



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

Educational Oversight - Exceptional Arrangements

Edinburgh Napier University
International College

Review Report

July 2024

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About this report

This is a report of a review under the Educational Oversight-Exceptional Arrangements method conducted by the Quality Assurance Agency for Higher Education (QAA) at Napier University International College. The review took place on 24 July 2024 and was conducted by a review team, as follows:

- Dr Graham Garforth
- Dr Steven Proud
- Annie Willingham (student reviewer).

The main purpose of the review was to:

- make judgements about the provider's management of its responsibilities for academic standards, as set out in its contractual arrangements with its academic partner
- make judgements on the provider's management and enhancement of the quality 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 *Handbook for Providers*.

¹ www.qaa.ac.uk/about-us

Key findings

The QAA panel considered evidence relating to the educational provision at Edinburgh Napier University International College (the College) - both information supplied in advance and evidence gathered during the review visit. The review has resulted in the key findings stated in this section.

Judgements

The QAA panel formed the following judgements about Edinburgh Napier University International College.

- **Confidence** can be placed in Edinburgh Napier University International College's management of its responsibilities for academic standards, as set out in its contractual arrangements with its academic partner.
- **Confidence** can be placed in Edinburgh Napier University International College's management and enhancement of the quality of learning opportunities.

Good practice

The QAA panel identified the following **features of good practice** at Edinburgh Napier University International College.

- The extensive collaboration between Edinburgh Napier University and Oxford International Educational Group in planning, developing and launching the international student programme, and ensuring students are fully integrated into university systems, facilities and support services.
- The highly responsive approaches to learning and teaching on the Business programme, adapting to individual students' learning needs, utilising regular in-class feedback from students.

Recommendations

The QAA panel makes the following recommendations to Edinburgh Napier University International College (ENUIC).

It is **advisable** for the provider to:

- ensure that, as a matter of priority, an external examiner appointment is made for the Computing programme
- further review and enhance the current module descriptors to ensure that curriculum content is appropriately responsive to the ENUIC student profile
- develop a detailed action plan to demonstrate how ENUIC will ensure a consistent experience for students, with appropriate resources and support, to underpin the significant planned growth in student numbers.

It is **desirable** for the provider to:

- undertake further planning to maximise the currently available opportunities which support and implement staff development and ensure planned engagement by academic and professional support staff.

About Edinburgh Napier University International College

Edinburgh Napier University International College (the College; ENUIC) is an embedded college offering integrated programmes under Edinburgh Napier University's student sponsor licence. The College was established by a Collaboration Agreement and is managed in partnership between Oxford International Education Group (OIEG) and Edinburgh Napier University (ENU).

ENU's Internationalisation Strategy is a key enabler to delivering the University's overarching strategy - *Shaping Our Future: Driving Distinctiveness*. A key element of this strategy is the growth of on-campus students, through the enhancement of ENU's international reputation and the expansion of its international programmes and partnerships. Identified early on as a key enabler to the Internationalisation Strategy was the development of an international college. The proposal to establish an embedded pathway college at ENU is aligned to the University's strategic objectives to grow networks and connect communities, and, as part of its transformational action plan, to grow and diversify income. The core internationalisation strategy includes a commitment to grow an international student community on campus and enhance the international student experience.

OIEG's move into developing partnerships to establish embedded colleges in collaboration with and on the campuses of UK universities, was the result of a considered and sustainable growth strategy. Since 2020, OIEG has refocused its activities on its embedded colleges in the UK, Europe and the USA, the London Centre (OILC) for delivery of pathway programmes, the Digital Institute (OIDI) and its language school operations based in the UK, in Greenwich, Oxford and Brighton, and in the USA and Canada. As an embedded college offering integrated programmes based on the university campus, the programmes available at Edinburgh Napier University International College constitute the first stage of a degree programme and are aimed at international students who fall marginally short - academically and/or linguistically - of the requirements for direct entry to Edinburgh Napier University.

The College received its first students in January 2024, with further students admitted in April and June 2024, under the direction of the Academic Director, supported by the Regional Director, Scotland. The first College Director joined the College in February 2024 shortly after the permanent College Manager, so completing ENUIC's Senior Management Team. There has since been a change of College Director to the existing Academic Director, and a management restructure where the College Director is supported by an Academic Coordinator, a Business Lead and a Head of English. The planned intake for 2024 was 232 students. There are currently 246 students enrolled.

