



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

Recognition Scheme for Educational Oversight

EUSA LLP

Review Report

June 2024

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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 EUSA LLP. The review took place on 20 June 2024 and was conducted by a review team, as follows:

- Mr Jonathon Barnes
- Professor Paul McDermott
- Mr Colin Stanfield.

The QAA Officer was Alan Weale.

The review for Recognition Scheme for Educational Oversight (RSEO) covers 'third-party' providers of short-term study abroad programmes in the UK, which form part of degree courses offered by overseas providers in their home country (study abroad providers). Please refer to the [Tier 4 Sponsor Guidance](#), published by the Home Office for further information regarding educational oversight requirements. The method leads to a judgement on the provider's management and improvement of the quality of learning opportunities available to students. All judgements are graded and, in order to gain or retain Tier 4 sponsor status, UKVI requires the provider to achieve judgements of 'confidence' in academic standards and quality of learning opportunities. In addition, the review results in a commentary on the provider's management of its responsibilities for academic standards.

The main purpose of the review was to:

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

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

The QAA website gives more information about QAA and its mission.¹ More information about this review method can be found in the published handbook.²

¹ www.qaa.ac.uk/about-us

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

Key findings

The QAA team considered evidence relating to the educational provision at EUSA LLP - both information supplied in advance and evidence gathered during the visits of the review itself. The review has resulted in the key findings stated in this section.

Judgements

The QAA team formed the following judgement about EUSA LLP.

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

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

Good practice

The QAA team identified the following **features of good practice** at EUSA LLP.

- The roles of the Placement Team Lead, Work Placement Managers and Programme Manager in providing high-quality support for students throughout their internship/academic programme journey.

Recommendations

The QAA team makes the following **recommendations** to EUSA LLP.

- Develop lines of communication that ensure all staff are informed of the discussions and outcomes of deliberative committees.
- Formalise the existing process for peer review of teaching and learning, to both inform staff development and to add assurance that teaching is being delivered at the appropriate level.

Context

EUSA LLP (EUSA) provides academic work placement programmes for students from USA universities at centres in London, Dublin, Madrid, Paris and Prague. Boston University in the USA acquired full ownership of EUSA in January 2011. This review relates only to the service provided by the London centre. EUSA programmes are developed in conjunction with partner institutions in the USA, who are the degree-awarding bodies. At the time of the review visit, there were 481 (headcount) students on London based programmes. All programmes include a work placement undertaken for academic credit. It is the universities which award the credit for all these activities, and this contributes to the degrees awarded to participant students. A formal agreement is drawn up with each university. The overseas institutions are all universities linked to regional awarding bodies in America.

EUSA do not set academic standards or award academic credit but deliver academic internship programmes and academic classroom-based programmes, on behalf of the awarding body partners that it works with, all of which are based in the USA. EUSA implements common standards across all its programmes, but country-specific legal counsel is engaged to ensure compliance with local laws and, as a UK Student Visa Sponsor, EUSA routinely seeks advice on any changes to UK Visa and Immigration (UKVI) legislation.

EUSA's partner accreditation bodies in the USA are listed below:

- Bentley University: New England Commission of Higher Education (NECHE)
- Boston University: New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges NEASC)
- Lafayette College: Middle States Commission on Higher Education (MSCHE)
- New York University: Middle States Commission on Higher Education (MSCHE)
- Pepperdine University: Western Association of Schools and Colleges (WASC)
- Southern Methodist University: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- University of Connecticut: New England Commission of Higher Education (NECHE)
- University of Southern California: Western Association of Schools and Colleges (WASC)
- Villanova University: Middle States Commission on Higher Education (MSCHE)
- Wake Forest University: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The partner universities act as primary reference point. The volume and level of credit awarded for EUSA programmes is determined by the partner universities. The credit awarded contributes to the overall credit for the degree. In addition, EUSA's Self Evaluation Document (SED), prepared for this review, cites a range of external reference points used to maintain academic standards and to establish the quality of provision - for example, the UK Quality Code for Higher Education. Additionally, EUSA's City Director for London is on the board of AASAP (the Association of American Study Abroad Programmes United Kingdom) and EUSA staff sit as panellists at study abroad conferences in the United States.

EUSA's operations are also informed by the Office for Students (OfS)' guidance on changing regulations and regarding matters such as grade inflation and freedom of speech.

