



Recognition Scheme for Educational Oversight

CIEE Study Abroad London Ltd

Review Report

March 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 CIEE Study Abroad London Ltd.

The review took place on 14 March 2024 and was conducted by a review team, as follows:

- Dr Tommie Anderson-Jaquest
- Dr James Freeman
- Grace Cappy (student reviewer).

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 4.

The QAA website gives more information [about QAA](https://www.qaa.ac.uk/about-us) and its mission.¹ More information about this review method can be found in the [published handbook](https://www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-for-providers.pdf).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 CIEE Study Abroad London Ltd (CIEE London) - 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 CIEE Study Abroad London Ltd.

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

The QAA review team also concluded that CIEE Study Abroad London Ltd **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 CIEE Study Abroad London Ltd.

- The wide range of student feedback opportunities which are responded to in a timely, effective manner.
- The subject-related co-curricular activity which is effective in enhancing programme delivery and the student study experience.

Recommendations

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

- Formalise the processes and responsibilities for reaching a final agreed grade when second-marking is used and clarify the role of external markers.

Context

CIEE Inc is an international non-profit, non-government organisation based in Portland, Maine, USA and was founded in 1947. CIEE offers study abroad courses to 362 US institutions of higher education as members of its Academic Consortium. CIEE London is one of more than 40 centres around the world, offering over 175 Study Abroad programmes to many thousands of students. CIEE staffing levels internationally are now almost 1,000.

CIEE Study Abroad London Ltd (CIEE London) was launched in 2015 as a contractual partnership, with Tulane University, New Orleans, USA serving as the School of Record. Tulane University certifies that the academic standards and the learning environment CIEE London offers are comparable to that of their own courses and programmes. CIEE London is marketed to US higher education students, usually juniors or seniors, but also welcomes international students studying at US institutions.

In 2019, CIEE London recruited 728 students but, following the COVID-19 lockdown of 2020, no students were enrolled. A few courses continued to run as online provision. By spring 2022, student numbers had revived to almost pre-pandemic levels and local centres sought to maximise delivery potential by offering hybrid courses with both online and in-person delivery. Currently, the hybrid delivery model has been largely phased out in favour of in-person delivery. During 2023, there were 556 students involved in delivery at the London centre. At the time of the review, there were 16 full-time and one part-time member of staff at CIEE London.

CIEE London offers four programme models: Open Campus; Global Internships, semester or summer programme; direct enrolments to one of three UK university partners (Goldsmiths, University College London and the University of Westminster); and customised programmes. CIEE Academic Board approves the Open Campus courses with Tulane University. To provide the students with an option to study one, two or three of six blocks in one or more CIEE locations, the courses are offered in three independent six-week study blocks. A new partnership has been launched in spring 2024 with Queen Mary University London (QMUL).

The internship semester comprises the first six-week block alongside the Open Campus course, followed by an eight-week internship, or, alternatively, an eight-week internship for the summer programme. Both programmes draw on the same syllabus areas as the semester programme. CIEE London also continues to offer several short-term programmes of between three days and eight weeks.

Detailed findings about CIEE Study Abroad London Ltd

1 Academic standards

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

1.1 CIEE London does not have direct responsibilities for academic standards. Instead, these responsibilities ultimately rest with the School of Record (SoR) - Tulane University - and the students' sending institutions (when credit is transferred/recognised), or with CIEE London's UK university partners.

1.2 Students studying with CIEE London follow two kinds of course or a combination thereof depending on the type of study abroad programme on which they are registered. Some courses are wholly designed and delivered by UK university partners with other courses designed and delivered by CIEE London.

1.3 The School of Record is responsible for the setting of academic standards in respect of courses designed and delivered by CIEE. As the SoR from 2016, Tulane University approves and accredits the courses, which are designed and delivered by CIEE, and provides assurance that these meet academic standards equivalent to those set in US higher education. The SoR is regulated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The SoR conducts an annual approval and review process which involves the evaluation of a sample of courses across the wider CIEE organisation, and of any new units, or those which undergo major modifications. The SoR also informs and scrutinises ongoing developments directly through a permanent observer on CIEE's International Programme Advisory Council (formerly the Academic Consortium Board).