OIEG is responsible for the delivery of ENU-validated programmes within the College's dedicated teaching space and is primarily responsible for marketing the College and the recruitment of students in accord with pre-agreed English language and academic entry criteria. All full-time, part-time and sessional teaching staff within the College are employed by OIEG but are appointed only with the prior approval of ENU, which allows staff access to services as associate members of staff of the University.

Detailed findings about Napier University International College

Academic standards

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

1.1 Edinburgh Napier University International College (the College; ENUIC) is an embedded college, following a joint venture between Edinburgh Napier University (ENU) and Oxford International Education Group (OIEG), offering integrated programmes. There is a detailed collaboration agreement between OIEG and ENU which clearly sets out roles and responsibilities for the partnership. Specifically, the proposal to establish an embedded pathway college at ENU is aligned to the University's strategic objectives to Grow Networks-Connect Communities, and its transformational action plan.

1.2 ENU is the awarding body for programmes offered by the College. Overall responsibility for setting and managing academic standards lies with ENU, and academic standards are set and aligned with the University Regulations for Taught Programmes. The College has put in place processes for maintaining academic standards which, when fully embedded, have the potential to be effective in practice.

1.3 The Collaboration Agreement clearly outlines the responsibilities of each party for the management of academic standards. ENU provides OIEG with teaching and administrative space as well as access for college students to all services, including learning resources, counselling, IT support and facilities, similar to all other ENU students. The College adheres strictly to agreed processes, including quality assurance, put in place by ENU through the detailed Collaboration Agreement. ENU has also committed to the appointment of a senior member of staff to act as the coordinator between the University and the College. Link tutors have responsibilities for collaboration between the College and receiving Schools of the University. At a meeting with the review team, staff from the College, OIEG and ENU demonstrated the strong collaboration and dialogue on student numbers, programme resourcing, and mechanisms for student support and integration. Students spoke positively of their integration within ENU. The extensive collaboration between Edinburgh Napier University and Oxford International Educational Group in planning, developing and launching the international student programme at the College is addressed as good practice in paragraph 2.5.

1.4 The first cohort of students arrived in January 2024, across three academic programmes: International Stage 1 (SCQF level 7); International Stage 2 (SCQF Level 8); and the preparatory stage of an International Incorporated Master's degree. Programmes are currently delivered across two curriculum pathways; Business and Computing.

1.5 The College has clear quality assurance structures and processes. Governance and management of the College is provided through a joint committee structure, with nominated voting and ex-officio representatives from OIEG, the College and ENU. The Joint Academic Board (JAB) provides oversight, and disseminates best practice for academic quality, and oversight of quality assurance, and reports to the Board of Governors. The JAB has appropriate terms of reference, constitution and membership and is responsible for monitoring quality assurance and standards issues relating to the delivery, assessment and modification of programmes delivered at the College.

1.6 The JAB is supported by the the Joint Operations Group (JOG) which is chaired by the University's Head of International Operations & Admissions. JOG is responsible for oversight of all operational aspects involved in the running of the College.

1.7 OIEG supports a clear, evidence-based, teaching and learning approach that is clearly communicated with teaching staff, and forms the basis of classroom teaching approaches.

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

1.8 Programmes and modules delivered by the College were developed to mirror those originally designed and developed at ENU. However, owing to the constraints of the English Language and Skills modules, these are not direct duplicates, but have been amended to address the specific needs of international students.

1.9 Programme intended learning outcomes have been mapped against the existing programmes and ENU has a set of curriculum design principles which inform all programme development, including programmes delivered at the College. The initial curriculum mapping was against existing ENU modules which were planned and developed utilising a range of external reference points. These included the use of external stakeholders and subject benchmarking. ENU programmes are mapped against the *Scottish Credit Qualifications Framework (SCQF)*, *The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS)*, QAA Subject Benchmark Statements, Common European Framework for Reference (CEFR) (for language modules) and International English Language testing system (IELTS) bands 5 and 6.

