



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 inspection

NAME OF PROVIDER: IFSA UK

ADDRESS: 59–61 South Molton Street
Mayfair
London
W1K 5SN

HEAD OF PROVIDER: Terence Coetzee

DATE OF INSPECTION: 7, 9 & 10 February 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 24 March 2022

PART A – INTRODUCTION

1. Background to the provider

The Institute for Study Abroad United Kingdom (UK) Limited (IFSA UK/the Provider) is a non-profit institution and is a wholly owned subsidiary of the Institute for Study Abroad Incorporated (IFSA/parent institution), based in Indiana, in the United States of America (USA). It offers semester-long modules in London to participants of universities based in the USA as part of their semester study abroad programme.

The Provider's premises are located in Mayfair, central London. They are spread over four floors, including a basement area. Administrative, teaching and communal areas share adjoining spaces in an effort to integrate staff and participants. For participants with mobility-related disabilities, the premises have a stairlift fitted to enhance accessibility.

IFSA UK aims to foster the development of the critical perspectives, knowledge and skills essential for participants to further their future development. Courses cover topics in politics, economics, business, communications, life science, social and environmental issues with London as a focus.

IFSA UK is registered in the UK as a private limited company, with three Company Directors. These are the President, the Chief Finance Officer and the Regional Director of Operations of IFSA. IFSA UK is managed by the UK Director, who is supported by a Senior Programme Manager and a Participant Experience Manager. The UK Director reports to IFSA's Regional Director of Operations for Europe, who is based in Scotland and reports to senior management in the USA, who in turn report to the Board of Trustees.

IFSA UK's first intake of participants was three weeks prior to this inspection, in January 2022. The Director of Programmes and Operations has been in post since October 2021.

2. Brief description of the current provision

IFSA UK currently offers three programmes of study as part of its semester-long study abroad curriculum. The first is called Grinnell College in London. Working in partnership with Grinnell College in the USA, IFSA UK delivers a collaborative programme with a blend of Grinnell College courses delivered on IFSA UK premises by visiting Grinnell College faculty, and elective IFSA UK courses taught by IFSA UK faculty. IFSA UK also provides housing, participant support and pastoral care. This programme is covered by BAC accreditation.

The second programme is IFSA Study in London. This programme allows participants to select five elective classes all delivered on the IFSA UK premises by IFSA UK faculty. Electives include Contemporary British Politics, Literature through the Sociological Lens, Performing Arts and Social Change in the UK, New Media and Behaviour and Urban Identities: Gender, Race and Class in London. This programme is running for the first time in January 2022. This programme is covered by BAC accreditation.

The third programme is IFSA Study in London Plus. This allows participants to select elective classes from both IFSA UK and from one of three participating UK universities, currently Queen Mary University of London, the London College of Fashion and City University. There is an extensive range of choice of electives on offer from the participating universities. Non-IFSA UK classes are held at the participating universities and are taught by the faculty of the participating universities. This programme is running for the first time in January 2022. This programme is not covered by BAC accreditation.

All modules on all three programmes have been evaluated and approved by IFSA's long-term partner, Butler University, a USA higher education institution accredited by the Higher Learning Commission of the USA. Grades for performance in IFSA UK will be submitted to the Butler University registrar, resulting in a Butler University transcript that will be shared with the participants and the participants' home university registrar to be incorporated into their overall course of study.

During the inspection, there were a total of 27 participants enrolled on three courses, the majority of whom were female. The Provider has a capacity of 200 participants. All participants are aged over 18 years. To enrol, participants must be students at accredited USA universities and obtain the grade point average (GPA) required as a prerequisite for the course. The participants during the inspection were all USA nationals, although the Provider does offer the programmes to international participants studying at USA universities.

The programmes of study have provisional set intakes in September, January and May or June.