EUSA has been subject to a QAA Recognition Scheme for Educational Oversight (RSEO) review in 2020 and subsequent RSEO monitoring reviews in 2021, 2022 and 2023. The monitoring review of 2023 concluded that EUSA continues to maintain academic standards and the quality of student learning opportunities since the March 2022 monitoring review. The provider continues to make progress in responding to the recommendation and good practice identified in the RSEO review of 2020. In response to the advisable recommendation, EUSA had established the Annual Enhancement Plan which has been renamed as the Enhancement Tracker. This provides effective organisational oversight of actions taken and systematic evaluation at institutional level, by all stakeholders.

The 2020 review identified the development of the student facing Growth Tracker to increase student engagement and professional development across the student journey as good practice. The Growth Tracker is further referenced in the evidence for the 2024 RSEO review, in meetings with senior staff and with teaching and support staff. EUSA state that since Boston University's centre in London adopted the Tracker in 2023-24, student numbers using the tool have risen from 25% in 2022-23 to 100% in 2023-24.

Detailed findings about EUSA LLP

1 Academic standards

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

1.1 EUSA effectively fulfils its responsibilities for the management of academic standards through its close relationships with its partner universities and its clearly defined management and committee structures which provide systematic oversight of standards at the strategic and operational level.

1.2 Formal agreements are in place between EUSA and its university partners which set out the responsibilities of each partner. EUSA designs and delivers programmes in conjunction with the university partners. Each programme syllabus outlines the course content, assessment methods, level and volume of credit to be awarded to the student upon successful completion of the programme, and the core resource requirements. The programme design process is outlined in the Academic Policy Manual. It is the university partner's responsibility to award credit for the programmes studied and, as such, the university partners have ultimate approval of a programme syllabus. The university partners monitor standards through close liaison with the EUSA University Relations team in Boston, the Academic Director, the local EUSA team and visits to the EUSA campuses to meet with staff and students.

1.3 EUSA's Management Team comprises the Managing Director, Academic Director, Head of Finance, University Relations Director and two members appointed by Boston University. The Management Team has overall responsibility for quality of courses, long-term organisational planning, and leadership of EUSA. It meets monthly and reports to the Board of Representatives which consists of four nominees from Boston University. The Board meets three times a year. The Academic Director has oversight of the management of academic standards for all campuses, including London. The London Director also supports the maintenance of standards at the operational level for the London campus.

1.4 The Academic Committee provides academic oversight as the principal deliberative committee. The Academic Policy Manual sets out the terms of reference for the Academic Committee, which meets twice a year. Membership of the Committee includes a permanent member of the teaching faculty, a rotating member of the teaching faculty and a Boston University representative. The Committee achieves its academic oversight objectives through the consideration of assessment grades and feedback from stakeholders. The Committee also undertakes formal review of programme delivery after each delivery cycle.

1.5 EUSA has a rigorous process for the development and implementation of new programmes which is set out in the Academic Policy Manual. Newly developed syllabi are approved locally by the Academic Director and passed to the university partner for ultimate approval. The university partners also approve the appointment of academic faculty who will be delivering the relevant programme. EUSA designs programmes at the request of its partner universities. It delivers the academic elements of the programme and manages the placements. It is also responsible for setting, marking and moderating assessments.

1.6 New academic faculty participate in an induction programme which includes academic standards focused training. In order to assure themselves that the marking criteria has been appropriately applied, the Academic Director ensures new academic faculty are conversant with the assessment criteria and moderates the feedback from the faculty's first marked assessment before the marks and feedback are released to students.

1.7 The review team (the team) determined that academic standards were effectively managed to be consistent with expectations set by the USA partner universities.

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

1.8 As indicated above, EUSA makes effective use of its university partners and the academic framework under which they operate, as the primary external reference point for the management of academic standards. EUSA also utilises the language and terminology of the UK Quality Code for Higher Education (the Quality Code) as an external UK reference point to align the expectations of their USA partners with UK expectations. This has resulted in the creation of an 'Enhancement Tracker' to systematically monitor and track enhancement actions. Additionally, EUSA uses ENIC comparisons to ensure its own courses, designed in the USA context, align to Level 6 of *The Framework of Higher Education Qualifications* (FHEQ).