1.10 Adherence to the guiding principles of the SCQF and QAA Subject Benchmarks is embedded within the initial approval and annual and periodic monitoring and review processes of ENU, and is captured on the definitive programme and module templates. The modules are an imperfect match for the ENU modules and, as this is currently the first cohort of students progressing through the programme, it is not yet clear how the students will perform when progressing onto ENU programmes. Senior staff, and those responsible for programme delivery, confirmed that further work is being undertaken to adapt the existing modules to the specific needs of the College's student profile. This is following an initial review of student progression and achievement, and will be considered more fully through the annual and periodic review processes when they are undertaken. The review team considers that it is **advisable** for the College to further review and enhance the current module descriptors to ensure that curriculum content is appropriately responsive to the nature of the student profile.

How effectively does the provider use external moderation, verification or examining to assure academic standards?

1.11 External academic peers were used in the development of the programmes to ensure that curriculum content is well designed, and at an appropriate academic level. The College utilises both internal and external voices as part of the process for assuring academic standards, including through extensive engagement with OIEG and ENU.

1.12 Assessments are initially designed by teaching staff in line with OIEG Learning Teaching and Assessment Strategies, and subsequently moderated internally by subject teams and the external examiner. Summative assessments are first marked and moderated by teaching staff within the College. Moderation processes ensure that assessments have been marked in line with the approved learning outcomes prior to scripts being sent to the external examiner for review. Assessment marks are formally considered and approved at module and programme assessment boards constituted by ENU.

1.13 The College intends to use external examiners, verification and assessment effectively to assure academic standards. These processes are at an embryonic stage as students have only been enrolled since January 2024 and none have yet been through the full cycle of achievement and progression. Similarly, the annual programme review and enhancement activity, as set out in the various quality assurance policies, has not been through a full academic cycle. No action plans have yet been formalised to further develop and enhance the provision. However, it is evident from meetings with senior staff and those delivering the programmes that staff are aware of the emerging issues and have clear plans in place to address these as part of review and enhancement activity.

1.14 Programmes delivered by the College are subject to oversight and scrutiny by external examiners. The College has recruited and appointed an external examiner for English for Academic Pathways, and for Business programmes, but the position for Computing remains vacant. The review team considers that it is **advisable** for the provider to ensure that, as a matter of priority, an external examiner appointment is made for the Computing programme. External examiners are appointed through an advertisement within Jisc and through contacts within the wider higher education sector. The College then follows the ENU policies and procedures for the appointment and use of external examiners as specified in the ENU's Programme Assessment Board Guidance. External examiners are appointed by ENU, attend assessment boards and submit an annual written report that is distributed to the College. Appropriate actions are put in place and, when the full annual review academic cycle has been completed, responses will be made to examiners' reports and appropriate action plans put in place as part of an enhancement process.

1.15 The first student cohort is currently progressing through the College and so external examiners have not yet commented on the overall performance of students. However, there is evidence of input from external examiners into the delivery of some modules within the programme. Policies relating to engagement with the external examiners are appropriate and have the potential to provide an effective process for the assurance of academic standards.

1.16 Overall, appropriate policies and procedures for the management of academic standards have been put in place through the collaborative work between OIEG, ENU and the College. However, as the College has not yet been through a full academic cycle, many of the mechanisms for managing and assuring academic standards have still to be fully tested and embedded. Nevertheless, senior staff and those delivering the programme, are cognisant of the regulatory requirements and spoke confidently of how these activities would assure academic standards and enhance provision.

The review team concludes that **confidence** can be placed in Edinburgh Napier University International College's responsibilities for academic standards, as set out in its contractual arrangements with its academic partner.

Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 The College has responsibility for operational management, delivery and enhancement of the quality of learning opportunities. However, oversight and governance of these responsibilities are shared between OIEG and Edinburgh Napier University (ENU) as set out in the Collaboration Agreement.

2.2 The partnership work between the College, OIEG and ENU effectively supports the management of the quality of learning opportunities. Strategic management includes a Steering Board, Joint Academic Board (JAB), Joint Operations Group (JOG), Programme Assessment Boards and the ENUIC Quality Committee, of which ENU staff are members. The Steering Board has overall responsibility for decisions relating to the establishment, operation and management of the programmes at the College and regulatory compliance. JAB's terms of reference include responsibility for monitoring of the quality of learning opportunities.

2.3 At the time of the review visit, it was clear that JAB, as constituted, could provide the necessary oversight. However, it is too early to assess the full effectiveness of these arrangements given the stage in the academic cycle. JOG has responsibility for operational delivery at the College, although the Board's role is currently evolving. JOG's role, supported by its Chair (ENU's Head of International Operations & Admissions) and ENU's Partnership Project Manager, is key to the effective operational establishment and initial effectiveness of the College.