3. Inspection process

The inspection was undertaken by one inspector over three days, two days remotely and one day on the IFSA UK premises. The inspector held meetings with the Director of Programmes and Operations, the Regional Director of Operations, the Interim Director of Student Health and Safety, the Director of Human Resources, the Associate Vice-President for Academic Programmes, and lecturers, participants, administrators and welfare staff. The inspector toured the premises, scrutinised a wide range of documentation and observed lessons. The resident accommodation, booked through IFSA UK, was not visited. All information was made readily available and the Provider co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Stage 2	18 February 2020

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 organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

-
- 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. Yes No
-
- 1.2 The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. Yes No
-
- 1.3 There are clear channels of communication between the management and staff including those working at the delivery venue or remotely. Yes No
-
- 1.4 The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed. Yes No
-
- 1.5 The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed. Yes No
-

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider is managed very effectively. The management structure is appropriately defined. The Provider's management team has clear goals that are widely disseminated to relevant stakeholders and effectively inform the provision. The staff hierarchy and the relationship between IFSA UK and the IFSA are thoroughly outlined in the organisational charts. Management roles are clear and fully documented.

The head of the Provider is well qualified and suitably experienced. He has a good understanding of his role and his specific responsibilities and is effective in carrying them out.

There is a wide variety of effective channels of communication between management, staff and participants within IFSA UK and with IFSA in the USA and in Europe. This effectively supports local management.

The Provider has a clear mission statement and a clear vision for its future progress, both of which are widely disseminated. These are supported by four key commitments to its participants. These commitments are inclusive excellence, individualised learning, intercultural agility and enduring impact. The commitments are thoroughly explained in detail in the participant handbook and appropriately inform the teaching. Consequently, faculty, staff and participants have a distinct, shared understanding of purpose.

Risk management and financial planning strategies are both governed by well-established principles and with clear lines of audit, reporting and supervision. As a result, the financial position of the Provider is secure.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

IFSA UK is efficiently administered. Administrators are effective in carrying out their specific responsibilities and duties. They have all been recruited through a comprehensive Human Resources (HR) staff recruitment process and are suitably qualified and experienced. They work to clearly defined, detailed job descriptions and receive suitable initial training upon appointment. As a result, the courses are well administered.

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider. The management team has appropriate and effective administrative support, which is clearly outlined in the staff handbook.

Administrative policies, procedures and systems are mostly derived from IFSA and are well integrated into the wider IFSA administrative network and as such are widely disseminated. Policies, procedures and systems are reviewed regularly and updated as required. Consequently, participants benefit from administrative procedures that function efficiently and effectively.

The Provider has a suitable, secure and effective Information Technology (IT) infrastructure that supports the administration and operation of the institution. IFSA UK uses the same IT system as IFSA. All participant data, recruitment data and HR data are centralised at IFSA. This consequently reduces the workload of the administrative staff at IFSA UK.

The records for both faculty and participants are appropriate and sufficiently detailed for the Provider's purposes. Appropriate systems are in place to keep the records updated.

The Provider employs a well-established security system to protect the data of staff, faculty and participants. Consequently, personal data is securely maintained.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Comments

Recruitment policies and procedures, largely derived from the HR department of the parent institution, are appropriate and effective. All staff have signed performance service level contracts. Appropriate policies and procedures are detailed in the staff handbook. All staff undertake an induction process that explains these key policies, including the grievance procedure. Consequently, staff and faculty are well chosen and suitably prepared for their roles.

The recruitment process is suitable and effective. References are taken up and original documents are verified prior to commencement. Records of the recruitment process are accurately maintained.

A suitable system for reviewing the performance of all staff is in place. It includes an annual review based around the setting and review of agreed targets.

Teaching has only just begun. An appropriate and effective system for regularly reviewing the performance of faculty that includes regular, scheduled observation of teaching and learning is in place, but has not yet been used. Faculty are aware of the system and regard it as positive.

Managerial and administrative staff are appropriately supported in their Continuing Professional Development (CPD). A CPD budget is in place. To date, much of the CPD has been around acquiring skills related to the policies and procedures, including the IT systems used worldwide by IFSA. This focus is appropriate at the current stage of development of the Provider.

4.	Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Comments

IFSA UK shares a website with the wider IFSA organisation. The text and images on that website provide an accurate depiction of the Provider and its courses.

