



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM INSPECTION AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT/TEACHING (Short Course Provider)**

**PROVIDER:** IFSA UK

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

**HEAD OF PROVIDER:** Dr Niki Sol

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 3–4 April 2023

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation, 28 September 2023

## **PART A – INTRODUCTION**

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### **1. Background to the provider**

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The Institute for Study Abroad United Kingdom (UK) Limited (IFSA UK/the Provider) is a non-profit institution and a wholly owned subsidiary of the Institute for Study Abroad Incorporated (IFSA/parent institution) based in Indiana in the United States of America (USA). IFSA UK offers semester-long and summer modules in London as study abroad opportunities for participants of universities based in the USA. Its first intake of participants was in January 2022.

The Provider's premises are located in Mayfair, in 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 sciences, and social and environmental issues.

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 Director for England & Wales (the Director), who is supported by an Academic Programmes Manager, an Operations Manager and four Student Experience Co-ordinators.

The Director reports to IFSA's Regional Director of Operations for Europe. The Regional Director of Operations for Europe, who is based in Scotland, reports to senior management in the USA, who in turn report to the Board of Trustees.

### **2. Brief description of the current provision**

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IFSA UK currently offers three programmes of study as part of its study abroad curriculum. The first, called Grinnell-in-London, is conducted in partnership with Grinnell College in the USA. For this course, IFSA UK delivers a collaborative, semester-long programme that includes Grinnell College courses delivered for IFSA UK by visiting Grinnell College faculty. There are also elective IFSA UK courses taught by IFSA UK faculty.

The second programme is called IFSA Study in London. This programme allows participants to select five elective classes, all delivered by IFSA UK faculty. Electives include Contemporary British Politics, Fantasy in the Real World: Literature through the Sociological Lens, Performing Arts and Social Change in London, Trends Start Here: New Media and Behaviour, Urban Identities: Gender, Race and Class in London, Sustainability and the Global City, Software Engineering, Social Psychology, Intercultural Communication for the Global Workplace, and Introduction to Artificial Intelligence.

The third programme is IFSA Study in London Plus. This allows participants to select elective classes from both IFSA UK and a participating UK university.

Only the first two programmes form part of the provision that the British Accreditation Council (BAC) accredits.

All modules have been evaluated and approved by IFSA's long-term partner, Butler University, a Higher Education (HE) institution in the USA that is accredited by the Higher Learning Commission of the USA. The grades achieved from the Provider's programmes will be submitted to Butler University, resulting in a Butler University transcript that will be shared with the participants and their home university to be incorporated into their overall course of study.

The Provider has capacity for 200 participants. At the time of the inspection, there were 22 participants, the majority of whom were US nationals. All participants are aged over 18. There was an equal number of female and male participants.

The programmes of study have provisional intakes in September, January and May or June. To enrol, participants must be students at accredited USA universities and obtain the Grade Point Average (GPA) specified by the Provider. The Provider currently offers the programmes to international participants at USA universities.

### **3. Inspection process**

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This was a hybrid inspection conducted by one inspector and held over one and a half days, with a day onsite and a half-day carried out online. The inspector met with the Director, the Academic Programmes Manager, each of the Student Experience Co-ordinators, a group of participants and a group of faculty members. The inspector observed lessons and scrutinised a wide range of documentation. He also carried out an inspection of the premises. IFSA UK co-operated fully with the inspection process.

### **4. Background to the supplementary inspection**

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This supplementary inspection was undertaken because of major staff changes.

### **5. Inspection history**

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<b>Inspection type</b>	<b>Date</b>
Stage 2	18 February 2020
Stage 3	7, 9 & 10 February 2022

## **PART B – JUDGEMENTS AND EVIDENCE**

*The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the provider.*

### **1. Significant changes since the last inspection**

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All the previous staff are no longer working for the Provider and an entirely new team is now in place.

In addition, the management team has been expanded with the addition of an Academic Programmes Manager, who is responsible for the participant academic experience, faculty recruitment and participant learning. The newly appointed Operations Manager is now the new point of contact for programmes, as well as being responsible for facilities and logistics management.