1.9 EUSA is cognisant of the UK higher education landscape and regularly considers publications from QAA and the OfS, and will implement guidance where appropriate - a recent exemplar being on the implications on assessment of the wider adoption of generative artificial intelligence. EUSA also has an Advisory Committee which brings together its partner institutions and acts as an external reference point for new developments in US higher education and academic study abroad opportunities.

1.10 The team concluded that EUSA makes effective use of external reference points in its management of academic standards.

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

1.11 EUSA faculty are responsible for writing the assessment briefs for modules in accordance with the assessment criteria set out in the course syllabus. Partner universities approve the method of assessment as part of the course design process, acting as an external reference point for academic standards. First-marking and moderation is the responsibility of EUSA. Markers are trained by EUSA on the marking criteria prior to undertaking any marking. The marker's first batch of assessments receives specific scrutiny. This feedback from the Academic Director ensures that the marks awarded are consistent with the agreed assessment criteria, fair and valid. In order to more clearly demonstrate alignment with the guiding principles of the Quality Code, EUSA may wish to consider articulating how the course assessment methods and criteria are constructively aligned to meet the course learning outcomes and teaching activities within each course syllabus.

1.12 Following the publication of reports by the OfS and the Department of Education on grade inflation in 2018 and 2019, EUSA considers student achievement across all modules through the Academic Committee as an additional mechanism to ensure consistent application of the assessment criteria across EUSA. The Academic Committee also analyses performance on modules across cohorts. The Academic Committee membership includes an external member in the form of a representative from Boston University. Students are able to 'contest' grades and assessments which are then second-marked to identify any anomalies.

1.13 EUSA is also subject to external monitoring/periodic review by its partner universities, at a schedule and scrutiny level determined by the partner universities.

1.14 The team came to the conclusion that EUSA makes effective use of external scrutiny in the assurance of academic standards.

2 Quality of learning opportunities

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

2.1 EUSA fulfils its responsibilities for managing and improving the quality of learning opportunities. It achieves this through several key processes and systems, particularly through its governance and management structures. Its executive responsibilities are delivered and appropriated through the Management Committee, while oversight of its academic responsibilities are delivered through the Academic Committee which oversees compliance with the written academic regulations, policies and procedures, as set out in the Academic Policy Manual. It is clear from the evidence seen by the team that the work of the institution is deliberately and comprehensively overseen from the interplay between governance and management. The different composition and membership of these groups means that the wider organisation is limited to verbal updates and discussions of these groups processes and, certainly on the governance side, wider and more systematic distribution of the Academic Committee minutes and business, would facilitate wider transparency and understanding of decisions made and process updates. The team therefore **recommends** that it is desirable for EUSA to develop lines of communication that ensure all staff are informed of the discussions and outcomes of deliberative committees.

2.2 EUSA and its US partners continue to have strategic and operational oversight of the quality of the student experience. The Academic Committee reviews course delivery at its regular meetings and partner universities review on a systematic cycle. Several feedback mechanisms from students, staff and partners are used to supplement this process. Any issues which arise are reported to the Management Committee by the Operations Director (for delivery matters) or Academic Director (for quality issues relating to academic content). Local, day-to-day responsibility lies with the City Director for the London programme, with oversight from the Operations Manager and the Academic Director on operational and academic matters respectively. EUSA's University Relations Team has primary responsibility for liaising between the City Director and the partner university.

2.3 EUSA designs and delivers its programmes under the agreement of its partner institutions, each of which is approved (and therefore regulated) by one of the seven US regional consortia accrediting agencies. Each partnership with EUSA is formalised through letters of agreement and operationalised through other documentation. While EUSA is subject to levels of oversight and scrutiny as determined by each of its partners, this is overseen by Boston University as a whole. EUSA's partners do not provide formal written feedback annually but do approve any curricula ahead of delivery on a cyclical basis.

2.4 The mature management, governance, reporting and review structures along with the interplay between these various components, does enable EUSA to effectively fulfil its responsibilities for the management and improvement of learning opportunities.

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

2.5 The requirements of the partner universities and subsequently through their association with one of the US Regional consortia, provides the primary external reference point for EUSA in terms of the quality of learning experience. Even though there is no formal expectation to build UK reference points into their delivery, locally EUSA do engage with the Quality Code and OfS documentation to inform their practice and processes, especially within the context of assessment, work-based learning, working partnerships and course development. The longevity of the relationships with their various partners does attest to EUSA's success in meeting the expectations of its partners.