1.4 Credit is awarded either through a CIEE transcript directly to a student's home institution for credit recognition, or through Tulane University, which provides a credit transcript showing credit accepted by the home institution. Clear and effective processes are in place for converting grades between institutions. Transcripts effectively record student achievement. In the case of UK university partners, transcripts identify the university at which the course was taken with clearly recorded outcomes. There is effective communication between CIEE London and its UK partners in relation to the award of grades and credit.

1.5 CIEE London effectively assists its School of Record in securing academic standards through its academic management structures and policies. CIEE's central Academic Consortium Board (ACB), which formerly had overall responsibility for the setting and maintenance of academic standards, has recently been replaced by the International Programme Advisory Council (IPAC) which consists of representatives from a subset of consortium institutions.

1.6 Globally, CIEE's Academic Affairs team is responsible for strategies and policies designed to maintain academic standards. Academic Affairs produce and regularly update the Academic Manual which sets out the core learning objectives of the study abroad programme, the assessment and grading systems, as well as academic and operational policies. A Participant Contract contains CIEE's academic regulations, which set out transparently the minimum volumes of credits which must be studied in different programmes, as well as processes of appeal and award.

1.7 CIEE effectively ensures that all staff and students are familiar with the regulations. The Academic Affairs team runs an induction course that ensures staff are aware of the

assessment patterns and regulations which apply to their courses. All staff involved in the academic component of a programme must participate in this course when joining CIEE. Faculty checklists issued at the start of term ensure ongoing familiarity of sessional teaching faculty with procedures. A thorough student orientation ensures that students are familiar with key policies, including those relating to submission and extensions, and understand how grading practices may differ in the UK context.

1.8 Common assessments, including marks awarded for participation, are clearly defined in policy and have been revised to take account of student and staff experience. CIEE London follows the wider organisation's appeals process as set out in its Participant Contract. Students met by the team were not entirely familiar with this appeals procedure, although it is clearly identified in the Academic Manual.

1.9 Many of the courses taught by CIEE London are local implementations of syllabi designed across the wider CIEE organisation. CIEE London staff design a subset of these courses to be more specific to their local context. Course syllabi are appropriately detailed, include key information such as academic level and learning outcomes, and clearly describe assessment requirements and the weighting of assessments in the final grade. Students confirmed the information provided is comparable with, or better than, that which they receive from their home institutions. Staff review the effectiveness of assessments and can suggest and make changes accordingly.

1.10 CIEE London also contributes to securing academic standards by promptly responding to emerging issues in relation to academic misconduct. Standards statements related to academic conduct are in place and have been effectively written to account for global and local contexts. Misconduct penalties are clearly set out in three levels of severity to ensure proportionate action can be taken. The academic integrity policy has recently been updated to deal with artificial intelligence (AI). There are effective explanations related to plagiarism, and penalties and processes are clearly communicated to students. Plagiarism information for staff is provided at induction and thoughtful engagement with the challenges and opportunities presented by AI is translated into effective staff training. Staff and students are familiar with academic misconduct definitions and processes.

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

1.11 CIEE London's chief source of external reference is the wider organisation's International Programme Advisory Council (IPAC), which brings together representatives from its consortium of US institutions to advise on academic matters. IPAC meets quarterly and has informed the creation of new delivery models, such as the Open Campus block programme. Senior staff also make use of the wider network of CIEE sites to share ideas, good practice and access training.

1.12 CIEE London employs lecturers with significant and current experience teaching in UK higher education. Staff described effectively how they use this wider experience to benchmark their teaching and assessment to the level of comparable courses in UK higher education, albeit appropriately adapted to support students arriving from the different educational context of the US, and in line with the approved syllabi.