### **2. Response to action points in last report**

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There were no action points identified in the last inspection report.

### **3. Response to recommended areas for improvement in last report**

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

IFSA UK now asks for feedback, via a suitable participant survey, within two weeks of the participants' arrival. As a result, the Provider obtains early feedback as to whether there are any problems or difficulties that participants might be experiencing so that it can offer appropriate support. The participants confirmed that, from the beginning of their programme, staff showed concern for their welfare and continuously seek informal feedback as well as formal feedback to ensure that participants' needs are met from the beginning of the course.

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

This recommendation has not yet been taken forward. The appropriate procedures and documentation remain in place, but the process has not yet begun. Lesson observations, for example, have not yet taken place.

### **4. Compliance with BAC accreditation requirements**

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#### **4.1 Management, Staffing and Administration (supplementary inspection)**

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*The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report*

#### **1. The provider 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.  Yes  No

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1.2 The head of the provider and other senior managers are suitably qualified and/or experienced, understand their specific responsibilities and are effective in carrying them out.  Yes  No

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1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy that includes financial planning and that is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

IFSA UK's management structure is suitably defined. The detailed organisational chart clearly outlines the staff hierarchy. The relationship between IFSA UK and IFSA is clear and well understood. Management roles are fully documented. Consequently, IFSA UK is effectively managed.

The Director is suitably qualified and appropriately experienced. She understands her role and her responsibilities well and is effective in carrying these out.

Channels of communication within IFSA UK are efficient. Management, staff and participants enjoy a wide variety of suitable channels of communication, including regular timetabled meetings, email correspondence and informal day-to-day contact. Staff and participants confirm that they are able to communicate their point of view appropriately and are confident of being listened to.

IFSA UK has a clear vision of what it wants to achieve. This vision is widely disseminated on its website and participant handbook. IFSA UK makes four key commitments to its participants. These are inclusive excellence, individualised learning, intercultural agility and enduring impact. These commitments directly inform the teaching. In addition, the Provider's goals are appropriate, widely disseminated and guide the provision effectively. As a result, all stakeholders are working towards a shared purpose.

IFSA UK has a suitable written risk management and financial planning strategy that is reviewed periodically. Consequently, risk is effectively identified and mitigated.

**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 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's administration is effective. Administration is carried out by the Student Experience Co-ordinators as part of their role. They are suitably qualified and experienced and have received relevant training. As a result, they are effective in carrying out their roles.

The administrative team is appropriate in size in relation to the number of participants. IFSA, the parent institution, gives IFSA UK substantial administrative support in areas such as recruitment, enrolment of participants and Human Resources (HR) activities.

Administrative policies, procedures and systems are the same as those used by the parent institution. They are clear and suitably documented and disseminated. This results in the smooth administration of the day-to-day operations at IFSA UK.

Effective data collection and collation systems are in place. The data relating to prospective participants is held on a central database. This includes records of the initial contract through to enrolment and graduation.

All required participant information is recorded and is updated as needed. The records of staff and faculty members are held by the HR team and are maintained up to date.

All data is appropriately protected. IFSA UK employs a well-established security system to protect the data of staff, faculty and participants.

**3. The provider employs appropriate staff**

3.1 There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, the development of a signed performance service level agreement.  Yes  No

3.2 Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.  Yes  No

3.3 The recruitment process for trainers working remotely includes a face-to-face online interview.  Yes  No  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.  Yes  No

3.5 Managerial and administrative staff are appropriately supported in their continuing professional development.  Yes  No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

The parent institution provides the recruitment policies and procedures for IFSA UK. These policies and procedures are effective in securing well-qualified and experienced staff. All staff are recruited after an in-person interview. All self-employed staff have a suitable signed performance service level agreement.

The recruitment process is thorough. Original documents, including related to experience and qualifications, are verified. References are taken up prior to commencement employment. Records of the recruitment process are accurately maintained by the central HR team.

There is no remote working.

A suitable system and supporting documentation are in place for reviewing the performance of staff and faculty. This system includes regular, scheduled observations of teaching. However, no lesson observations have yet been undertaken.