2.6 EUSA also uses its Advisory Committee to provide a forum through which it can seek feedback and guidance on proposed initiatives, issues arising and further development, as well as seeking strategic advice on matters affecting its provision.

2.7 The overall student learning experience is governed through Boston University's approach and in terms of the contractual agreements established through each US partnership agreement and accreditation process.

2.8 Student feedback on their learning and placements is comprehensive though the process of enhancement of EUSA's endeavours derived from this feedback is less obvious, apart from the Enhancement Tracker which the team reviewed. There is evidence of the oversight of the learning process from US partners (especially Boston University) and evidence from the internal management and governance process.

2.9 The team found that staff have the appropriate qualifications and experience to ensure that the quality of learning and teaching is maintained. EUSA has clear procedures in terms of staff requirements and policies to guide their recruitment, work, training and management, along with appraisals and opportunities for staff development.

2.10 The team are assured that EUSA makes effective use of external reference points in its monitoring and evaluation processes.

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

2.11 The team determined that EUSA effectively assures itself that the quality of its teaching and learning, including internships, is maintained and enhanced. This is achieved through EUSA's deployment and operationalisation of its governance and management structures, and the range of monitoring and review mechanisms that it employs, as set out in the Academic Policy Manual, along with its US partners' oversight of the quality of teaching and learning which is the responsibility of the Academic Committee. The Academic Committee meets biannually and its minutes are reported to EUSA's Management Team. The Academic Committee employs a range of mechanisms to check the quality of teaching and learning, including end-of-term student surveys; the Growth Tracker; student evaluations of internships and academic programmes; observation of new members of staff; reports from course faculty; and the City Director's evaluation report.

2.12 A formal internal review is conducted at the end of each programme and is considered and minuted by the Academic Committee through a standing item on its agenda. Action points are allocated to appropriate EUSA staff and monitored in between meetings of the Academic Committee by the Academic Director or Operations Manager. These are included in the action planning introduced since the last review and this action planning does evidence enhancements arising from the monitoring of the quality of teaching and learning, including improvements to delivery and enhancement to syllabus development.

2.13 Classroom-based activity is delivered using Birkbeck College, University of London facilities. The curriculum delivered along with some placements, is clear and set out in student-friendly documentation with comprehensive guidelines about what will be taught within each class. Student assessment is set out within the context of their learning journey in the UK. Each component of the curriculum describes the approach that is taken. EUSA is taking the sector-wide issue of artificial intelligence (AI) seriously by indicating its appropriateness in learning but not in student assessment.

2.14 The wider support and welfare of students is supported through several initiatives including ensuring and monitoring placements. An orientation programme is also evident as a support mechanism. Students, through the demonstration of the student journey and

student handbook, are given a clear account of the expectations that they need to complete. This includes a roadmap for the student experience they expect to receive. This approach sets out clearly what students are expected to complete and prepare for during their placement visit to the UK, as well as details of UK requirements, customs and etiquette.

2.15 Placements are the fundamental component of the learning experience for students visiting from the USA. An enhancement introduced by EUSA is the mid-term evaluation of student placements - a feedback mechanism designed to assess the effectiveness and success of the student placement. Students are required to engage in feeding back on placement experiences. Placement preparation and evaluation is strong, though mid-term evaluation on such a short UK learning experience may be unnecessary for the very short placements. Should the placement be unsuccessful for any reason, the London Director can, in negotiation with the US-based home institution, identify a reflective or research-based assignment in its place. Evaluation reports on each student are provided back to the US home institution within two weeks of the placement end.

2.16 Students feel well supported through the provision of pre, on-course and post-visit information, with EUSA's partner universities ultimately being responsible for student marketing, application and selection. Their comments support the review team findings. EUSA works with its partners to provide a range of documents to ensure that student expectations are realistic and that they are well prepared for the experience of the whole learning journey derived through the UK placement.

2.17 Students met by the team confirmed that the information they received prior to departure was helpful and representative of the experience they had so far received, with tutors being available quickly to respond to any issues. They were complimentary of the student handbook and noted that the induction process was thorough. They were also complimentary about the level of personal support - both academic and pastoral - that EUSA made available to them while on their programmes and placements in London. One issue highlighted by students was that they would have preferred more opportunities to meet a broader range of students on placement while in London but felt that, as EUSA structures are focused around small groups, it was difficult to achieve this.

