



EUSA LLP

Recognition Scheme for Educational
Oversight Review by the Quality Assurance
Agency for Higher Education

February 2016

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 25 February 2016 and was conducted by a panel, as follows:

Dr Terence Clifford-Amos
Dr Elizabeth Briggs
Dr David Gale.

The main purpose of the review was to:

make judgements about the provider's delegated responsibilities for the management of quality and improvement of learning opportunities
draw a conclusion about whether the provider's public information is reliable
produce a commentary on how effectively the provider discharges its responsibilities for academic standards
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.

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Context

EUSA LLP (EUSA) is a UK-based not-for-profit educational organisation owned by Boston University. It provides academic work placement programmes for students from American universities across its sites in London, Dublin, Madrid, Paris and Prague. EUSA works in partnership with accredited US universities to provide a variety of customised programmes. Its mission and vision is 'EUSA designs and implements high quality, customised academic internship programmes that immerse our partners' students in new professional, social and linguistic cultures. Our work promotes the advancement of cultural understanding by integrating learning, working, and living abroad'.

Partnerships are governed by formal letters of agreement which outline responsibilities, terms and conditions for each party. Programmes are run on behalf of, and have the full backing of, individual universities; therefore, the universities remain involved throughout the course of a programme's development and delivery. EUSA develops and delivers academic courses; credit for these courses, including the work placement, is granted by the university partner. Programme outlines are confirmed with the partner each time a programme is run by EUSA. Partners, supported as appropriate by EUSA, have ultimate responsibility for student marketing, application and selection. Partners are encouraged to inspect and review programme delivery.

EUSA offers two programme models from which partners may choose. Under the EUSA Programme, the most frequent option, all aspects of the programme are delivered through EUSA; hence EUSA designs courses and associated assessments, submitting them for approval to the individual partner universities concerned. Under the Work Placement Only Programme all services other than internships, including visa sponsorship, housing, faculty and programme management, are provided by the home university. In London there were nearly 1,000 students in 2015.

The quality of the provision is managed by the Executive Director and Finance Director, who report to the Board of Representatives

Detailed findings about EUSA LLP

1 Academic standards

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

1.1 EUSA'

and then University Relations personnel who feed back their observations and commentary to EUSA. The Academic Director is also involved in part two of this process should partners recommend changes. The panel found that the end of programme evaluation reports based on student evaluations were very thorough. Senior staff were very positive about its successful working in the oversight of course delivery, academic standards and corporate governance. The organisation and integration of the programme evaluation process that provides effective communication between all partners is **good practice**.

1.7 The panel noted that good practice often emerges from students and cross-site evaluations, and attendance at conferences. These internal and external sources prove valuable to the academic standards' practices of EUSA. A key new development relating to academic standards, quality and good practice, concerns the new USA-based Advisory Committee set up with key partners and inaugurated in 2015.

1.8 To develop a more holistic appreciation of academic standards and related matters among faculty staff, a member of the freelance teaching staff has been included on a rotating basis in the academic management of EUSA. This involves attendance at two Academic Committee meetings and a one-year consultancy period in relation to this attendance. Teaching staff met during the visit endorsed this good practice as working well and to the benefit of the freelance faculty and community.

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

1.9 External reference points are the responsibility of EUSA's partner universities and it is the responsibility of EUSA to satisfy the academic requirements of its academic partners. Assurance that this process takes place is provided through the syllabus-approval process. Partners will have been accredited by appropriate agencies and bodies in the USA.

1.10 EUSA has recognised, and been influenced by the previous *Code of practice, Section 9: Work-based and placement learning* (published by QAA) which, in particular, relates to placement activities and internships.

1.11 Other guiding external reference points include Boston University's Associate Director of Health, Safety and Security, the new EUSA Advisory Committee and its US partners, and the Forum on Education Abroad, which has established the 'Standards of Good Practice for Education Abroad'.

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

1.12 EUSA works closely with its university partners in the approval and review of its courses to ensure all courses adhere to the partners individual academic standards. EUSA has its own codes of practice on academic standards to which partners contribute. While there is scrutiny by EUSA's Academic Committee, there is no external examining facility.

The panel has concluded that EUSA LLP satisfactorily manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

2 Quality of learning opportunities

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

2.1 EUSA fulfils its responsibilities for the quality of learning opportunities as required by the letters of agreement with its partner universities. University partners visit EUSA to meet students, staff and faculty; to check facilities and resources; to sit in on lectures and inspect accommodation. Oversight of the local student learning environment is the responsibility of the City Director, reporting to the Operations Director who has ultimate responsibility. The City Director also liaises regularly with the EUSA Academic Director and University Relations.

2.2 Regular reporting and feedback to the Academic Committee and the Management Team ensures effective management and implementation of improvements to learning opportunities. The Operations Director is responsible for management of the quality of the delivery of programmes, liaising on a day-to-day basis with members of the Academic Committee, which conducts course reviews twice a year. These are informed by student course evaluations, faculty feedback and internship feedback. The recent appointment of the Internship Relations Director in London provides specific management oversight of the student learning experience in work-based and placement learning.

2.3 All policies and procedures relating to management of learning opportunities are documented and updated in the APM.

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

2.4 EUSA responds effectively to the academic requirements and associated learning opportunities set by the partner universities for delivery of academic courses and internships. The new Advisory Committee provides additional support to inform EUSA of wider developments in US study abroad programmes.

2.5 Relevant parts of the Quality Code are monitored to ensure alignment, particularly in relation to the policies and comprehensive procedures for placement and work-based learning.

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

2.6 EUSA draws on its structured processes for regular monitoring of the quality of teaching and learning. Monthly status reports on matters relating to learning opportunities, with action plans, are forwarded by the City Director to the Executive Director and the Operations Director. Termly programme reviews and end-of-term reviews, incorporating student evaluations, faculty and supervisors' comments, are used to assess the overall student learning experience. These are sent to the University Relations Team in Boston, and are discussed by the Management Team and the Academic Committee for action planning. The panel identified the organisation and integration of the programme evaluation process that provides effective communication between all partners as a feature of good practice (see paragraph 1.6).

2.7 EUSA gives special attention to the performance of faculty staff as evidenced in student course evaluations. Survey results are shared with faculty to assess where improvements are required. The panel was provided with recent examples of how student feedback had informed changes in course delivery. Student feedback surveys show high

Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The panel considers that it would be desirable for EUSA to: consider ways of extending access to library facilities, including the provision of work space, to meet the study needs of students (paragraph 2.16).	EUSA will reevaluate the extent to which its current provision of learning materials, and the learning space to absorb these materials effectively, are fit for purpose	New questions relating to these issues will be included on the Course and Student Programme Evaluation forms for summer 2016 and considered at the Academic Committee in September 2016 and then again in April 2017	May 2016 for questions and to collect data over summer 2016 and spring 2017 semesters (because of numbers of students at these times)	Academic Committee (in Sept 2016 and April 2017) and then on to Management Committee in spring 2017 to consider any budgetary implications or recommendations made	Academic Committee & Management Team 474.1 Tr	

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at:
www.qaa.ac.uk/about