The website contains a detailed description of each course, including the course objectives, the syllabus, the assignments, the learning objectives and the method of evaluation. The information is detailed, accurate and up to date.

Prospective participants can also use a website link to contact a programme adviser to clarify, discuss or seek further information. Participants find the website very useful. Inspection findings confirm this.

Key policies are readily accessible through the website. As a result of these measures, prospective participants are able to make informed choices based on accurate and up-to-date information when choosing a programme of study to meet their needs.

5. The provider takes reasonable care to recruit and register suitable participants for its courses

- | | | |
|-----|---|--|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.4 | Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.5 | The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.6 | Overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.7 | The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

All the modules offered at IFSA UK have been intentionally developed with Butler University (USA) to meet the needs of short-term visiting study abroad participants from the USA. All modules are subject to Butler University's accredited academic development procedures. This ensures participants remain in complete compliance with the academic requirements of their overall course of study.

The course description, available through the website, clearly sets out the course entry requirements, including the minimum Grade Point Average (GPA) and the language of instruction. These entry requirements are set in conjunction with IFSA and Butler University.

Prospective participants are required to make their formal application through their home university. This ensures the course is suitable for their overall course of study. It also ensures they meet the entry requirements.

The website provides all the necessary information for participants to make an informed choice, including the minimum GPA needed. An experienced team of USA-based admissions counsellors remain in contact with the applicants through all stages of the application process. Consequently, participants have access to full information and excellent guidance on which to base their course decisions.

The application process requires the completion of a health and wellness form to identify any physical, well-being or learning difficulties. As a result, the Provider is able to plan additional support to meet individual participant needs.

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

- | | | |
|-----|---|---|
| 6.1 | There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action is taken. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Policies relating to attendance and punctuality are very clear and are set out in detail in the participant handbook, which is distributed to all participants prior to arrival. The policies are reviewed during the participant induction. They are also confirmed in the academic contract signed by all participants.

Accurate and secure records of attendance and punctuality are kept on the IFSA central data system and are regularly reviewed.

Absences of more than 20 per cent without documented evidence of good reason will result in dismissal from the programme and a notification to the home university. Absence of between 10 and 20 per cent will result in a reduction in the final grade. Late arrival is considered as absenteeism. As a result, levels of attendance and punctuality are both excellent.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

IFSA UK, in conjunction with the parent institution, has an effective system in place to monitor and review its performance. The Director of Programmes of IFSA UK has local oversight and IFSA provides very close additional oversight. The Director of Programmes of IFSA UK reports directly to his line manager in IFSA. Consequently, all aspects of the performance are monitored and assessed with a view to improving the provision.

IFSA UK has a systematic approach to obtaining and using feedback. Participants complete a very comprehensive evaluation that covers the entire participant experience from pre-enrolment through to the end of course. Similarly, they complete a thorough evaluation covering all aspects of the course. However, there is little formal feedback at the beginning of the course that might enable IFSA UK to respond to participant concerns or modify existing arrangements more quickly. Staff provide timely and useful feedback during regular meetings with line managers.

An appropriate annual review cycle is in place in which feedback is obtained, recorded and analysed. Issues are included in an action plan, which designates specific actions to be addressed, by specified staff and within specified timeframes. Consequently, the Provider has effective mechanisms to improve incrementally.

When responding to feedback, IFSA UK liaises directly with the participants and their home universities and reports to IFSA on a regular basis. As a result, all stakeholders are kept suitably informed.

IFSA UK submits full reports to IFSA on an annual basis. These reports contain complete performance reviews of key indicators, the feedback data and the subsequent action plans.

IFSA UK is currently working towards its first action plan, which will be reported to and reviewed by IFSA on its completion.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Course management is very effective. IFSA UK benefits from strong and experienced management, additionally supported by strong and experienced management from IFSA. As a result, the courses are well run.

Courses are timetabled and rooms are allocated appropriately. All teaching rooms are adequate in size for the number of participants.

Faculty are appointed for the duration of the courses, currently 14 weeks. The lecturer is contracted for the whole course. As a result, there is consistency in delivery.

