recognise and articulate their progress and achievements.

Findings

63 Students receive one to one support from the London Centre team, as well as from teaching staff. Support includes staff availability for office hours, flexible agreed appointments and communicating through email and the VLE. Students confirmed at the visit that they feel comfortable approaching both academic staff and professional services staff to access support, and that this is readily available.

64 Student attendance and engagement is monitored through the use of the VLE and through direct conversations with students. Students at risk are regularly monitored and any cause for concern is logged on a central database. This centralised information enables the provider to follow up on any trends or continued challenges and monitor attendance.

65 Course syllabi integrate the development of academic skills into the curriculum. In addition, sessions are conducted by faculty and the site teams to address subject specific development areas. Weekly sessions are run in designated study spaces which provide for academic skills development, and address a range of study skills topics.

66 Students have access to an extended medical insurance policy that ensures availability of mental health support at a no cost or discounted rate. A critical response team is also available should a more immediate response be required.

67 Examples of active and experiential learning undertaken at the London Centre include theatre trips, Easter festival activities, afternoon teas and visits to historical attractions in London and beyond, as well as the formal field trips. These activities are highly regarded by both staff and students and provide a cultural context.

68 The providers post study evaluation survey, taken across all study centres, shows that the majority of students consider that participation in the programme allows them to develop skills, knowledge and competencies that they can translate into professional development and career readiness. Additionally, the London Centre tracks student evaluations and feedback and uses this information to inform actions and enhancements, as well as track and monitor them. During the review visit students and alumni confirmed the benefits of the programme, particularly highlighting the impact of the experiential learning and internships on their personal and academic development.

69 Sessions on good practice in supporting students can be accessed by academic and professional support staff through the central CAE CAPA organisation website. Faculty training is also available through the Global Faculty Development Fund (FDF), which provides financial support for staff to attend conferences, support publications or conduct

other professional activities. Information on the FDF can be found in its policy and procedures document and encompasses enhancement activity related to learning and teaching, as well as subject specific activity.

70 Definitions and approaches for academic accommodations for specific learning needs are located in the overarching Policies document. Approaches are aligned to the Americans with Disabilities Act (ADA), as well as the Rehabilitation Act. All requests for reasonable adjustments must be supported by documentation from the participant's home institution and, where appropriate, supported by medical evidence. Accommodations are tracked in a spreadsheet by each centre and communicated with teaching staff by email.

Accommodations must be requested using the Academic and Residential Life Accommodations Request Form, with guidance to submit at least 30 days before the programme withdrawal date. Students have to submit a written request to the Registrar. Information on the accommodation process is also contained in the Faculty Handbook. The Policies document includes information on temporary accommodations if needed.

71 Orientation provides important information on policies, procedures, available resources and support services. Orientation consists of both mandatory and optional sessions. Study schedules are shared with students prior to arrival through a presentation which contains information on what study abroad looks like, as well as an introduction to the VLE, academic rules and regulations and learning resources.

72 The overarching policies document also contains information on academic integrity and the definitions of what is considered as academic misconduct. Information on class etiquette and academic misconduct is shared with students during orientation. Students have access to a document outlining the responsible use of generative AI which is shared with them during orientation week, and other plagiarism software tools are regularly used.

73 Academic integrity violations may result in disciplinary action, including receiving a zero mark for the assignment or dismissal from the programme. During the visit, academic faculty confirmed that a remedial approach is preferred and that tutors work with students prior to summative assessments to establish expectations around the use of AI and academic integrity. The review team found limited information available to students on what happens if they are suspected of academic misconduct and the subsequent investigation process. However, the process is mainly informal and the provider relies on specialist software AI detection tools, as well as the academic coordinators checking assignments manually to maintain their approach to academic integrity. Students are adequately informed on the outcomes of academic offences. This is further addressed as a recommendation under Principle 11.

74 Overall, the review team concludes that the support available to students enables them to have a high-quality experience and achieve their potential. Both staff and students are aware of the positive effect the active and experiential learning opportunities have on students personal and professional development. CEA CAPA Education Abroad therefore **is aligned** with the Sector-Agreed Principle.