1.13 Senior staff have also used UK external reference points including the UK Quality Code for Higher Education (the Quality Code), and Subject Benchmark Statements where appropriate - for example, in developing its academic integrity procedures and staff training. To take account of developments in AI, CIEE London has drawn upon recent QAA guidance.

1.14 CIEE London has responded positively and constructively to previous QAA review and monitoring visits. CIEE London has produced detailed responses to the suggestions raised

in these reports, acting where it is appropriate to do so within its international operating context and its partnership agreements.

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

1.15 CIEE London does not use external examiners to assure academic standards, in common with US higher education practice. However, there are several forms of internal scrutiny within CIEE London and the wider group which ensure a degree of independent verification of marks awarded, especially when a potential issue is identified.

1.16 Across the wider organisation, the Academic Affairs team monitors the grades awarded to students taking the same courses at different locations and can investigate anomalies with local teams.

1.17 A separate organisation-wide appeals process is in place for concerns raised after the end of the course delivery. This appeals process is managed by the CIEE Registration Coordinator. While Appeals Committees will rarely overturn grades awarded by staff, they may ask CIEE London to appoint an external marker and regrade each item before determining whether to alter marks awarded based on this advice, in addition to these organisation-wide processes.

1.18 CIEE London has developed a layer of internal scrutiny designed to quality assure its provision and resolve student concerns. Specifically, CIEE London's Academic Director undertakes internal second marking and quality assurance. This informal process focuses on new academic staff members or cases where significant discrepancies have been identified, and results in a supportive meeting with the marker when necessary. More serious concerns are raised with the CIEE Academic Affairs group which appoints a second marker from within or outside CIEE's global faculty. Where concerns are raised by students about the grades awarded during a course, CIEE London Academic staff may be asked to second mark, or an external marker may be appointed. This external marker may be an existing faculty member not currently teaching for CIEE, or another assessor.

1.19 The use of internal second-marking processes assists in the management of academic standards. However, while the formal organisation-wide appeals processes are clear, the process of local CIEE second-marking, and the use of external markers in cases of concern, is less clear. Details about how this process operates are insufficiently formalised. It is unclear who determines whether a student's concern is sufficiently serious to warrant the use of a second or external marker, how a second marker is selected, or how a suitable external marker is appointed. It is not clear whether the marks awarded are reconciled with those of the original marker at this pre-appeals stage, or only when a student lodges a formal appeal. It is not apparent whether second-marking in this context refers to a second mark awarded, without knowledge of the first marker's comments or grades, or moderation of the first marker's grades. The team **recommend that is desirable** for CIEE Study Abroad London Ltd to formalise the processes and responsibilities for reaching a final agreed grade when second-marking is used, and clarify the role of external markers.

2 Quality of learning opportunities

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

2.1 CIEE London effectively fulfils its delegated responsibilities for managing and improving the quality of learning opportunities. Prior to arrival, prospective students can access general information about course availability and location through CIEE Portland's central website. Current students confirmed that the information received had been accurate and helpful. Once London has been selected and candidates have been accepted, access is granted to one of two CIEE London Study Abroad Advisors - one focused on academic study programmes and the other on internships.

2.2 Students attend comprehensive orientation sessions which provide detailed briefings about CIEE London requirements and regulations, student-facing policies and procedures, assessment requirements, learning resources, support options and information relating to co-curricular requirements and extra-curricular activities. Students confirmed this information to be comprehensive. Students are also briefed on the use of the London Centre's virtual learning environment (VLE) (Canvas). In addition to course information, the VLE records the academic performance and attendance records of each student and has provisions for allowing students to view their own records. Students registered for internships or courses delivered in UK partner universities also attend specialised induction sessions.

2.3 Once Student Participant Contracts are signed, CIEE London ensures that students have access to the VLE, which contains the Centre's most recent versions of policies, procedures, course information and academic manuals. Student-facing policies relating to attendance, late submission and plagiarism are deemed to be particularly important. Student Academic Manuals are updated each year and provide comprehensive information on assessment requirements, marking criteria, and complaints and appeals procedures. The VLE also serves as a single repository for student-facing policies and procedures. At course level, syllabi, issued in standardised formats, set out specific topics and assessment requirements.