The content and style of the materials used are appropriate for the courses, all of which have been developed and approved in conjunction with Butler University.

Individual lecturers have access to a budget for any supplementary materials they may require. Lecturers confirm that the courses are well resourced, and inspection findings confirm this view. This acquisition process enables lecturers to plan for a wide variety of outside trips. Lecturers are expected to include at least two co-curricular trips and invite at least two guest speakers. Lecturers plan to exceed this requirement. Consequently, participants should benefit from a wide variety of experience in their studies.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Comments

The courses are designed to enable participants to be successful. The course design and content have undergone stringent quality assurance and are in line with expectations of the home universities and Butler University. The courses will also be reviewed and revised in accordance with the policies and procedures of those universities.

Course planning is meticulous. The courses have explicit, published learning and assessment criteria that faculty and participants work towards. Consequently, participants develop the knowledge and skills they need to be successful in the course.

Course materials, including support materials, are designed for each specific class and have been quality assured to ensure they are at the required level. The materials allow for a wide range of teaching styles and are comprehensive in nature. As a result, participants are appropriately supported to achieve the course objectives.

Lesson observations confirm that the teaching maintains an appropriate focus on the intended learning outcomes of the courses. Individualised learning is one of the four key commitments that IFSA UK makes to its participants.

IFSA UK has a strong commitment to encouraging critical thinking and independent learning. This is evident in the design of courses, which require participants to take a very active part in their own learning. Participants have wide scope to plan their own activities around their own interests within the confines of the learning objectives and course aims. This effectively supports the development of their independent learning skills.

Inclusive excellence is another of the key commitments that IFSA makes to its participants. Academic needs, including specific support needs, are taken into account at all stages of course design and delivery, so that all participants can achieve and benefit from the provision.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allow them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

- 10.4 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Faculty have an excellent level of subject knowledge, as evidenced by their academic qualifications and their experience linked to the specific content of the course. Their expertise and commitment are also evident in the observations of teaching and learning. Participants in the focus group praised the abilities of their lecturers.

At present, faculty are employed on short-term contracts of 14 weeks. Within that time, they are supported in their professional development by lesson observations encompassing a professional dialogue around the lesson, including suggestions for improvements.

Faculty are made aware of the different backgrounds and difficulties of the participants and quickly respond to those individual support needs.

The teachers are very enthusiastic about sharing their knowledge with their participants. They employ a wide range of interactive teaching methods that support critical thinking and the acquisition of independent learning skills. They explain clearly, check for understanding and seek to involve all participants. As a result, the courses are delivered effectively.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

- 11.1 Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers. Yes No NA

- 11.2 Ongoing assessments appropriately reflect the content and standards of final assessments. Yes No NA

- 11.3 Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required. Yes No NA

- 11.4 Participants are made aware of how their progress relates to their target level of achievement. Yes No NA

- 11.5 Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress. Yes No NA

- 11.6 Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No

- 11.7 Participants have appropriate access to trainers outside the scheduled course delivery time. Yes No NA

- 11.8 The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders. Yes No NA

- 11.9 Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance. Yes No NA

11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
-------	---	---

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

Comments

A clear schedule of assessments and the assessment criteria are available in advance on the website for each course. Therefore, participants and faculty fully understand in advance what is expected of them.

These assessments have been developed and quality controlled by IFSA UK alongside IFSA and Butler University. In this way, they fully reflect the content and level of the final assessments.

Although the first assessments have not yet taken place, a procedure is in place for a review of marks by the Director of Programmes and check-ins with faculty. As a result, IFSA UK and faculty will be able to identify participants who are not making the expected progress and implement support as appropriate.

Each assessment component and its contribution to the final assessment is made clear in the syllabus and on the participant portal, where participants can review their performance throughout the semester. In this way, participants are always able to judge their progress against the expected levels.

Faculty give timely, constructive and individual feedback in lessons. Participants therefore understand how to make progress.

