

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: FIE: The Foundation for International Education Limited (London Study Centre)

ADDRESS: 114 Cromwell Road
London SW7 4ES,

HEAD OF INSTITUTION: Hania Al Muhaisen Rahman, Chair of the Board of Directors

DATE OF INSPECTION: 18-19 April 2016

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 7 Jun 2016

1. Background to the institution

The Foundation for International Education (FIE) was established in 1998 and has been accredited by BAC since 2006. The FIE mission statement is 'to provide a high quality educational experience to the global community by the creation of an appropriate learning environment where students can understand and appreciate the privileges and responsibilities of international citizenship'. In policy and in practice, FIE follows clearly defined values and principles, including a commitment to experiential learning, cross-cultural experience, international citizenship, sustainability and diversity.

FIE's provision aims to provide this educational experience to students of American universities and colleges, through 'study abroad' programmes in London, Dublin and Amman, Jordan. FIE works in partnership with around 50 US universities. FIE's London Centre is located in an attractive area of West London, with student residences well sited close to its teaching premises. The organisation has grown considerably since it was established, in terms staff and student numbers and partner institutions. The current strategy is aimed at managing growth to the fullest capacity available across the year.

FIE is a non-profit organisation limited by guarantee. The managerial structure is headed by the Chair of the Board of Directors, with senior posts at Vice-President or Director level for the major areas of Operations, Finance, Administration and Academic Services. The administrative operation in London is complemented by four full-time staff based in the US, responsible for admissions and recruitment. The vast majority of FIE's academic faculty are part-time, and a number of them also teach in higher education institutions in London.

FIE has established an overseeing advisory body, the Academic Advisory Board, with members representing partner universities and US Study Abroad organisations. The Academic Board is consulted on programme development, and advises on the quality management of the FIE provision; it meets twice a year. FIE subscribes to the Forum on Education Abroad's QUIP review procedures. FIE has also been reviewed and monitored by the UK Quality Assurance Agency (QAA) under its Recognition Scheme for Educational Oversight (RSEO) procedure.

2. Brief description of the current provision

FIE's annual pattern of provision covers Spring and Fall semesters of ten weeks, together with a range of summer school programmes which last between four and ten weeks. Together these programmes cater for around 1400 students each year. A number of the FIE programmes are 'closed' and are tailor-made to the requirements of specific US partner universities, which will both approve the courses and recognise them for academic credit purposes. Other courses are open to all students, and these carry credit awarded by the FIE's US-based 'Schools of Record', Drexel University and St. Norbert College. The majority of FIE's courses are developed in negotiation and agreement with the US university partners. Courses offered are largely in the areas of the arts and humanities, social sciences and business. A particular feature of FIE's curriculum model is the placement of students in short-term internships, working with a wide range of London organisations and businesses; around 700 students are placed in internships each year with 600 placement partners.

3. Inspection process

For this reaccreditation inspection, two inspectors visited FIE's London study centre for a period of two days. In advance of the inspection, FIE provided an informative self-evaluation statement together with electronic links which enabled the inspectors to have access to a wide range of relevant internal documentation. In the course of the inspection, eight meetings were held, including discussions with the senior management, administrative staff, student support staff, residence management, and with groups of teaching faculty and students. From the senior staff, inspectors met with the Chief Academic Officer, the Senior Vice President of Operations, the Vice President Facilities, the Chief Finance Officer, the Director of Administration and Academic Services, the Director of Facilities, and the Director of Student Life. The inspectors were given a tour of Foundation House, the main FIE teaching and administrative premises, and they also visited the largest of the FIE student residences, Metrogate. In addition to the scrutiny of FIE documentation and procedures, inspectors were given a demonstration of the FIE management information system, including student records and attendance management; they viewed the on-line portals for staff and students; parts of a range of classes were observed and a sample of assessed student work was seen. The inspection was helpfully facilitated and supported throughout by the FIE Teaching and Learning Development Officer.

4. Inspection history:

Inspection type	Date
Full Accreditation	27 September 2006
Interim	9 March 2010
Spot Check	13 May 2011
Re-accreditation	25-26 January 2012
Interim	4 February 2014

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

- There is a clearly defined and established management structure. FIE is led by a well-qualified and experienced senior management team. Responsibilities for staffing, operational management, facilities and resources, programme development, quality assurance and student welfare are clearly defined and allocated between members of the team.
- The management team members meet regularly together, and with the other members of staff working with them.
- The arrangements for course management provide for good communication between senior managers, course convenors and part-time faculty members.