2.18 Overall, the team found that EUSA has in place effective systems for assuring the maintenance and enhancement of teaching and learning quality.

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

2.19 EUSA's internal quality assurance and enhancement mechanisms are aligned to the management structures of 'Boston University Global Programs'. EUSA's management structures have evolved since the COVID-19 pandemic to embrace even greater integration and synergy with Boston University's operations. The team heard confirmation of this in a meeting with the Executive Director of Study Abroad Programs at Boston University who was able to confirm the close relationship between EUSA and Boston University.

2.20 Monitoring of arrangements and delivery of programmes is undertaken by partner universities through visits during the programme(s). These are fully scheduled and typically involve meetings with the EUSA staff, a student housing tour and an internship site visit. Each visit is tailored to the partner. For programmes with Boston University, these visits are supplemented by weekly meetings between the University's Associate Director for Academic Affairs, the EUSA London Director and London Placement Team Lead. Additionally, pre-programme arrival and mid-term review meetings are held with university and EUSA staff to monitor student support arrangements and progress. For the wider range of university partners with whom EUSA works, this is supplemented by the Advisory

Committee. This grouping of EUSA's US-based partners meets annually to share best practice and explore challenges and opportunities. The team considered that this matrix of meetings is likely to provide a sound basis for the external oversight by EUSA partners of student support and to identify any matters that arise during the programmes.

2.21 The Academic Policy Manual states that the Academic Committee is responsible for the quality management of all EUSA's academic affairs, including that of student support. The Manual goes on to note, and the team heard, that the Academic Committee reviews course delivery at its twice-yearly meetings and reports back, via the Managing Director and Academic Director, to the Management Team. For example, the minutes of the Academic Committee held on 24 April 2024 show consideration of a wide range of matters relating to student support, such as guidance on how to access set texts, the appropriate use of generative artificial intelligence and class observations of teaching, learning and assessment.

2.22 Any issues which arise during delivery are managed in real time but are reported at the monthly Management Team meetings. For example, the minutes of the Management Team meeting held on 6 July 2023 show methodical consideration of each programme, including matters relating to student support and student feedback through mid-year reviews.

2.23 Placement selection and the subsequent monitoring of the placement is the responsibility of EUSA. Support for students is in place from the outset of the decision-making process. While partner universities are responsible for the marketing of, application to and selection of EUSA programmes, EUSA staff also meet prospective students on the students' home campus and provide a wide range of materials to support students in making informed decisions about studying, living and internships abroad.

2.24 The EUSA Placement Process flow chart provides a clear, user-friendly guide to the stages of the placement process. This is supplemented by more detailed documents: a 'Roadmap' for each programme which sets out the whole pathway with key dates; a UK 'Communication Guidelines' document; and a 'How to Prepare for an Internship Consultation Meeting' document. Each of these documents provide good guidance for prospective interns, because they are detailed but clear and are written in a 'student friendly' manner.

2.25 A Placement Manager is assigned to each student and this process is presently being strengthened by reducing the ratio of students to Placement Managers from 60:1 in 2022 to 40:1 in 2024.

2.26 EUSA vet and monitor the quality of placements in partnership with a named work placement supervisor (who is based at/employed by the placement provider), who completes an online supervisor agreement which sets out the responsibilities of the placement provider.

2.27 EUSA uses its 'Student Gateway' portal in the initial phases of application and placement allocation and then ongoing during the student's programme. EUSA is considering the development of a mobile app for the Student Gateway. Updates have been made to the desktop version which could enable a mobile application in the future.

2.28 Embedded within the portal is a 'Growth Tracker' which requests the student to identify their internship goals, focusing on three specific aspects they wish to develop as part of their internship. For example, aspects include leadership; global and intercultural fluency and professionalism; and work ethic. With ongoing support and guidance from the Placement Manager, students reflect on this during their placement and at the end of the placement. Following reflection by the student, EUSA produces a 'Growth Tracker' summary for each student, which is likely to prove valuable to the students' future self and career development.

2.29 Before students submit the initial information to the portal, EUSA hosts a 'Kick-Off Orientation'. This 'orientation' is useful to students as it covers all elements of a given programme, including visas, academic matters, EUSA's internal processes, and health and safety. This is presented in a clear concise manner and in a student-friendly format.