2.4 The College, together with ENU and OIEG, has developed a culture of cooperation and co-working that has enabled effective management of learning opportunities to be established through an integrated and planned approach. OIEG has engaged senior experienced colleagues to support the College as it has been developed and established, and ENU has put in place appropriate governance structures so that senior colleagues could support the College and demonstrate a commitment to the partnership ethos from inception to launch.

2.5 College students have access to appropriate classrooms, specialist computing and engineering facilities, central timetabling support, licensed software and resources for students - as for any ENU student. Staff demonstrated many points of collaboration between ENU and college staff, and students reported to the review team that they made frequent and effective use of ENU's library and computing resources. The extensive collaboration between Edinburgh Napier University and Oxford International Educational Group in planning, developing and launching the international student programme, and ensuring students are fully integrated into university systems, facilities and support services is **good practice**.

2.6 Operational management of the College is the responsibility of the College Director who is supported by the College Manager and Academic Coordinator. The College Director reports to governance boards. College staff are invited to attend relevant ENU meetings and committees as members - for example, the Academic Integrity Oversight Group, acting as an academic integrity reviewer and ENU's Quality Committee. This integration positively enables both organisations to co-develop and enhance the quality of learning opportunities.

2.7 The College, working with ENU, has ambitious plans for growth in student numbers to meet its strategic objectives. The College Director meets with the OIEG Sales Partnerships

Director bi-weekly, and the College Director uses forecast recruitment data for OIEG to inform ENU's space strategy, as part of the formal planning process to match resources to planned growth. College staffing plans are based on these projections to plan for intakes in September, January and April with staffing planning taking place early in order to ensure appropriate resource is in place to meet increased student numbers given the maximum class capacity of 24. Students confirmed that they find the facilities suitable, as outlined below. This matter is addressed as an advisable recommendation in paragraph 2.38.

2.8 The role of link tutors is currently developing, and appropriate appointments have been made, with staff from ENU providing an effective liaison with the College on academic matters. The link tutor role has been established to enable effective management and enhancement of learning opportunities across ENU and the College, and to support student progression to ENU. Link tutors have a wide remit of work focusing on operational and curriculum matters, but also supporting students, monitoring progress and making recommendations for interventions.

2.9 Link tutors support the monitoring and reviewing of programmes and modules as part of the quality assurance processes. Link tutors' engagements with students are recorded and regular college visits allow for ongoing monitoring and review. Students confirmed that they value the interaction with link tutors. Link tutors have supported college staff in accessing the CISCO Networks Academic Course, allowing students to work towards professional accreditation, enhancing the student experience, and acting as a liaison link between programme leaders and ENU staff so that relationships could be established.

2.10 The link tutor for Business has provided feedback on a marketing module allowing assessment methods to be adapted to enhance students' skill development and better support progression to ENU's directly taught programmes. A student progression focused link tutor event is organised for later in the term and, where possible, it is planned that link tutors will become the Personal Development Tutors for College students when they progress to ENU. Both of these activities are designed to effectively support student progression.

2.11 Students studying business stated that their programme had been improved as a result of frequent in-class feedback sessions. Sessions were adapted to meet the students' needs. In addition, students explained in detail that they were supported to produce a summative marketing research report through carefully designed formative assessments, covering survey design, the use survey collection software, analysis and reporting. Feedback provided after each formative assessment enabled students to make progress. This approach to module amendment has been tailored through effective collaboration between the College's programme lead and the ENU link tutor. The review team considers the highly responsive approaches to learning and teaching on the Business programme, adapting to individual students' learning needs, utilising regular in-class feedback from students, to be **good practice**.

2.12 At the time of the review, the College had not been through a full academic cycle. Although not all processes have concluded for the academic year, the review team is satisfied that the College has plans in place to use the quality committees, deliberative bodies and management and team meetings effectively as part of an annual quality assurance and enhancement structure. This process, when fully embedded, will allow the College to fulfil its responsibilities for managing and enhancing the quality of learning opportunities.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.13 The College is developing its use of external reference points to manage and enhance learning opportunities as appropriate to its provision. Module and programme development is based on existing modules originally developed by ENU with regard to national qualification frameworks (SCQF) and relevant Subject Benchmark Statements. During the development, OIEG colleagues used the SCQF in order to ensure that programme and module descriptors represent the appropriate academic level. The College uses ENU as an external reference point mapping its curriculum to programmes at ENU to ensure they provide a threshold requirement for knowledge and skills at the level of learning outcomes.