3.4 The system for reviewing staff and faculty performance has not yet been implemented.

Staff are supported in their Continuing Professional Development (CPD). As the staff are new to their posts, much of the current CPD has been appropriately focused on understanding the new policies and procedures and on acquiring skills related to using the relevant software.

**4. Publicity material, both printed and online, provides 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.  Yes  No

4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

4.3 The provider's key policies are accessible through the website.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Publicity material, including text and images, provides a comprehensive, accurate and up-to-date description of IFSA UK's courses. IFSA UK shares a website with IFSA. This website includes an accurate depiction of IFSA UK and its courses.

The information about each course, that is included on the website, contains a comprehensive and accurate description of the course, including the course objectives, the syllabus, the assignments and the method of evaluation. This information is kept up to date. In addition, prospective participants can also link to a programme adviser through the website if they require additional information.

Key policies are accessible through the website.

As a result, prospective participants are able to make informed choices 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.  Yes  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 type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or 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

IFSA UK takes good care to recruit and register suitable participants for its courses. All the courses on offer have been developed with Butler University in the USA expressly to meet the needs of short-term visiting study abroad participants. All courses have been accredited through Butler University's accreditation process. As a result, all the courses are well suited to meet the needs of the participants and to ensure their successful completion of their chosen programme of study.

Entry requirements, including in relation to the minimum GPA required, are clearly set out on the website. These entry requirements are set in conjunction with IFSA and Butler University.

Prospective participants make a formal application through their home university. This ensures the suitability of the course. It also ensures that the entry requirements are met.

Applicants are provided with a suitable admissions counsellor based in the USA, who guides the applicant through all stages of the application process. They are further appropriately supported by their home university. As a result, applicants have all the information necessary to make an informed choice prior to registration.

Participants confirm that IFSA UK replies to all enquiries in a very timely manner and that any queries they had were answered. Inspection findings support this view.

The Provider does not make use of overseas recruitment agents.

Participants are required to complete a health and wellness form. This encourages participants to identify any physical, well-being or learning difficulties. Consequently, IFSA UK is able to put in place appropriate additional learning support or other assistance as required.

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

6.1	There is a clear policy on participant attendance and punctuality that 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 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**

IFSA UK has a clear attendance and punctuality policy and effective procedures to enforce it. The policy is set out in detail in the participant handbook, which is distributed prior to participants' arrival. The policy is reviewed during induction. All participants sign an academic contract to confirm that they understand the policy.

Accurate and secure records of each participant's attendance and punctuality are kept on the IFSA central data system. The data is collated, monitored and reviewed regularly.

Absence of between 10 and 20 per cent results in a reduction in a participant's final grade level. Absence of more than 20 per cent results in dismissal. Late arrival is considered absenteeism. As a result, levels of attendance and punctuality are 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 stakeholders, such as staff, partner providers 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 that include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Appropriate systems are in place to monitor and review IFSA UK's performance. The Director has overall oversight and reports to the Regional Director for Europe who in turn reports to senior management in the USA.

Mechanisms for obtaining feedback are effective. IFSA UK requests participant feedback within the first two weeks of their arrival in order to respond to any concerns or to modify existing arrangements in a timely fashion.

Participants also complete a comprehensive evaluation of their entire experience from pre-enrolment to the end of the course. Staff have the opportunity to feed back at their regular line-management meetings.

The Director and Academic Programmes Manager review the feedback and take appropriate action as a result. The Director also liaises directly with participants, their home universities and IFSA if any further information or feedback are required.

IFSA UK reports back directly to participants, their home universities and IFSA regarding the feedback obtained and what has been done in response.

7.6 Because IFSA UK is still in the early stages as a provider, and because of the recent change of staff, there is not yet a full report that includes the results of the performance reviews and an analysis of data and feedback.