2. The administration of the institution is effective

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| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

- FIE has a strong team of administrators, whose work includes close liaison with its US-based development team staff and with partner universities in the United States.
- FIE has developed an appropriate range of policies and procedures, clearly laid out in its Employee Handbook and other documents.
- Administrative staff are well supported in data management and record keeping by the effective implementation of modern electronic systems.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- Employment-related policy and practice are well developed and communicated through a comprehensive Employee Handbook.
- A well-designed employee evaluation (appraisal) procedure has been established, with self-evaluation, regular review and linkage to staff development planning. Performance evaluation identifies staff development needs, and a budget is available for funding development opportunities for all staff; this includes, for instance, funding for health-related activity. This is an excellent feature of the management framework.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- A wide range of publicity material, including the FIE website, was examined in the course of the inspection. This was found to be comprehensive and accurate. The website is well-designed and accessible and contains detailed information on course curricula, facilities and resources. Students confirmed that information was accessible and reliable.
- FIE has responded rapidly to the guidance of the Competition and Markets Authority (CMA) with regard to higher education institutions, commissioning an external review of its publications and procedures.

5. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- Students are carefully assessed in the recruitment process. FIE recruits the majority of its students through its US partner universities, working with its Development Team in the US. Suitability for study is assessed through the student's Grade Point Average, the university recommendation, and the availability of courses and credit to match the student's study profile. There is an advising procedure which may include an interview, and close communication between the Development Team, the student and their current place of study, and FIE in London.
- The FIE Admissions Committee oversees admissions policies and procedures, and gives detailed attention to the assessment of applications from independent applicants.
- Both before and following confirmation of admission, students are fully briefed, including visits from FIE staff to US partners. Students confirmed the quality and usefulness of the induction and orientation sessions.
- A small percentage of FIE students are not native speakers of English. Where these are already studying in the US, they will have successfully passed required English competence tests at the US institution. First Year students studying at FIE will sit an approved UKVI test and are expected to achieve IELTS level 6.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No NA
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. Yes No NA
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

- FIE has a fully developed Class Attendance Policy with specified procedures for recording and managing student attendance. Management of attendance is an organisational strength.
- Attendance is recorded daily on a computer-based system and reviewed weekly, with defined follow-up procedures and actions.
- Attendance and class participation are incorporated into the student's final grade for each course.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

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| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

- Course feedback forms are distributed in class at the end of each course and filled in anonymously by students. This information forms a core part of how teaching faculty are assessed, how the curriculum is revised/improved and planning for the learning opportunities students would like to see in future. The Director of Academics is responsible for reviewing the survey outcomes each term and disseminating the results. Student views on their learning experience are also being sought through structured focus group discussion.
- In addition, FIE carries out reviews at Programme level (i.e. the entirety of students' learning experience, covering a range of courses), and these reviews inform management action-planning.
- More specifically focused evaluation is obtained relating to student placements, both through feedback from students and from placement sites.
- Regular feedback is obtained from FIE's partner universities on the quality of its provision, through a variety of communications.
- FIE's uses a well-defined and comprehensive range of quality-related information obtained through stakeholder feedback. However, while informal communication takes place, FIE does not yet have a formal mechanism for reporting back to students on actions taken. This is partly understandable considering that students are only present for a relatively short period, and may not have the opportunity to experience the results of their feedback. Nevertheless, students believed that such information would generally be positive and motivating, and FIE management stated that it was intending to develop a web platform for disseminating this information to students.
- FIE is therefore recommended to implement fully its intended plan to communicate systematically to students the actions taken resulting from their feedback.