2.14 The adoption of ENU policy and procedures supports the facilitation of student progression at an appropriate level and is underpinned by ENU academic regulations. ENU approval processes confirm that college programmes meet the requirements of the SCQF and relevant Subject Benchmark Statements. English for Academic Purposes (EAP) learning and assessment outcomes are mapped for equivalence to IELTS levels, the Common European Framework of Reference for Languages, and the SCQF. The Practical Networking 2 module is additionally aligned to the CISCO Networks Academic Course to support students' career development. Provision follows the expectations of the UK Quality Code for Higher Education although this is not explicitly referenced in documentation. Senior staff demonstrated an emerging understanding of, and engagement with, external reference points, through the strategic plan to embed employability skills as referenced in relevant Subject Benchmark Statements across all OIEG colleges.

2.15 Operational responsibility for recruitment and admissions rests with OIEG global teams. However, overall responsibility for recruitment entry criteria requirements and admission decisions rests with ENU. OIEG staff communicate regularly with the College and ENU staff in order to manage admissions decisions. ENU admissions staff make final decisions on borderline applications where students do not explicitly meet the standard entry requirements. Admissions processes operate as per the Collaboration Agreement. This includes synchronous assessment of a student's English language ability during the recruitment process. Students receive appropriate information about their programmes through their recruitment agents, the college website and promotional material.

2.16 Relevant policies and procedures govern recruitment and admissions, including the use of agents. Agents and sales staff receive familiarisation training about ENU and the College. Upon admission, applicants become full students of ENU and benefit from access to all student support procedures, including appeals and complaints. In practice, responsibility for managing appeals and complaints is shared. The College investigates appeals and complaints in the first instance as part of local and informal initial resolution practices. If still not satisfied, ENU will investigate through the use of its formal appeals and complaints procedures. Students reported that they could readily access information on complaints through the virtual learning environment (VLE).

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

2.17 The College recruits experienced staff who have an understanding and empathy with the needs of international students. This comprises a formal component of the person specifications for staff recruitment. College staff are employed by OIEG and are associate ENU staff. The College has recruited a range of teaching staff with English language and/or subject-specific teaching experience. Staff who are more experienced are used to developing and mentoring those who are less experienced with international students. The College uses doctoral students as part-time faculty staff. They bring valuable experience of

ENU and often their own international experience. Staff join regular staff meetings, development days and have access to a wide range of development opportunities. All new staff are observed as part of the formal lesson observation process and attend tutor training. OIEG provided initial and ongoing support to the College through the Regional Director for Scotland and the North - an experienced college director. The Regional Director facilitated sharing of experience to support the quality of teaching and learning - for example, through a senior tutor in Computing who teaches across similar international programmes at Dundee and Edinburgh universities in the first term.

2.18 The College is developing its processes for ensuring that the quality of teaching and learning is being maintained and enhanced. The College operates a formal lesson observation process and has recently included a peer observation activity focusing on enhancing practice. Lesson observations follow a structured format where observer and observee meet before the teaching session to discuss the context to be observed and the focus of the formal observation. Staff meet following the lesson to discuss what went well and identify areas for development to improve teaching practice. Observations feed into appraisal discussions where action plans are agreed for the year ahead.

2.19 Peer observations are carried out on an informal basis to fulfil a specific developmental aim. This may be due to an identified developmental need following a formal lesson observation, student feedback, or for proactive development and enhancement to take place. Staff cited examples of where the peer observation process had enhanced teaching practice. These included pairing up experienced English language teaching staff with new staff so that different pedagogical approaches between EAP and English as a foreign language teaching were fully understood so that teaching practice could be tailored. Pairing EAP and subject-specific teachers has supported the development of English language teaching within subject-specific lessons. This approach develops students' clearer understanding of subject-specific terminology.

2.20 The role of the Academic Coordinator includes ensuring that students' experience of the VLE is consistent across subject areas. The VLE is constructed using a coherent format for each module and the VLE modules pages are reviewed by tutors in partnership with subject leads to ensure consistency across modules. Resulting actions are followed up through management meetings which ensure that consistent quality is maintained. Students confirmed that VLE resources are extensive and readily available, and the student experience appears comparable across different subject areas.