2.30 The information submitted by the student to the portal is used by the Placement Manager and/or Programme Manager to identify and to meet the students' needs in terms of placement and ongoing support. In so doing, the Placement Manager and Programme Manager can tailor placements, academic programmes and associated support to individual students.

2.31 The first engagement between the student and Placement Manager is the 'Internship Consultation Meeting' which takes place either face-to-face or virtually before a student's departure from their home campus. EUSA has enhanced the support for students for this consultation with the development and use of a 'How to Prepare for an Internship Consultation Meeting', which usefully sets out expectations of both parties to the meeting, including possible questions that each party may wish to ask. Students were positive about the guidance and support that they receive prior to the commencement of their placement or academic programme.

2.32 These pre-placement processes provide a sound basis for the suitable placement of students by ensuring that all parties have full information on which to make decisions which are tailored to the individual student and to enable the Placement or Programme Manager to effectively monitor and support the student during the programme.

2.33 EUSA also provides multiple opportunities for students as a cohort to meet and engage with EUSA staff about the London internship experience. On-campus orientations and virtual preparation meetings are held pre-departure. Each programme begins in-country with a General Orientation. Further pre-departure support and guidance is provided through a wide range of materials, such as Registering with STEP, UK Visa application process and a 'kick-off' presentation.

2.34 The team heard how placement vetting and monitoring works in practice. The work placement supervisor who met with the team was very positive about the close relationship with EUSA in terms of initial alignment of student with placement, in terms of the academic expectations of the placement period, arrangements for student support, guidance and the tripartite liaison between student, placement manager and work placement supervisor.

2.35 The team also heard from students that they were positive about how this support works in practice. For example, describing how they are provided with a job description for their potential placement, the initial meetings (typically online) with work placement supervisors (often mediated through the EUSA placement manager), and the close and frequent support from their placement manager. They commented on the very timely communications throughout.

2.36 Where placement visits by the placement manager take place, these are based on Placement Site Visit Guidelines, which provide a useful structure for such visits. However, the team heard that, by definition, each visit was tailored to the specific needs of the student and placement.

2.37 Placement managers are managed and supported in their role by a Placement Team Lead and the team heard how this was valued by placement managers. Similarly, for the academic programmes that EUSA deliver in partnership with their US partners, and which often link with subsequent placements, a Programme Manager is in place to manage the programme and to support students. For example, often seeing them before classes and at social events.

2.38 Through this management matrix, set out in full on the EUSA organisation chart and verified in meetings with senior staff, students and teaching and support staff, the provider is able to monitor the support that students receive - both on programmes that are work placement/internship only and those which, additionally, involve delivery of classroom-based academic courses.

2.39 Allied to the central relationship between student and Placement Manager, EUSA has an Emergency Response Committee which operates in accordance with the Emergency Handbook. The Handbook is detailed and covers a wide range of scenarios and, as such, provides a robust basis on which 'emergencies' can be dealt. The results of any activation of this Committee are reported to the Management Team, which also has a standing item on 'Health and Safety'. For example, the team heard and reviewed the minutes of the Management Team meeting of 6 July 2023 which showed that the Management Team received a report on the activation of the Emergency Response which took place on 21 June 2023. Partner universities are immediately advised of any incidents and an incident report is subsequently completed. This example is useful in illustrating how EUSA's infrastructure for dealing with emergency matters is effective in practice.

2.40 Students are provided with wellbeing sessions and EUSA retains a professional counsellor to provide confidential guidance and support to students. For students on academic programmes, a key focus of guidance and support is the Programme Manager who works closely with students, seeing them before classes and at social events.

2.41 The team considered that this wide range of support, resources and mechanisms provides a robust basis on which students can be supported during their time on placement and on academic programmes. This is because they are integrated (for example, the roles of the Placement Manager and Programme Manager) and varied to suit the needs of individual students - for example, the potential to use a professional counsellor. The team reached the conclusion that, collectively, the roles of the Placement Team Lead, Work Placement Managers and Programme Manager in providing high-quality support for students throughout their internship/academic programme journey demonstrates **good practice**.

2.42 A mid-term review, allied with the student's Growth Tracker is undertaken to capture student progress on placement and to identify any support needs. Similarly, an end of programme online review is undertaken by the student, which enables the student to comment on the strengths and area for development related to the placement and their experience on it. These reviews are used by EUSA managers to identify themes emerging across and within placements and programmes.