Principle 11: Teaching, learning and assessment

Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.

Findings

75 Teaching is informed by a coherent learning and teaching strategy that informs delivery. The staff handbook contains effective guidance on this strategy, which has three pillars: experiential learning, active learning, and place-based learning. The handbook includes guidance to facilitate active learning using field trips, excursions and guest speakers. Teaching staff gave examples of how these principles informed their practice and students found these strategies to be highly effective.

76 The organisation's use of SLDOs and its curriculum approval process ensure that these strategies feature across units. This matter is also discussed under Principle 7. For example, each course includes at least one field study activity. These visits or guest speakers are integrated into the teaching of the course. Field studies are a highly effective means of achieving experiential, active and place-based learning. Tutors organise a wide range of site visits directly relevant to their courses, from trips to archives and museums through to theatre performances and guided tours of historic areas, sites and buildings. These visits are integrated into the wider course through preparation materials and follow-up assessments in ways that actively encourage students to develop skills of critical analysis. Staff are well-supported to arrange field studies and students consider that these activities greatly enhance their learning and understanding. The review team considers that the use of field studies to deliver experiential and active learning that enhances critical analysis across all units of study constitutes **good practice**.

77 Course syllabi give students detailed information about what they will study, learning objectives, credits, and assessment tasks. The syllabi also provide reading lists and weekly course resources and show that teaching is informed by an appropriate range of scholarship.

78 Assessments test appropriate learning outcomes and are fair, reliable, accessible, authentic and inclusive. Assessment information is of a high quality and details not only the task and grading criteria used, but also makes helpful suggestions about how students should approach completing assessments. Assessment briefs demonstrate alignment with learning outcomes, driven by pedagogic principles. There are also good examples of assessment design that encourage students to develop transferable skills support reflective learning and professional development. Grading criteria are clear and well-articulated and students confirm that they know what to do and how to achieve well in the assessments set. The staff handbook includes a clear statement of minimum staff expectations in relation to course and assessment design, and also on feedback and support. Students confirm that

the feedback they receive is helpful and that they are supported to improve their work.

79 Teaching staff are appropriately qualified and the SoR Faculty Committee approves new staff members. The London Centre makes interim appointments before appointing those teaching more than one semester. Role descriptors show that the centre seeks to employ teachers with relevant subject qualifications, experience delivering higher education, and an awareness of international education contexts. Sample CVs show that in practice students are taught by experienced professionals qualified to Masters level in their subject (or with equivalent industry experience) and who have undertaken extensive teaching duties at UK and international institutions. Many staff hold Doctoral degrees and have published or engaged in scholarly activities, and most hold Advance HE Fellowships. Staff in senior leadership roles have appropriate educational leadership experience. Students confirmed that staff use effective teaching and assessment strategies and are subject specialists.

80 Staff are well supported in their professional practice. A Global Faculty Room hosted on the VLE allows staff to access key information, funds, and development materials. Faculty Workshops and Roundtables activity shows that staff are provided training on matters such as use of generative AI, teaching challenging subjects, freedom of speech, and promoting student engagement. These sessions are effective and are informed by a range of scholarship and sector good practice.

81 Globally, CEA CAPA supports staff through a symposium series with speakers and discussion events on topics related to international education. London Centre staff have also contributed to the organisation's occasional publications series, as editors and members of the international advisory board. The Global Faculty Council is an effective mechanism for sharing good practice and ideas across parts of the wider organisation. Minutes show useful discussion of current teaching challenges, presentations on innovative pedagogies, such as gamification and sustainability, plans and recommendations for how to foster a culture of faculty development.

82 The FDF can be accessed by staff who have worked with the organisation for three semesters or more supporting publication costs, books, creative work, conferences, membership fees, and fieldwork or joint collaborative projects. However, there was only one instance of use by London staff of the FDF in the 2024 annual report.