In regards to substandard 7.4 being marked as no, but the overall standard being marked as met; the inspectors used their judgement. It is noted that students attend courses for a relatively short time, therefore, will not be present when the response is provided. FIE does give some feedback by informal routes to partnership organisations. Also FIE is working on a more systematic procedure and this has been listed in the recommendations section.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- FIE and its course programmes are subject to periodic external review by its partner institutions and by its Schools of Record, the latter visiting or meeting with FIE annually and maintaining a rolling programme of course monitoring and approval. FIE is also accountable on a regular basis to other external bodies which report on its performance: The Forum on Education Abroad (US); BAC; QAA; ANUK.
- FIE has well developed internal systems for monitoring and evaluating institutional performance. An extensive list of feedback data sources with quantitative and qualitative indicators has been compiled. Each member of the management team is responsible for consulting with his or her team to respond to the feedback on their area of responsibility; where appropriate action plans are agreed and reviewed.
- FIE has initiated a number of focused reviews through working groups, for instance on communication, information management and on accessibility and diversity; these are good examples of the ongoing review of organisational processes.
- FIE has an Academic Advisory Board, whose members are senior representatives of US higher education institutions and Study Abroad organisations. The responsibility of the Board is to contribute to the academic quality and viability of programmes through advice, information, and support, specifically with regard to the development, quality, and outcomes of its programmes. Reports are made to the Board periodically.
- While FIE's published annual summary provides a valuable account of recent developments and achievements, it would benefit from the development of a more systematic annual management overview report, with action plans.
- It should be noted that the expectations of criterion 8.2 above are not directly relevant to FIE provision, as this does not fall neatly within an annual cycle. Nevertheless, FIE is recommended to develop a suitable procedure for maintaining a periodic overview report or record of performance, drawing on its key indicators, which can provide for ongoing comparison and internal assessment of progress across its programmes.



INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

- Academic management is led by the Chief Academic Officer, supported by the Director of Academics and the Course Convenors. Responsibilities and reporting lines are clearly defined.
- Liaison and support between academic management and administrative support is effective.
- Selection and appointment of new faculty is carefully managed with an orientation briefing, helpful handbook information, initial support, peer observation of classes, together with a New Faculty Survey which reviews the initial experience within the organisation. Academic staff are mainly part-time; regular and repeated contracts to deliver courses provide for continuity and consistency.
- The FIE Teaching and Learning Committee oversees all teaching-related matters, including course development and review, and considers resource-related recommendations.

10. **The courses are planned and delivered in ways that enable students to succeed**

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| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

- FIE courses are mainly developed in consultation with partner US institutions, who will formally approve the curriculum. Other courses carry approval by the 'School of Record'. All FIE courses are designed in conformity with a detailed syllabus format, which includes learning outcomes, assessment strategy, and co-curricular elements.
- In the syllabuses and assessed work reviewed, formative and summative assessments were appropriately linked and well aligned with the expected learning outcomes.
- Students met by the inspectors were clear about the scheduling of coursework and assessment.
- Courses are designed to meet the needs of students, to build on the study abroad experience by using 'London as a Classroom', and to have a good fit with the study pattern of the student in their US programme, including relevant assessment and credit allocation.
- In its teaching strategy, FIE stresses its commitment to experiential learning linked with the acquisition of independent learning skills. This is particularly evident in the FIE internship placement programme and its accompanying classes.

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

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| 11.1 | Teachers are appropriately qualified and experienced. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

- CVs seen by the inspectors showed academic staff to be well qualified, many with higher degrees, and where relevant, having membership of professional bodies. Staff are experienced teachers in higher education and able to deliver courses at the expected level.
- FIE has in place a well-specified and thorough procedure for peer observation of teaching which covers all areas of the teaching and learning activity.
- There is strong and effective support for the professional development of teaching staff, with a staff development budget, a professional development web portal outlining opportunities and activities, internal teaching awards, and systematic arrangements for the exchange of good practice. Records of staff development activity are maintained and staff confirmed the availability of funding. FIE has recently introduced sessions aimed at the exchange of good practice between teaching staff ('Faculty Enlightenment Matinee'). The commitment of FIE to professional development is commendable.
- Good teaching strategy and practice is encouraged by the sharing of information in the Learning and Teaching Committee and by the engagement of senior staff. The Faculty Handbook lays out the main elements of the FIE teaching strategy, stressing the incorporation of active experiential learning as a major course component and setting out key learning outcomes shared across its programmes.
- Classes briefly observed by the inspectors showed a good variety of teaching approaches, and included an active participation of students through presentations and discussions.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