2.21 The College has appropriate plans in place to operate annual monitoring through clear reporting templates. However, at the time of the review annual monitoring had not formally taken place as module teaching and assessment had not yet concluded for the first cohort of students. In preparation for annual monitoring, students are asked to provide feedback through module surveys, in-class feedback and through the student representative process. Changes to modules are submitted and approved through ENU's Curriculum Management Environment in conjunction with the College's Quality Committee. Module information is held in ENU's central management system which enables effective version control. Annual monitoring, when fully in place, will inform cross-curricular discussions and enhancement themes and process improvements may be identified.

2.22 Although a full annual monitoring process has not concluded, staff have been reviewing the effectiveness of teaching and learning since the launch of the College. Staff are clear that the approach to delivering EAP throughout the main programme of study supports students' development most effectively and allows delivery of fundamental academic language skills in the first term and supported learning in the later terms. As part of its ongoing review, the College is considering redesigning its portfolio approach to assessment of the EAP module, to include holistic marking across the four English language

skills areas. These discussions are at an early stage, and full consideration will be given and reported through the forthcoming annual monitoring process.

2.23 Enhancement of teaching and learning is effectively informed by feedback from students. Students reported to the review team that they provide feedback through completion of end-of-module surveys, in-class feedback activities and formally through student representatives. Module surveys are returned to the College through systems established by ENU. Students gave examples of how an issue relating to access to specialist computing software engineering was resolved and stated that teaching of computing had improved following feedback.

2.24 Students explained that feedback practices are not consistent across business and computing subject areas and specifically that in-class feedback did not occur in computing classes until the third term. Student representatives meet together to discuss feedback, which included that related to assessment practice, although this process is still being embedded. The College is in the process of embedding its student voice and feedback practices, including improving module survey response rates, and overall students reported that feedback raised is acted upon.

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

2.25 The College has an established link with ENU to allow staff access to continuing professional development opportunities. Comprehensive staff training takes place, covering module development, assessment, planning and quality assurance. Staff development needs are identified through teaching observations, student feedback and peer reviews. Staff appraisals are planned annually and role review meetings take place where objectives will be set, development requests can be made and individual enhancement plans are developed.

2.26 In order to maintain and enhance learning opportunities, observations on teaching staff follow guidance from OIEG. Clear action plans are identifiable should an unsatisfactory observation take place. Actions include the pairing of individuals and mentoring with a more senior staff member. Senior staff confirmed that peer observations had been successful in supporting a tutor in identifying new teaching skills to make sessions more interactive and engaging. Students confirmed that, after raising concerns about the standard of teaching in one module, teaching staff were supported in their pedagogic development and students were satisfied with the improvements made.

2.27 All staff are eligible for ENU training opportunities through the Department of Learning and Teaching Enhancement, such as undertaking the Postgraduate Certificate in Teaching & Supporting Learning in Higher Education. Academic staff confirmed that they have the opportunity to participate in a wide range of additional development activities, with one staff member achieving fellowship of Advance HE through ENU's ENroute scheme. Staff shared examples of how development opportunities had helped to enhance their use of the VLE and in further developing module handbook guidance for students. Not all staff have yet taken part in development opportunities. Senior staff stated that development opportunities have been limited in the first six months owing to more urgent priorities involving the set-up of the programme. It was identified that moving forward there would be a plan for staff to have one full day a week for professional development, scholarly activity and research, and to establish a timetable for group staff development sessions allowing staff to be free at the same time. It is **desirable** for the provider to undertake further planning to maximise the currently available opportunities which support and implement staff development, and ensure planned engagement by academic and professional support staff.

How effectively does the provider assure itself that students are appropriately and effectively supported?

2.28 Students have comprehensive access to academic and pastoral support from the College and ENU. The College follows the OIEG Learning, Teaching and Assessment Strategies which identify the tailored additional educational needs of international students. This requirement goes beyond English language proficiency and includes sessions on cultural difference and academic practice. Staff recognise the challenges international students may have and have taken action to mitigate these. Staff recruitment processes include the requirement for prospective teachers to have an understanding of international students' needs, with a number of tutors having experience of living, working or studying overseas.

