



Educational Oversight-Exceptional Arrangements: report of the monitoring visit of International College Dundee, October 2022

Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that the International College Dundee (the College; ICD) is making commendable progress since the [September 2021 monitoring visit](#).

Changes since the last QAA monitoring visit

2 At the time of this virtual visit, there were 152 students on seven Scottish Level 7 programmes in Art and Design; Business; Law, Psychology and Social Studies; Nursing; Life and Biomedical Sciences; Engineering; Computing; one Level 8 programme in Business; and six Level 10 master's programmes in Business, Design, Nursing and Health, Education, Social Sciences, and Engineering. This is a slight increase from the 139 students enrolled in 2020-21 due to some relaxing of travel restrictions in the aftermath of COVID-19. There are 31 staff.

3 The College was established in 2016 through a collaborative agreement between the Oxford International Education Group (OIEG) and the University of Dundee (the University; UoD). Programmes are validated by UoD with progression to programmes at the University.

4 There have been no material changes since the last monitoring review. The two recommendations from the previous review have been addressed and the two areas of good practice have been further developed.

Findings from the monitoring visit

5 The outcome of this online review was reached after reviewing the Annual Monitoring Return and accompanying evidence, and after online meetings with the College Director, members of the college staff, staff from UoD, current ICD students, and ICD students who have progressed to the University.

6 The review in June 2019 identified two areas of good practice and two recommendations, and the two subsequent annual monitoring visits confirmed that these had all been addressed and further developed. The annual monitoring report of 2021 noted that: 'The College has well-developed mechanisms for the quality assurance and enhancement of its provision' (paragraph 6). This review confirmed that these arrangements have been maintained and reinforced.

7 The College works very closely with the University to enhance the student experience, maintain standards and enable the students' successful transition onto their degree programmes (see paragraphs 8-12). College and university staff attested to the reciprocal benefits of their close and collaborative working relationship. No actions were highlighted as outstanding in the annual monitoring report of September 2021. This review confirmed that external examiners continue to have oversight of course work assignments

and examination questions, and that the Staff-Student Liaison Committee considers the external examiner reports.

8 The College has identified and developed enhancement actions from various sources. The College's mapping of its provision against the revised Quality Code for Higher Education resulted in the involvement of university school teams as critical friends in the programme review process. Senior staff reported that this initiative has been successful and has resulted in improvements - for example, in the Law, Ethics and Constitution module in the Business pathway which has now been reviewed in collaboration with the UoD Business School, and in the Maths in Computing module. More broadly, senior college and university staff stated that this initiative had contributed positively towards cementing trust and understanding across the partnership.

9 The College's Action Plan for 2021-22 contains an action derived from the senior external examiner's suggestion that the experiences of study encountered by college students should be connected to those of their future study at UoD. Staff and students confirmed that all college students are encouraged to attend lectures and events at UoD with the University's resources being widely available to them. For example, Art and Design students utilise the UoD gallery and foyer spaces for their end-of-year exhibition, as well as routinely occupying the same studio spaces as UoD students. Students confirmed that they are kept informed of university events and activities by their Link Tutors and by the ICD Student Coordinator - through meetings, personal contacts, emails and the College's social media.

10 An action from ICD's Action Plan for 2021-22 was to develop and introduce a reflective learner training aid with the specific aim of cultivating independent learning skills and more autonomous learning which has now been implemented. This was in response to theme 3 in *Resilient Learning Communities* from QAA Scotland, and also in response to student feedback, and resulted in the production of the *Independent Learning Toolkit* for students and a guidance document for teaching staff. One of the activities promulgated by the guidance document is for teaching staff to conduct peer marking workshops using anonymised, real work from previous years to help students decode the assessment criteria and appreciate standards. The review team considered this to be good practice. The toolkit and guidance document were developed by the English programme but are also utilised by other pathways. Staff and students confirmed that these resources, and specifically the practice of peer marking, are helpful and productive. The College is monitoring staff and student use of these resources and they will feature in the Continuous Professional Development series for this academic year to ensure integration and use by teaching staff.

11 An action still in progress at the time of the monitoring visit, was the review of all programme assessments under the UoD TESTA (transforming the Experience of Students Through Assessment) initiative which is a mandatory part of its Periodic Programme Review process. This is scheduled for completion prior to the Periodic Programme Review in November 2023.

12 Another ongoing action is the Anti-Racist Curriculum project - an enhancement action in response to *Resilient Learning Communities* from QAA Scotland. Staff reported that this project had resulted in some changes to module content and had generated an increased focus on inclusivity. Students produced an informative video and series of posters in response to the project, and a report on the project is forthcoming.

13 Retention rates have improved slightly this year. The 2021-22 cohort recruited 152 students, with 127 (84%) being retained, compared to a retention rate of 83% for 2020-21.

14 For academic year 2021-22, 68% (104/152) of students completed stage one of their integrated programme at ICD and 98% (102/104) of those who completed were eligible to progress. Three IS1 students included in this figure progressed with one resit element pending, due to be completed before the January exam board. A further 15%, (23/152) of students are still on course, with their course end date scheduled for December 2022 to be presented at the January exam board. This figure includes six IIM students who were due to complete and progress in September but have been offered resit opportunities with a delayed entry to their course in January 2023.

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

15 As described in previous reports, the College continues to align with the requirements of the Scottish Credit and Qualifications Framework of Reference, QAA Subject Benchmarks, and the International English Language Testing System. These are used to inform the development and management of all programmes at the College, which is reflected in the programme and module documentation. All programmes are subject to validation by the University. The College undergoes Periodic Programme Review by the University and the next one is scheduled for November 2023.

16 The ICD mapping against the revised Quality Code for Higher Education demonstrates consideration of the Quality Code, which informs and guides teaching and learning at the College, and an action derived from this is noted above in paragraph 8. Other college actions are informed by the QAA Scotland document *Resilient Learning Communities*, and these are noted in paragraphs 10 and 12).

Background to the monitoring visit

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

18 The monitoring visit was carried out by Stephen Harris, Reviewer, and Millard Parkinson, QAA Officer, on 25 October 2022.

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