This standard is judged to be: Met Partially Met Not Met

Comments

- The FIE Faculty Handbook provides a comprehensive list of available study resources and similar information is made available to students. Good supportive information relating to resources is made available through the staff and student portals on MyStudy@FIE, the on-line e-learning platform.
- FIE does not have its own library, although a small collection of key texts for core courses is available. Instead, FIE has negotiated a number of schemes by which students and faculty can use the facilities of other university libraries in London. Students also have on-line access to the libraries of the own home universities in the US.
- FIE subscribes to a number of on-line learning resources, including JSTOR and BFI ScreenOnline. It has recently implemented its own on-line streamed collection of recorded educational resources, MyMedia@FIE, under its ERA license. This is a valuable additional teaching resource for staff.
- Staff and students have access to well-laid out information and resources through the 'Virtual Faculty Lounge' and the 'Virtual Student Lounge'; these portals make good use of on-line communication.
- The nearby student residence (Metrogate) has a well-laid out computer suite and study space, with 20 PCs available students at any time.
- Given the reliance on internet-based learning resources, it is important that students have reliable and effective access to on-line study support and with this in mind, FIE is recommended to keep under review the adequacy and accessibility of its wireless network.
- A notable element of the FIE curriculum is the incorporation of co-curricular elements in all courses, which involves the use of the local resources in London to illustrate and exemplify aspects of the students' programme.
- Both staff and students confirmed that they were satisfied that the necessary learning resources, for successful study, were available.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

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| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.5 | Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.6 | Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

- All aspects of assessment management were found to be well communicated and managed. Submission of assessed work is managed electronically through the 'MyStudy' portal for students. FIE documents give clear advice on assessment strategy, grading standards, and academic probity.
- FIE has introduced a scheme for internal cross marking of sampled assessments, which not only provides for calibration of standards and grading but equally important, evaluates the place of the assessments within a strategy for learning.
- The small sample of assessed work reviewed by the inspectors was carefully marked with helpful comments. Students confirmed that the feedback given to them on their assessed work was generally full and constructive.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

- FIE courses are recognised and approved by its US partner institutions, or by the relevant School of Record, as providing academic credit which can contribute to an award of a US qualification. US universities are themselves subject to recognition by their own accrediting bodies. The FIE university partnerships are recorded in formal agreements.
- Courses are formally reviewed and approved by the Schools of Record as being of the required standard. US university partners visit regularly to review all aspects of FIE's academic delivery, services and facilities.
- Following USA practice, assessment is not moderated or confirmed by external examiners or examination boards. FIE has introduced its own internal sampling and moderation of assessed work in order to check standards.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

- The FIE Faculty Handbook includes detailed policy and guidance relating to the proper administration of assessment, including all aspects of academic probity.
- Explicit procedures for Grade Appeal are published and available to staff and to students through handbooks and the website. In addition, students can refer to FIE's general policy on Complaints and Appeals.

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

- The FIE Academic and Experiential Education Coordinators provide career-focused mentorship, in particular relating to placement experience.
- FIE organises a 'Life after London' Global Opportunities Fair in the Spring and Fall semesters. At this event student are able to gain information and advice from placement employers and with regard to further study opportunities. Materials from the Fair are available for later reference in a Resource Centre.
- FIE offers Writing Support classes, through which students can be assisted with preparing applications and CV's / Resumes.

INSPECTION AREA - STUDENT WELFARE

18. **Students receive pastoral support appropriate to their age, background and circumstances**

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- Pastoral support is overseen and led by the Student Life Team at FIE. This consists of 14 staff, and includes 9 Residence Life Supervisors who are based in the student residences. This coordinated team provides regular contact with students and as required can refer students for medical, counselling, disability support, and other personal advice.
- Pre- and post-registration and pre-departure briefings all take place through well established procedures; on arrival at FIE students have three days of induction and orientation presentations, including a tour of London.
- The main student residence reception (Metrogate) is staffed on a 24/7 basis and provides the contact number for emergency support. Rapid communication with the Student Life Team will then follow.
- The FIE Code of Student Conduct provides comprehensive information to students based on FIE community values and standards and covers all aspects of student life, particularly rules relating to the residences. The Code includes sections on discrimination, bullying and harassment and has a clear statement of the related disciplinary procedures. A summary of the Code is included on the FIE website.
- FIE has clear published statements relating to diversity and equal opportunities, and to zero tolerance of harassment or abusive behaviour. The needs of disabled students are met on an individual basis, with both study facilities and residences able to cater for these.
- Overall, the inspectors judged that the range of support provided by the Student Life Office was excellent.