2.29 On arrival, students are required to have an English language level of CEFR B2, or at least IELTS 5.5. Admission decisions rest with ENU which sets entry criteria. Staff confirmed that all students have met these English language requirements or admission decisions were approved by ENU where students were borderline, with senior staff recognising that tutors need to adapt pedagogical practices to the entrance requirement level. All students attend EAP classes in the first two terms. Students who are identified as needing additional English language support are given targeted interventions.

2.30 Students receive pre-arrival support and personalised inductions. The College provides a comprehensive programme handbook which gives a full guidance. This includes information on programme expectations, contact information, personal development tutors, student wellbeing and inclusion, information services, VLE, and guidance on assessment and on how to provide feedback. Students confirmed that the handbooks are used regularly to identify who to contact if they needed specific support. Additionally, ENU has a Safeguarding Policy and Support Framework to which the College adheres.

2.31 Small group sizes ensure that students are appropriately and effectively supported through interactive teaching. Staff highlighted that smaller groups allowed for informal modifications to take place in classes, to ensure the teaching methods are most effective.

2.32 Lesson structure has been altered to increase students' confidence through a transition from passive to active learning and the use of positive developmental feedback. Curriculum design is modified - building a foundation for the students who will later progress to further levels of study at ENU.

2.33 Personalised tutor support allows for early intervention where students are identified as needing additional support or have poor attendance. Staff shared examples of how additional support is provided, ranging from further face-to-face sessions, additional learning exercises, and a week of tailored support for resitting assessments. Students know how to access additional academic support and value the tailored interactions provided by support staff.

2.34 The College follows OIEG Learning Teaching and Assessment Strategies, and sample assignment briefs are reviewed centrally. Assessment feedback and formative assessment approaches follow those of ENU and are designed to support and extend students' linguistic abilities, critical thinking and cognitive skills. Assessment styles vary across modules to support students with their transition to ENU, with a mixture of formative and summative assessment styles taking place, including class tests, projects, practicals and reports. Portfolio work encourages engagement and is used for formative assessment, allowing students to be clear if criteria are met. The formative assessments allow students to receive detailed feedback and track their individual progress ahead of final summative assessments where feedback is received following ENU norms of a maximum of three weeks. The

students who met with the review team valued the formative assessments and feedback they had received.

2.35 The College has an open-door policy for students to provide feedback on all matters relating to their studies. Students shared examples of where they had raised concerns which were addressed appropriately and effectively through feedback mechanisms. In line with ENU procedures, students have the opportunity to provide regular anonymous feedback through end-of-module student surveys, along with frequent in-class feedback sessions. The College has effectively embedded processes for engaging with, and responding to, students and is continuing to improve feedback response rates. Student feedback is also collected by class representatives and through engagement at the Student Staff Liaison Committees and the Quality Committee meetings.

How effectively does the provider ensure that learning resources are accessible and sufficient to enable students to achieve the intended learning outcomes?

2.36 The College places an emphasis on small class sizes. Classrooms are equipped with computer monitors, projectors, document cameras and visualisers. Classrooms have extensive whiteboards which support interactive learning. Teaching and support staff confirm that resources available allow for alternative pedagogical approaches to suit different styles of learning. Students also have access to specialist computer suites and laboratories. Access to these facilities is secured through careful timetabling, and staff liaise closely with workshop managers and technical support staff. Students confirmed the computing access is readily available and said they receive timely support when requesting access to specific software. Students have full rights of access to ENU library and IT services.

2.37 The VLE is the main platform where tutors provide course and module information to the students. The VLE is populated with student handbooks, appeals and complaints procedures, staff contact details, student representation, marking criteria, announcements and discussions. Students use the VLE to engage with tutors outside timetabled contact hours and during their independent study. Students who met with the review team stated that the VLE has all vital information.

2.38 The College has plans to significantly increase student numbers over the next few years. Senior staff highlighted that an increase in student numbers would need to correlate with an increase in staffing and that classes would remain at a maximum of 24 students per group. Additional staff resources would be required to maintain the high levels of personalised learning and engagement currently taking place. The review team considers that it is **advisable** for the provider to develop a detailed action plan to demonstrate how it will ensure a consistent experience for students, with appropriate resources and support, to underpin the significant planned growth in student numbers.

<p>The review team concludes that confidence can be placed in Edinburgh Napier University International College's management and enhancement of the quality of learning opportunities.</p>

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