2.4 CIEE London conducts annual reviews of student-facing policies and manuals to ensure that information is current. Staff and student feedback is used to ensure that policies and requirements remain fit-for-purpose. In spring 2023, reviews of the existing attendance policy revealed a loophole which allowed students to miss classes without sufficient reason. To close the gap, a revised policy was issued in autumn 2023 but senior management received feedback that the revised version was too draconian. In response, a third revision was introduced in spring 2024, and, following a trial period, its effectiveness will be assessed in the forthcoming academic year.

2.5 In respect of managing, monitoring and evaluating student performance, faculty staff have delegated responsibilities for assigning marks for individual and final assessments in the courses they deliver. Although no provisions exist for external examiners, assessment results are subject to moderation at headquarters and at local centres. For final marks awarded, CIEE Portland's Academic Affairs team's delegated responsibilities include moderating final results across all study abroad centres where the same or similar courses are delivered.

2.6 On the rare occasions that local centre final marks for a particular course differ appreciably from the norm, the Academic Affairs team advises the centre in question to investigate matters further. CIEE London's normal response is to appoint a second marker from the teaching team or an external marker to review the work and validate the first marker's spread of marks. In cases where a student questions a mark for a particular

assignment while the course is still in progress, the process differs slightly, but similar procedures are followed: either a second marker drawn from the teaching team or an external marker reviews the work and comments on whether the first mark should stand or be altered. CIEE London's processes and procedures for second-marking and moderating assessments at the local level are implemented in response to particular situations, rather than implemented according to standardised, documented procedures. This matter is also addressed as a desirable recommendation in paragraphs 1.18 and 1.19.

2.7 Robust procedures are in place for dealing with individual students who fail to comply with policies and procedures or those who express dissatisfaction with marks awarded for individual course assignments. Faculty panels, led by the Academic Director, review cases where plagiarism or unauthorised use of AI is suspected, and determine outcomes on the basis of evidence collected. CIEE London's Grade Appeals team committee reviews papers and evaluates results in cases where individual assignment marks in a current course have been contested, but any appeals against the final marks awarded must be lodged directly with CIEE Portland's Registrar.

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

2.8 CIEE London uses external reference points to monitor and evaluate processes for the programmes it offers and responds proactively to advice and guidance provided by CIEE Portland and Tulane University. Senior managers confirm that the London centre acted positively by reinstating its full semester programme provision in response to CIEE Portland's IPAC advice - that students would benefit more from staying in one location. Additionally, CIEE London uses recommendations provided by Tulane University to manage and improve the quality of student learning opportunities, particularly with respect to course review, syllabi design and assessment requirements.

2.9 UK external reference points are also used to strengthen the effectiveness of the London centre's study abroad provision. For example, in response to QAA observations made in previous reports about the UK Quality Code for Higher Education (the Quality Code), the Centre has produced a detailed action plan responding to the main points raised. As a consequence of experience gained in developing and delivering courses in UK universities, academic and professional support staff confirmed their familiarity with external reference points, including the Quality Code.

2.10 CIEE London's UK university partners each set their own individual course, assessment and appeals requirements within the parameters set for UK higher education, using *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (FHEQ), Subject Benchmark Statements and the Quality Code. Students registering at CIEE London for direct entry into UK university courses must meet the host university's admissions and assessment requirements.

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

2.11 CIEE London has robust procedures and practices in place for assuring the quality of teaching and monitoring the effectiveness of the learning opportunities provided for students. There is a thorough and effective student feedback process. For teaching staff, the Academic Director interviews candidates for new or replacement teaching positions who are normally qualified to doctoral level. Prior to the start of term, the Centre ensures that lecturers receive detailed information regarding their teaching and administrative responsibilities by providing access to the Outbound Exchanges Division Handbook, the London Staff Handbook and the Faculty Checklist. New staff members are required to

participate in training sessions. A faculty resources course has been developed on using the VLE to ensure that staff members are sufficiently equipped to upload and record course information, and are aware of the resources available. Each faculty member must complete the Staff Induction Course, and Academic Affairs requires successful completion of six modules for certification, prior to teaching.