83 The Global Faculty Handbook provides clear information on the use of class observations as part of CEA CAPAs continuous improvement process. The London Centre runs a series of staff peer observations which involve a meeting beforehand to agree the observation, rules about the frequency or type of activity observed, and provision for a follow-up supportive meeting and actions. The faculty staff handbook indicates that these observations may be triggered by course changes or alterations to assessment. The primary purpose of observation feedback is to help faculty identify areas in which instructional effectiveness can be improved and assess the managerial, cognitive, pedagogical, technical, and behavioural skills displayed in the classroom. Observation reports are detailed and constructive and staff confirmed that they had participated and that this experience has positively informed their teaching practice.

84 Students are encouraged to take responsibility for their own learning and play an active role in enhancing the learning process and there is a clear engagement policy. This

stipulates a broad definition of academic engagement and clearly sets out the actions taken at different stages of non-engagement and is supported by an appropriately detailed engagement assessment matrix.

85 Students are given the opportunity and support to transition effectively, particularly with regard to future employment. CEA CAPA offers internship opportunities arranged using contacts it has developed across more than 20 sector categories ranging from engineering to digital media and theatre. Students complete internship preparation modules to help them develop their CVs and interview skills to secure internships through the London Centre. This activity supports an understanding of the professional context, working practices, and the value of international workplace experience. Students are assigned an internship supervisor and report receiving excellent support. Staff have a clear understanding of student and employer expectations and needs, and are well supported through a module accessible on the VLE.

86 The credit based Global Internship Course is well designed. Its content and assessments help students transition into their internship and reflect critically on their workplace and how they are perceived. Assessments then develop students' interview techniques using internship experience and carry out an industry-research project based on interviews with those working in the field.

87 Alongside the internship itself, students develop their professional skills and career readiness with the help of a careers and internships team. Students attend sessions that develop their employability profile, CVs and professional networking. Running throughout these high-quality materials is a focus on encouraging students to become self-reflective learners, developing National Association of Colleges and Employers (NACE) graduate employment competencies, and connecting students' experiences while studying abroad while completing internships. The review team considers that the integration of well-supported internships, with career and professional development support, which emphasises reflection and personal development specific to an international study experience is **good practice**.

88 The London Centre has coherent approaches to technologies that impact teaching, learning and assessment. The centre utilises Canvas software, making training available to staff to support this. A Canvas Garage provides high-quality advice for staff to construct learning environments online and support for resolving issues. Students consider Canvas easy to use and found sites well organised.

89 CEA CAPA has published helpful academic integrity guides for generative AI. These remind students that they must establish what is permitted for each course, properly attribute the use of AI, avoid uploading personal information, review outputs for bias, and avoid relying on translation or auto-writing tools which can hamper their academic development.

90 The Academic Induction includes guidance for students on academic integrity and misconduct penalties. There is an overarching academic misconduct policy that contains appropriate definitions of different types of misconduct. Teaching staff and senior staff met by the team are aware of the procedures to follow for investigations. However, it is not clear what the standard of proof is for determining whether an offence has been committed, or the factors legitimately considered when setting a penalty. The review team **recommends**

that CEA CAPA establish a clear standard of proof for academic misconduct and explicitly identify factors to be legitimately considered when setting a penalty.

91 Overall, the review team concludes that CEA CAPA facilitates a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. There is a clear teaching and learning strategy that staff have translated into innovative teaching. The wide range of internships and other active learning opportunities are highly valued by students. Staff are well-supported to deliver this strategy through training and development opportunities. Effective assessment design enables students to demonstrate academic and professional skills and competencies. CEA CAPA therefore is **aligned** with the Sector-Agreed Principle.

Principle 12: Operating concerns, complaints and appeals processes

Providers operate processes for complaints and appeals that are robust, fair, transparent and accessible, and clearly articulated to staff and students. Policies and processes for concerns, complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience.

Findings

92 Academic and student behaviour complaints and adjudication processes are separately defined in the Policies document. All related policies are owned by CEA CAPA global, rather than local centres.