19. **International students are provided with specific advice and assistance**

- 19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes No
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

- See comments under Standard 18 above. As US study abroad students, all FIE students can be considered to be international. The pastoral support arrangements take this fully into account, and in particular students are supported through FIE programmes in gaining an understanding of UK culture and society.
- A small group of students (Freshman First Year) enter FIE for the Fall semester before they progress to their chosen US institution. Some of these may be overseas students. These students are given additional support: a mentoring scheme to support their entry into academic study through enhanced academic advisor contact; writing and study skills support; and where relevant additional support in English language.
- A regular Conversation Club gives international students the opportunity to join discussion, in English, on current topics.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No
- 20.3 Students are advised of BAC's own complaints procedure. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- FIE has developed and published a comprehensive policy for complaints and appeals; the policy includes reference to the possibility of contacting BAC, should FIE's internal procedures not have satisfactorily resolved a complaint.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. Yes No NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. Yes No
- 21.4 A level of supervision is provided appropriate to the needs of students. Yes No
- 21.5 Separate accommodation blocks are provided for students under 18. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

- All students are housed in FIE residential accommodation. The student residential buildings are in the local Kensington area and are mid to late 19th converted townhouses. Fully furnished single and shared rooms are available.
- The inspectors viewed the largest and main FIE residence, Metrogate. This was found to be well managed with a high standard of accommodation. Security, cleanliness and safety are all addressed in a systematic manner. Kitchen facilities, a laundry, and common meeting areas are found in all residences. Metrogate also has a well-equipped computer suite and study space, for use by all FIE students.
- Each residence has an on-site Residence Life Supervisor, an approachable and well-informed point of contact able to provide guidance for students on personal and practical matters. These supervisors are directly linked to the Student Life Office, and are therefore integrated as a team within the wider pastoral support system.
- As a part of its commitment to providing quality student residential accommodation, FIE's London residential facilities have been reviewed and accredited by ANUK (The Accreditation Network UK). The ANUK assessment tests the meeting of its guidelines for the quality of accommodation, and includes review of equal opportunity provision, tenancy, rental terms, marketing, health and safety and post-rental procedures. Random checks are conducted by ANUK every three years.
- Overall, the location and high quality of the accommodation, its management, together with the personal contact and support directly available for students in residences, was considered by the inspectors to be commendable.

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

FIE does not offer home-stay accommodation. Students have the opportunity to stay with a London-based family for a weekend under the auspices of Host UK.

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- 23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 23.2 The social programme is responsive to the needs and wishes of students. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. Yes No NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

- The Student Life Office organises a range of extra-curricular activities during each semester. These have included trips to interesting London districts and major tourist sites, theatre trips, sporting events, and weekend excursions to Wales and Edinburgh. A programme flyer is published regularly to inform students. Students met during the inspection had participated in the programme and greatly enjoyed the opportunities provided.
- FIE students also benefit from a full programme of academically related co-curricular events and visits. These are arranged by the Student Life Office in liaison with the teaching faculty, and every course is expected to include such co-curricular elements.
- FIE has negotiated an agreement with Imperial College for its students to be members of the College's Students' Union, opening up the facilities and the activities of the College to FIE students. Of particular note is the Student Global Leadership Conference, organised by FIE at Imperial College.
- During their time at FIE, the US students are encouraged to explore London, the UK, and to travel in Europe. An Oyster Card for London travel is issued to students upon arrival. Relevant advice on international travel is provided in a Travel Guide which provides useful information that may not be familiar to non-UK students.
- A full range of social and leisure activities is therefore available to students and is effectively supported by FIE staff and through helpful information. Student strongly appreciated these opportunities but also felt that they would have liked even more activities where students could mix with each across the 'closed' FIE programmes.
- Artistic and creative work by students is encouraged in the exhibitions held in FIE's own small gallery.