2.12 Academic faculty are required to teach classes in accordance with syllabi previously approved by Tulane University. Some modifications may be made by academic faculty and students confirm that lecturers communicate effectively, and the classes are interesting and engaging. Termly teaching observations take place which ensure that lecturers are delivering at the appropriate academic level and that students are sufficiently engaged in the learning process. At the end of each teaching block the Centre Director contacts lecturers to review student evaluations. Where issues or anomalies are identified the Centre Director makes recommendations and agrees positive ways forward. Where substantial improvement is required, the Academic Director initiates a lecturer recovery action plan, which includes mandatory class observations throughout the term.

2.13 CIEE London operates an effective feedback system aimed at gathering student perspectives about the quality of their learning experience. Student evaluations are carried out at various stages of the student journey, and senior managers review results to identify anomalies and address issues arising. Pre-arrival, orientation, course and programme evaluations are effective, along with the continuous feedback provided by the Student Representative Committee. CIEE London demonstrates a highly effective approach to addressing issues raised by students, aimed at enhancing their learning experience. There is a wide range of student feedback opportunities and senior managers provide timely responses to issues identified.

2.14 CIEE London provides opportunities for students to serve on the Student Representative Committee (SRC), thereby widening and deepening their skills and experience in communicating with other students, and communicating effectively with senior management. In response to feedback from student representatives requesting further clarification about their roles and responsibilities, the Centre has produced the Student Representative Explanatory Document which details expectations.

2.15 CIEE London has responded effectively to comments raised by students about the high assessment workload required in the Internship Seminar related to an essential component, worth 70% of the Internship grade. The London Centre's Family Working Group proposed a modification and reduction in the number of assessments, to make the sessions and assignments more meaningful for students. Although in the initial stage of implementation, the proposal's effectiveness will be evaluated. There is **good practice** in the wide range of student feedback opportunities, which are responded to in a timely and effective manner.

2.16 Other actions taken recently include assessing the positive impact of co-curricular activities, strengthening the student representative system and improving delivery of the Internship Programme. Co-curricular activities form an integral component of each CIEE London course and provide opportunities for students to gain practical as well as theoretical knowledge and understanding in a subject area. Senior management's decision to make attendance and participation mandatory in co-curricular course events has impacted positively on student satisfaction, and is an initiative that has enhanced the quality of learning opportunities. Students confirmed that attendance requirements and direct linkage to specific courses had stimulated interest, and that participation in co-curricular activities had broadened and deepened opportunities for learning, and added value to their experience. The subject related co-curricular activity, which is effective in enhancing programme delivery and the student study experience is **good practice**.

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

2.17 CIEE London supports students effectively through a range of pre-arrival and post-arrival resources and processes that assure students are appropriately guided throughout their programme. Students are provided with support information and guidance at the pre-arrival stage in the form of a Know Before You Go online resource, and on arrival through a CIEE Academic Orientation. This information includes key contacts, timetable structure and deadlines, academic policies, and US and CIEE grading equivalences. Senior managers and professional support staff confirmed the pre-arrival and orientation activities and resources. Staff stated that the phased induction process ensures students are not overwhelmed with information when first arriving in the UK. Students receive an Academic Manual that provides an overview of the course structure and Learning Management System (LMS), attendance and participation requirements, assignments and grading, academic integrity, the appeals process, and information on adjusting to the cultural norms of English higher education. Students share their experiences of receiving support from advisers at their home institutions and hearing the experiences of other students who had undertaken programmes at CIEE London. Students confirm they receive an informative orientation from academic faculty which provides them with an overview of programme and support information. There is an additional orientation for students studying at UK partner universities provided directly by the partners.