93 Grade appeals processes are detailed and highlight that emphasis is placed in academic staff professional academic expertise. Students are required to investigate appeal options within 30 days of the programme end date, and have to provide written academic evidence, using a grade appeal form stating whether they consider the grade was assigned in error, or is prejudiced, arbitrary or capricious. The policy contains a detailed process, including timelines and relevant contact details.

94 Interventions and resolutions in regard to violating Community Standards can be found in the Policies document and consist of an extensive list of interventions. Stage one relates to general notice, written notification and conflict mediation, beyond which appeals can be escalated to formal adjudication meetings. CEA CAPA will determine responsibility for policy violations following investigation along with adjudication meetings. All cases that merit a programme probation or dismissal are reviewed by the Adjudication Committee. Outcomes from student complaints are communicated in writing to students. In escalated cases a written communication is sent to the student's home institution and any relevant internal stakeholders who may have assisted at arriving at the final outcome.

95 The provider also operates a discrimination policy. Reports of discrimination may be submitted orally or in writing and there is no time limit to submit them. There is information on relevant contact details, based on the context of the complaint.

96 The complaints process is articulated in an overarching policy. However, the timelines for investigation are not clearly defined, providing information only that a response should be given within 48 hours. During the visit, staff and students confirmed that, were any issues to arise which might comprise a complaint, these were handled informally through contacting the local team or a member of faculty. However, there is limited information on how this informal stage of the process is conducted or the timescales involved. The review team **recommends** that CEA CAPA review the complaints policy to include information for the informal stages related to the complaints and adjudication process and include clear timeframes for various types of complaint.

97 Staff monitor and log incidents on a central database. This is used to generate an

overarching incident report which forms part of the annual report to the SoR. Incidents are also reviewed during student of concern meetings. While the annual report notes a rise in grade appeals and student grievances from previous academic year across all sites, the team confirmed that there has not been a parallel rise in complaints at the London Centre. Senior managers confirmed that there have been no formal grade appeals made by students in London since 2012.

98 A wide range of policies and documents is available on the student portal which also has a series of frequently asked questions pertaining to complaints and grade appeals. Students are asked to agree to appropriate codes of conduct and are required to review a set of policies when signing a participation agreement prior to enrolment. Relevant information is available in the Policies document, although guidance is limited for students in student facing documents that detail the complaints and grade appeal procedures. The orientation presentation slides for students do not contain information on complaints and appeals. Students met by the review team displayed limited knowledge and understanding of the formal complaints and grade appeal procedures, although they are aware of how to request this information if required. The review team **recommends** that CEA CAPA review the process for communicating processes and procedures for complaints and grade appeals to ensure that comprehensive information is clearly provided to students in a timely manner.

99 Overall, the review team concluded that there are processes for complaints and appeals that are fair, transparent and accessible although further work needs to be done to formalise the timelines for complaints and to ensure that students have full information in a timely manner. Therefore, CEA CAPA **is aligned** with the Sector-Agreed Principle.

Enhancement initiatives

Commentary on institutional approach to enhancement

100 The review team identified two areas of good practice which illustrate a dynamic learning environment. Student Learning and Development Objectives (SDLOs), which define holistic educational aims, are a key example of how the organisation takes a strategic approach to enhancing its provision. There is an extensive use of experiential learning and field trips relate closely to courses of study, and develop students critical and cultural understanding. Internships provide career and professional development opportunities and emphasise reflection and personal development. There is meaningful involvement by students whose views are fully considered and inform changes to curricula and assessment.

101 Feedback mechanisms are varied and well established at programme and institutional level. Students and professional support and academic staff state they have extensive engagement at both course and campus level. Feedback and review activity both at the London Centre and through the global support team leads effectively to improvements and the enhancement of students' learning opportunities.

102 There is a thorough process for CEA CAPA to engage with the wider global organisation through regular visits from senior staff based at the global campus and interaction with global staff on academic standards and in supporting learning and teaching. The School of Record and the students' home universities provide additional oversight and opportunities for enhancement.

QAA3000 - R14746 - September 25

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