

Recognition Scheme for Educational Oversight: desk-based analysis of IES Abroad London, December 2021

Outcome of the desk-based analysis

1 From the evidence provided in the annual return and documentary evidence, the

14 In the 2018-19 academic year, 520 students enrolled across all the programmes, all students completed their courses and all succeeded in the programme aim. Similarly in 2019-20, 713 students enrolled, all of whom completed and were successful on their courses. All courses were closed in the 2020-21 year due to COVID-19.

15 Students started to return to the organisation in May and June of 2021 with 32 students having enrolled on summer school and short programmes. All of these students have successfully completed their programmes.

16 In September 2021, 56 students enrolled across all programmes and a further 312 students are expected to enrol in January 2022.

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

17 The principal way in which external reference points are used to monitor and evaluate processes is through IES's close relationship with its various partners including City University, Queen Mary College and RADA. Alignment with the UK Quality Code for Higher Education, including aspects relating to teaching and learning, is informed by their close relationship with UK higher education providers. The Centre is also required to set annual goals in the context of the strategic goals of the wider organisation emanating from its headquarters in Chicago.

18 The organisation consists of an academic consortium of more than 235 leading US colleges and universities which direct academic policy. IES Abroad has a structured academic governance system composed of elected and appointed faculty and staff representing the IES Abroad consortium. Representatives from member colleges and universities collaborate with IES Abroad staff to set academic policy, develop and approve curriculum, review academic quality, and recommend enhancements and innovations in academic programming. Only after an academic programme receives the full support of consortium members is it offered to students.

19 Through programme evaluation, the academic consortium schools work with IES Abroad to review academic programming so that it remains relevant to the needs of students.

20 Normally, an annual conference for IES Abroad members is held to discuss study abroad topics, including academic standards and assessment, faculty and programme development, and how to maximise the benefits of study abroad. However, this has not taken place since the start of the pandemic.

Background to the

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Southgate House, Southgate Street, Gloucester GL1 1UB
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Tel 01452 557000
Web www.qaa.ac.uk