Participants have excellent access to faculty outside lessons. Much of the learning takes place on outside trips, so facilitating access. The relatively small size of classes also facilitates contact. In addition, IFSA UK has created a shared-space leisure area for participants and faculty. Consequently, participants can learn from their informal contacts with their teachers.

Plagiarism is addressed directly in the participant handbook and during induction. All coursework is diligently checked for plagiarism. Participants suspected of plagiarism may receive a failing grade for the course and may be reported to their home university. The participants are also subject to similar regimes as those of their home universities and Butler University.

All deadlines are published in the syllabus and are available online prior to the start of the course. Coursework and revision are scheduled in advance.

Procedures are in place to provide additional support should a participant miss a deadline or if work is not up to the required standard.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

IFSA UK's modules contribute towards a four-year US university degree at US-accredited universities. These modules are validated by Butler University (USA) and are incorporated into the participants' broader university transcript.

13. There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

- 13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 13.3 External moderators are involved in the assessment process. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Satisfactory procedures are in place for the administration of assessments. Examinations have not yet taken place, but procedures are in place for IFSA UK to adhere to US higher education institution best practice standards for examination, security and administration.

Participants have access to a grade appeal procedure, as outlined in detail in the participant handbook and on the IFSA website.

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

- 15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA

-
- 15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and 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 NA

Comments

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

- 16.1 There is at least one named staff member responsible for participant welfare who is Yes No suitably trained and/or experienced, accessible to all participants and available to provide advice.
- 16.2 Participants receive appropriate information, advice and guidance before the start of the course. Yes No
- 16.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 16.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 16.5 The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented. Yes No
- 16.6 Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. Yes No NA
- 16.7 A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No
- 16.8 There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. Yes No NA
- 16.9 The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours. Yes No
-

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

Comments

IFSA UK shows appropriate regard for the welfare of its participants. The Director of Programmes and Operations is responsible for participant welfare, although all IFSA UK staff are suitably trained to provide support. He has appropriate experience and is readily available and accessible.

Pre-enrolment advice and guidance are excellent. Prospective participants have easy access to a wide range of different support options. These include their home university Study Abroad team and the IFSA Admissions Counsellor. Full, up-to-date academic information is readily available on the Provider's website. In addition, the participant handbook, received prior to course commencement, is comprehensive and detailed.

Participants take part in a web-based briefing programme with advisers and the IFSA UK director. As a result of these measures, participants have all the information they need to make an informed choice about the suitability of the programme for their needs.

All participants are required to take a comprehensive induction on arrival. As a result, participants are able to settle quickly to their studies.

IFSA UK takes a firm stand against racism and discrimination. The anti-discrimination policy is disseminated in the Inclusive Excellence induction. Consequently, participants at IFSA UK feel safe from racism and discrimination.

IFSA UK has a suitable policy on the prevention of radicalisation and extremism. An appropriate risk assessment has been undertaken. The staff have had appropriate training. Participants and faculty are made aware of the policy and are informed at the induction of how to express their concerns should they have any. As a result, participants are appropriately protected from the dangers of radicalisation and extremism.

IFSA UK has a robust e-policy that prohibits the personal on-site use of social media, and monitors this technologically. Participants are therefore protected from online harm.

All participant information, including contact and next-of-kin details, is recorded during the application stage and is readily available should the need arise.

17. International participants are provided with specific advice and assistance

- | | | |
|------|---|---|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Pre-course guidance is excellent. All participants come from US universities. Prior to arrival, participants have access via the website to a useful, general country guide that gives general information about living in the UK. Participants also have access to an Admissions Counsellor via the website. More detailed advice is given via a comprehensive participant handbook and during the induction. For example, the handbook gives effective advice about social and cultural norms and accessing healthcare. Consequently, participants are well prepared prior to arrival.

All participants receive an outstanding induction. This covers very specific, very immediate concerns, such as how to navigate the local area, health and safety on the premises, cultural adjustment and academic policies. For example, participants are taken on tours of the local area and are taken shopping and shown how to find foods such as halal and kosher foods. Participants in the focus group spoke very highly of the usefulness of this induction. As a result, participants are well prepared to start their programme of studies.

