Oxford International Education Group: International College Dundee

Educational Oversight - Exceptional Arrangements

June 2019

Key findings

The QAA panel considered evidence relating to the educational provision at International College Dundee (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

following the expectations and practices set out in the QAA's revised Quality Code for Higher Education (the Quality Code) (March 2018) and are compliant with Home Office regulations.

1.4 The College offers two programmes - the International Stage One (IS1) programme and the preparatory phase of an International Incorporated Master's (IIM) degree as approved through the University Programme Scrutiny Panel and Academic Standards Committee. Consideration of any new programme proposals or modifications to programmes takes place through the School of Social Sciences Quality Assurance office and approved by the University Quality and Academic Standards Committee.

1.5 Academic standards are maintained through the Annual Review of Taught programmes and the University Periodic Review process. An institutional review of the partnership with Oxford International Education Group will take place in 2021. An interim Periodic Review took place in April 2019 with a full review expected in 2023. Programme evaluation also takes place through the College Directors Annual Report to the Joint Academic Board and Steering Board. The report contains information on student numbers, pathways, results, scholarships, student experience, continuations and attrition, staffing and curriculum development.

1.11

2.2 Governance and management of the College is through a joint committee structure

transition activities. The College receives feedback from link tutors and external examiners that are used in the annual review of its provision.

2.11 It is stated in its terms of reference, that external examiner reports will be considered by the Staff-Student Liaison Committee (SSLC). However, students met by the reviewers were unaware of how to access these reports and the minutes of SSLC reviewed by the team made no reference to these reports being considered by students. For this reason, it is **recommended** as **desirable** that ICD ensures that the Staff-Student Liaison Committee, with student members in attendance, consider external examiner reports and reference is made to this in the Student Handbook.

2.12 The OIEG Admissions Policy is informed by the Quality Code, *Chapter B2*, and commits OIEG to providing a fair, effective and responsible admissions service. OIEG is primarily responsible for the recruitment of students in accord with pre-agreed academic entry criteria. The final decision over the admission of students to programmes at the College lies with the University which issues the Confirmation of Acceptance for Studies (CAS) letters. The right to appeal an admissions' decision is explained in the OIEG Admissions Policy.

2.13 The College follows the University's Academic Appeals and Students Complaints' procedures which are made available to students through the handbook available on the virtual learning environment (VLE).

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

2.14 The JAB considers the outcomes of monitoring reports, assessment boards, link tutor and coordinator reports, and feedback from external examiners. Issues relating to teaching quality is a standard item on the agenda.

2.15 The College operates the University's annual monitoring and review processes for all courses and modules. The outcome of the monitoring process is the production of annual quality enhancement reports at programme and module levels. These are informed by statistical information, and feedback from students, staff, link tutors and external examiners. In addition to following the University's processes, the College Director produces a reflective annual report to the JAB and Steering Board.

2.16 Student feedback is obtained through a range of mechanisms, including representation on the Student-Staff Liaison Committee, module and programme-level feedback forms, and feedback on proutcomes of monitoring repo.92 reW*n(as)13(sess)13(m)-3(en)3(t)6( )-4

3 Information

How effective are the provider'

Glossary

This glossary is a quick-reference guide to terms that may be used in this report.

User-friendly explanations of a wide range of terms can be found in the longer **Glossary** on the QAA website: www.qaa.ac.uk/glossary

Academic standards
The standards set by **degree-awarding bodies** for their courses (programmes and modules) and expected for their awards. See also **threshold academic standard**.

Award
A qualification, or academic credit, conferred in formal recognition that a student has achieved the intended **learning outcomes** and passed the assessments required to meet the academic standards set for a

Framework
A published formal structure. See also **framework for higher education qualifications**.

Framework for higher education qualifications
A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland*

bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

Technology enhanced or enabled learning (or **e-learning**)
Learning that is delivered or supported through the use of technology.

Threshold academic standard
The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic **award**. Threshold academic standards are set out in the national