INSPECTION AREA - PREMISES AND FACILITIES

24. **The institution has secure possession of and access to its premises**

- 24.1 The institution has secure tenure on its premises. Yes No NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

25. **The premises provide a safe, secure and clean environment for students and staff**

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- Foundation House, which provides FIE's administration and teaching accommodation, is situated in an excellent location in West London. A fine listed building, it offers a prestigious and attractive setting for the work of the staff and students. The historical character of the building, extending over four floors, nevertheless imposes some constraints with regard to available office accommodation and circulation space. Taking these limitations into account, it has been well adapted and offers a clean, well furnished and equipped and carefully managed environment for academic provision.
- Security and Health and Safety matters are fully addressed.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

- Foundation House has a two large classrooms suitable for groups up to 30, which may also be used for assessment purposes, together with a number of smaller classrooms suitable for seminar or group work. All classrooms are fit for purpose and are equipped with flip-charts, short throw interactive data projectors and suitable furniture. Two classrooms have SMART electronic whiteboards. FIE has access to additional learning and teaching accommodation should this be required.

27. **There are appropriate additional facilities for students and staff**

-
- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
-
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
-
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
-
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA
-
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
-
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

- See comments above on Standard 25. Foundation House has a small kitchen and meeting space available for members of staff, and a pleasantly laid out lounge area for students. Students may also use the private study space situated close by in the Metrogate residence. There is enough flexibility in the accommodation for classrooms to be used as necessary for staff and committee meetings.
- Administrative offices are sufficient for their purpose but sometimes crowded several staff desks. Senior staff have small individual offices. Faculty staff have individual pigeon holes, but there is no locker storage for personal possessions. However, neither staff nor students considered this to be a necessary feature.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

- FIE is led and managed by a strong and effective team at senior management level.
- Administrative functions are well developed and supported by a good use of IT systems.
- FIE has thorough and reliable arrangements for attendance monitoring and follow-up.
- A well-specified and effective system for performance review has been established.
- Students are supported effectively in the application, registration, induction and orientation procedures.
- FIE makes constructive use of feedback from its students and its partner institutions.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

- The introduction of course convenors and their collaboration with the Director, Academics has provided for an effective course monitoring and reporting system.
- Information for teaching faculty, both online and in handbooks is comprehensive and informative.
- Support and recognition is given for excellence in teaching, through the well-designed 'peer observation of teaching scheme', and through the commendable arrangements for the professional development of teaching staff.
- The management of assessment is sound, with clear scheduling, constructive and timely feedback, and internal moderation.
- A range of co-curricular and extra-curricular opportunities is offered to students, including the use of 'London as a Classroom' which gives their period of study abroad a valuable additional learning dimension.
- FIE has developed an impressively wide range of internship placement opportunities as a part of its core curriculum, and this aspect of its provision is complemented by focused academic seminar sessions which provide extensive learning support for the internship experience. Students can also refer to a helpful Training Manual. Some students suggested that the additional charge made for this should be communicated earlier, and felt that in general the preparatory support for the internship might be excessively detailed. The internship experience is assessed through feedback from students and from the employing organisation. Overall, the inspectors concluded that the provision of internship opportunities is a strong and carefully managed feature of FIE's offer to students.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

- The information and advice given to students in FIE's handbooks, guides and other documentation is comprehensive and clear.
- The personal support to students provided by the Student Life Office and the team of Residence Life Supervisors is commendable.
- The range of co-curricular and extra-curricular activities broadens and enlivens the student experience.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

- FIE's teaching accommodation is generally fit for purpose, with up to date resources.
- FIE's premises and residences have an excellent London location and are well managed. Residences are carefully maintained and furnished with regard to the needs and interests of students. FIE residences have successfully received accreditation by ANUK.
- Security, supervision and communication, in residences, is well supported by the 24/7 reception in the main residence and through the work of the on-site Residence Life Supervisors.
- FIE has set up formal links with leading London higher education institutions so as to strengthen and extend the facilities and resources available to its students.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

- FIE is recommended to develop further its current arrangements for reporting to students on actions taken in response to their feedback.
- FIE is recommended to develop a more systematic annual management overview report, where appropriate to include action plans.
- FIE should keep under review the adequacy of wifi access to the internet, as this is important for student access to their home university library and other e-learning resources.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Compliance with statutory requirements relating to buildings and premises is a part of ANUK inspection and accreditation. FIE has formally confirmed its compliance with all statutory requirements.