Effective information and advice specific to international participants continue to be readily available throughout the course of study from the academic and management staff as well as from the welfare staff.

One of the key commitments of IFSU UK to its participants is Intercultural Agility. This is expressed in practical terms by the wide-ranging support provided. This includes advice on religious and cultural issues. For example, advice is given regarding the different ways in which faith is viewed in the UK.

18. The fair treatment of participants is ensured

- | | | |
|------|---|---|
| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 18.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 18.3 | Participants are advised of BAC's complaints procedure. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants apply to IFSU UK via the Institute for Study Abroad in the USA under contractual terms in accordance with Indiana state law. These terms and conditions are also clearly outlined on the IFSU website and in the participant handbook.

The refund policy is clear, fair and appropriate and allows for a cooling-off period up until the programme-fee due date. Participants therefore enrol under fair and transparent terms and conditions.

Participants have easy access to a fair complaints procedure outlined in writing in the participant handbook. This includes provision for written complaints to be dealt with by the Academic Records Manager in the USA.

Participants are informed of the complaints procedure at induction. They are also informed of the BAC's complaints procedure, including the steps required to make a formal complaint.

- 19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**
-
- 19.1 Any residential accommodation is clean, safe and of a standard that is adequate to Yes No meet the needs of participants.
-
- 19.2 Any residential accommodation, where participants under 18 are accommodated, is Yes No NA open to inspection by the appropriate authorities, including Ofsted.
-
- 19.3 Clear rules regarding fire safety and other health and safety procedures are in place Yes No and appropriate precautions are taken for the security of participants and their property.
-
- 19.4 A level of supervision is provided that meets the needs of participants. Yes No
-
- 19.5 Appropriate measures are in place to ensure that participants under the age of 18 Yes No NA and those over the age of 18 are separated when allocating accommodation.
-

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

Comments

IFSA UK uses appropriate participant accommodation booked through two well-established, fully vetted, specialist participant accommodation agencies. Participants in the focus group consider the accommodation to be good.

The accommodation adheres to UK health and safety requirements, including fire safety, so participants are safe.

The IFSA UK welfare officer meets regularly with a designated person from the accommodation agencies to provide appropriate supervision and support so that the needs of the participants are met and any issues are dealt with in a timely fashion.

- 20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**
-
- 20.1 Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
-
- 20.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular reinspection by a responsible representative or agent of the provider. Yes No
-
- 20.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
-
- 20.4 Appropriate advice and support are given to both hosts and participants before and during the placement. Yes No
-
- 20.5 Clear monitoring procedures are in place with opportunities for participant 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**21. Participants have access to an appropriate social programme and information on leisure activities in the local area**

- | | | |
|------|---|---|
| 21.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.4 | The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.5 | Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

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

IFSA UK has an excellent planned social programme. Social activities, excursions, field trips and co-curricular activities are embedded in the curriculum to add a local element to the programme of studies so that participants can obtain a real understanding of London. Consequently, participants benefit from a stimulating range of activities.

The first intake of participants has only just arrived. Procedures are in place to obtain feedback regarding social activities, so that participants can have an input into the way the programme develops.

All events are scheduled in advance of each semester and are scheduled at times that allow for fair access. All events are included in the programme fee.

Off-site social activities are to be supervised by a responsible member of staff or a faculty member with appropriate qualifications or experience.

All off-site activities are subject to an appropriate risk assessment using an IFSA UK template. This requires the identification of risks and the measures taken to mitigate those risks. This supports participant safety during off-site excursions.

INSPECTION AREA – PREMISES AND FACILITIES**22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises**

-
- 22.1 The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. Yes No
- 22.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA
-

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

Comments

IFSA has current lease arrangements for the sole use of, and sole access to, premises designated as suitable for educational purposes.

23. The premises provide a safe, secure and clean environment for participants and staff

- 23.1 Access to the premises is appropriately restricted and secured. Yes No
- 23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 23.3 There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. Yes No NA
- 23.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 23.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 23.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 23.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 23.8 There is adequate heating and ventilation in all rooms. Yes No
-

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

Comments

Access to the premises is secured by intercom access. The entrance is further controlled by the presence of a receptionist. The entrance is also surveilled by a Closed Circuit Television (CCTV) camera. As a result, the premises are safe and secure.