2.43 Where difficulties are encountered on placement, the Placement Manager and students seek to resolve these, with an emphasis on the student self-advocating, albeit with support from the Placement Manager. Ultimately, where matters cannot be resolved EUSA has in place student support mechanisms to enable a change of placement or to agree with the student's university a move to the completion of an academic exercise that fulfils the academic requirements of the internship.

2.44 In summary, the team formed the view that EUSA has in place effective arrangements for assuring itself that students are appropriately supported.

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

2.45 Policies are in place to recruit, induct and oversee new part-time faculty and these processes are effective. The City Director is primarily responsible for the onboarding of new faculty, with contributions from the Operations Manager and Academic Director. The Academic Director observes and reviews the teaching of newly-appointed faculty. While this

applies to new staff and is informally operated at other points through informal peer observation and review, and through some team teaching and staff development opportunities, there is no further formal process to ensure that this is applied consistently and equitably across EUSA. The team therefore **recommend** that it is desirable for EUSA to formalise the existing process for peer review of teaching and learning, to both inform staff development and to add assurance that teaching is being delivered at the appropriate level.

2.46 EUSA does not take formal responsibility for the professional development of its part-time teaching staff. However, through its association with Boston University, members of faculty are invited to attend workshops delivered by Boston University's Centre for Teaching and Learning. The Centre also advises Boston University faculty on all aspects of teaching and delivery. A member of Boston University is a member of EUSA's Academic Committee and updates the membership on new initiatives and policies. As a matter of policy, representatives of Faculty are invited to sit on the Academic Committee on a rotational basis and this allows staff to understand and comprehend, over and above the Academic Policy Manual, how EUSA manages, scrutinises and seeks to enhance academic standards, quality measures and enhancement opportunities.

2.47 The team concludes that there are effective arrangements in place for staff development as it applies to the maintenance and improvement of the quality of learning opportunities.

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

2.48 The EUSA London offices have a staff of 14, based in premises owned by Boston University. While primarily a location for staff, these premises are used by students for group meetings and one-to-one guidance and support activity. Students may also access physical resources at this location, such as printing and may borrow books and other materials to support their programme(s). At the time of the review visit, students were at this location for informal meetings with EUSA staff.

2.49 As previously stated, (paragraph 2.13), teaching facilities are leased from Birkbeck College, London. Two locations are leased from Birkbeck: one, a larger facility, is used for orientation sessions at which larger groups of students are hosted; and the other is used for teaching and support sessions. The team heard that the classrooms at this location all have appropriate learning resources such as a PC, whiteboard and audio-visual equipment. Students confirmed that this was the case and that such resources were sufficient for the programmes they were undertaking.

2.50 Students reside in specialist accommodation that EUSA contracts from local housing companies.

2.51 The specific resource requirements for any given programme (internship and/or academic programmes) are developed between EUSA's University Relations team (based in Boston) and US university study abroad offices, who coordinate departmental and faculty input. Letters of Agreement are signed with partner universities which set out the responsibilities of each party.

2.52 The Academic Committee has the overarching responsibility for all programmes and the City Director is responsible for ensuring that resources are in place at the point of delivery. This entails City Directors ensuring that classroom space is arranged and that any research materials and resources noted in the course syllabus are available at the point when the course is due to be delivered. EUSA provides course set texts. When field trips are

included, it is made clear to students whether any expenses have already been covered as part of the programme cost. If a course text has been recommended, it must be established whether the students are expected to acquire it before or after they arrive for the programme.

2.53 The team heard that the key resources for each programme are set texts which are physically provided to students. These set texts are updated prior to the commencement of the related programme in partnership with the relevant US university. Students confirmed that this was the case and that the texts were useful in enabling them to undertake their programme(s). For example, the team found that EUSA has enhanced its provision of set texts and guidance relating to grading criteria and citation (referencing) to respond to the increasing challenge of artificial intelligence use.

2.54 The team also explored access to other resources, and both staff and students confirmed that students were guided to a range of open access resources and had ready access to resources through their home university. Again, students were positive about their access to resources to enable them to successfully undertake their programmes.

2.55 In summary, the team was assured that EUSA students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their programmes.

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

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Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel 01452 557000
Email enquiries@qaa.ac.uk
Web www.qaa.ac.uk