2.18 There are effective evaluation mechanisms for reviewing support provided to students. These include student evaluations, the completion of a pre-departure materials and a programme evaluation questionnaires. Evaluation response rates are over 90%, representing an excellent engagement rate for monitoring and responding to student support needs. Alongside evaluations, students' needs are identified and responded to through weekly Student Representative Council (SRC) meetings and through direct engagement between students and staff. Support needs requiring further attention are logged and escalated to the Centre Director. Students provided examples of where they had received support with accommodation challenges, and in accessing health services. There are further plans to develop representation by increasing the promotion of SRCs to students, and recognising student engagement in this process.

2.19 CIEE London's Attendance Policy monitors student attendance and outlines the interventions and penalties applied when attendance does not meet requirements. The policy also outlines the process for authorised absence for ill health. Students spoke positively about their experience of the flexibility and understanding of CIEE London in response to being ill on arriving in the UK. The Centre efficiently authorised the absence, and provided alternative opportunities for the student to meet their participation grade requirements. Students praised the personable nature of student support and their positive interactions with CIEE support staff and faculty. Students state that they are comfortable providing feedback and approaching staff when they need academic and pastoral support.

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

2.20 CIEE London effectively maintains and improves the quality of learning opportunities through staff development with established oversight, training and continuous improvement processes. On appointment, all academic staff are required to undertake the Academic Affairs induction training, covering topics including course design and delivery, and assessment. A Faculty Resources online site with academic policies and processes is accessible. A Faculty Checklist outlines the key requirements of teaching staff when delivering their course(s). Academic faculty receive ongoing support through peer observations and one-to-one sessions with senior academic staff where development needs

and opportunities are actively identified and addressed. As part of the ongoing maintenance and improvement of the quality of learning opportunities, there are regular faculty meetings led by senior managers which include guidance on new policies and processes, resources and ongoing training - including academic misconduct and AI.

2.21 Students provide feedback on their learning experience and teaching quality through evaluations, SRC meetings and informal discussions with faculty and support staff. Where academic faculty receive low scores on student evaluations, this triggers a response from the senior manager and a recovery plan is implemented. Senior managers clearly articulate the process they undertake to identify and address faculty academic staff development needs, often based on student feedback. Students commented on the positive action taken on their feedback, which they consider is valued. Students praised the accessibility and approach of staff in understanding and improving learning opportunities, citing the rescheduling of co-curricular activities to avoid clashes. Semesterly reports which review programme delivery and quality of teaching are produced for senior management and reviewed at IPAC.

2.22 All staff undertake mandatory online training modules, which include Diversity, Equity and Inclusion (DEI), and Systems, Software and Security. Senior staff explained how the DEI training had been valuable in supporting the diverse cohorts of students. Faculty and professional support staff praised the support CIEE US provides in terms of advice and guidance.

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

2.23 CIEE London effectively ensures students have access to sufficient learning resources to enable them to achieve the programme intended learning outcomes. Students are provided access to programme-related online learning resources and peer-reviewed scholarly articles through CIEE London's learning management system (LMS). Faculty clearly articulated the process they undertake to review and update learning resources to reflect emerging scholarship in line with learning outcomes.

2.24 The Student Academic Manual provides information on accessing and using the LMS. Students provide ongoing feedback on learning resources through evaluations, SRC meetings and informal discussions with faculty and support staff. An overview of the evaluations provided indicates that students are satisfied with the learning resources they can access.

2.25 Students from a range of programmes stated they had sufficient access to resources while studying at the London centre. They confirmed the wide range of resources provided to them through textbooks and digital formats, the LMS and their home institution. Students confirmed the usefulness of the information faculty provide on access to resources such as the British Library, and study spaces in student accommodation. Students studying at UK partner universities confirm they have access to their respective university libraries, online learning platforms and institutional learning resources. Students praised CIEE's online LMS for its ease of use, organisation of assessment deadlines, and communication with academic staff. CIEE London also provides a range of mandatory co-curricular activities aligned with the course syllabus. In discussion with the review team, students praised these activities

both in terms of their academic and cultural experience. This matter is also addressed as good practice in paragraph 2.16.

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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