The premises are in an excellent state of repair, decoration and cleanliness, and provide an environment conducive to learning.

General guidance on health and safety is made available to participants and staff at induction, and to visitors by the receptionist on arrival. There is a suitable area at reception large enough to receive visitors.

A large notice board in the reception area provides sufficient space for the display of general information. Outside signage is discreet, in line with the requirements of the lease, but adequately shows the entrance.

Circulation space is adequate. There are sufficient, suitably clean toilets for the number of participants.

The rooms are kept at an appropriate temperature.

Taken together, these measures ensure the premises provide a safe and clean environment for participants, faculty and staff to work in.

24. Training rooms and other learning areas are appropriate for the courses offered

- | | | |
|------|---|---|
| 24.1 | Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 24.2 | Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 24.3 | There are facilities suitable for conducting the assessments required for each course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Faculty and participants benefit from well-resourced classrooms. The premises contain rooms of varying sizes and attentive timetabling ensures teaching rooms can easily accommodate the allocated classes.

Rooms are suitably equipped with wide-screen monitors for presentations and strong internet connections. The rooms are well furnished with adaptable furniture suitable for a variety of layouts, facilitating whole-class, group, pair and individual work.

The classrooms provide facilities suitable for conducting formal assessments. The larger classrooms can accommodate whole-class examinations.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants have good access to a variety of spaces for private work. The internet signal is strong and dependable and participants have online access to the libraries of their home institutions. As a result, participants can easily undertake coursework or carry out their own research.

There is good provision of space for faculty within the administration areas to prepare, mark work and relax. There is also provision of a shared space for them to meet informally with the participants.

Basic kitchen facilities are available in the pleasant, communal dining areas. This encourages the participants to engage together socially. There are numerous outlets within easy walking distance for the purchase of food and drink. Therefore, participants and staff are able to access adequate refreshments in a timely manner.

The premises have a variety of rooms of different sizes, including individual rooms suitable for private meetings and others large enough to hold full staff meetings.

The premises provide a pleasant working environment for the administrative staff. Offices are sufficiently large to hold meetings in or for receiving visitors. The administrative areas are well equipped. This supports the effective administration of the courses.

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

Provider's strengths

IFSA UK has a strong and beneficial relationship with the parent company, IFSA, which effectively supports the management, administration, HR and the delivery of its programmes with its expertise.

The management of IFSA UK is strong and experienced. Consequently, participants benefit from well-administered programmes.

IFSA UK has a clear mission and a clear vision, both of which are widely disseminated. These inform the provision so that faculty and participants have a shared understanding of purpose.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

IFSA UK employs lecturers with an excellent level of subject knowledge, who use this to enthuse the participants.

Lecturers are strongly committed to developing critical thinking and independent learning skills.

Lecturers use a wide range of teaching methods and assessment types to include all participants.

Courses are very well resourced, so affording a wide variety of experience to the participants.

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

PARTICIPANT WELFARE

Provider's strengths

Pre-course guidance is excellent. As a consequence, participants have all the information they need to make an informed choice.

The induction is comprehensive and detailed and allows participants to settle quickly.

The planned social programme, with the embedded programme of co-curricular activities, is outstanding. As a result, participants will have a fuller, more rounded perspective on their academic studies.

Actions required	Priority H/M/L

None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
------	--

PREMISES AND FACILITIES

Provider's strengths

Participants and staff benefit from a conducive, welcoming working environment.

The premises are very well located in an elegant neighbourhood with good transport links convenient for both participants and staff.

The premises have a useful shared space for participants and lecturers. Consequently, participants and staff can meet informally as well as in the classroom.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

IFSA UK should consider gathering and responding to additional participant feedback in the early stages of the programme.

IFSA UK should consider implementing its system for reviewing the performance of all staff as soon as possible.

COMPLIANCE WITH STATUTORY REQUIREMENTS