7.7 Consequently, there is no current action plan, and opportunities to make incremental improvements may be missed.

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#### 4.2 Teaching, Learning and Assessment (supplementary inspection)

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*The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report*

### **8. Course management is effective**

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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.  Yes  No

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8.2 Training sessions are timetabled and rooms are allocated appropriately for the courses offered.  Yes  No

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8.3 The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all provision.  Yes  No

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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.  Yes  No

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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.  Yes  No

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**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

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Courses are managed effectively. The Director and Academic Programmes Manager are very experienced managers. Additionally, they are supported by strong and experienced management from IFSA. Consequently, the courses are well run.

Timetabling is appropriate and is flexible enough to allow for excursions and visits. All classrooms are suitable for the number of participants.

Faculty members are appointed to deliver the entire course, thus providing a consistent learning experience.

All of the materials have been developed and approved in conjunction with Butler University, thus ensuring standardisation across the provision.

Faculty confirm that the courses are very well funded. Each member of faculty has access to a budget for supplementary material, including funds for outside trips and guest lecturers. Faculty are expected to plan for at least two co-curricular trips and to invite at least two guest lecturers. As a result, participants benefit from a wide range of educational experiences in their studies.

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

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|-----|--|---|
| 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 planned to enable participants to be successful. All courses are in line with the expectations of the home universities and Butler University. Courses are reviewed in line with the policies, procedures and practices of those universities.

Course planning is diligent. Faculty and participants work in line with explicit learning and assessment criteria. As a result, participants develop the knowledge and skills they require to succeed on the course.

Course materials are designed for each specific module and have been quality assured to ensure that they are at the correct level. The comprehensive materials, including support material, allow for a wide range of teaching styles.

The outcomes of the lesson observations that were carried out during the inspection confirm that faculty make use of the course materials effectively to enable participants to achieve the course objectives. The teaching maintains a suitable focus on the assessment objectives and stated learning outcomes.

IFSA UK is strongly committed to independent learning and critical thinking. The courses are designed to encourage participants to take an active part in their own learning. The participants have the possibility to plan their activities around their own interests within the scope of the learning objectives and course aims.

IFSA UK makes an overt commitment in its publicity to providing inclusive excellence. Individual academic and support needs are taken into account during the design and delivery of the courses. This enables all participants to benefit and achieve their aims 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, which allows them to deliver courses effectively.  Yes  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.  Yes  No  NA

10.3 Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.  Yes  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**

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Members of the faculty have a high level of subject knowledge and pedagogic skills, which allows them to deliver the courses effectively. Their expertise and commitment are evident in the observation of teaching and learning. Participants also praised trainers' ability. As a result, participants' satisfaction levels are very high.

Faculty members are employed on short-term contracts of 14 weeks. During that time, they are scheduled to be observed teaching, a process which is to include a professional dialogue with suggestions for improvement. This is to enable them to develop additional teaching techniques to enhance participants' learning experience.

With small class sizes, participants benefit from personalised attention as faculty members interact with them as individuals. This approach enables the diverse backgrounds of the participants to be addressed and their specific individual support needs to be met effectively.

Faculty members are very enthusiastic about sharing their knowledge. They employ a wide range of interactive teaching methods to support critical thinking and the acquisition of independent learning skills. They explain concepts clearly and check for understanding very well. They seek to involve all participants. As a result, the courses are delivered effectively and the participants enjoy the courses and make good progress.

**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.  Yes  No  NA

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

Participants receive appropriate assessment and feedback on their performance and progress. The schedule of assessments and the assessment criteria for each course are available in advance on the website. Therefore, participants fully understand in advance what is expected of them.

The assessments have been developed and quality controlled by IFSA UK, alongside IFSA and Butler University. Therefore, the assessments fully reflect the content and level of the final assessments.

A procedure is in place for a review of marks by the Director of Academic Programmes. As a result, IFSA UK and members of the faculty are able to identify participants who are not making the expected progress and implement additional support as appropriate.

Participants can review their performance on the student portal throughout the semester. In this way, participants are able to monitor their progress, on an ongoing basis, against the expected levels.

Suitable arrangements are in place to provide additional support or advice on alternative programmes to participants who are judged not to be making sufficient progress.

Faculty members provide timely, constructive and individual feedback in lessons, including points for development. Participants therefore understand what they do well and 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 class sizes also facilitate 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.

All coursework is technologically checked for plagiarism. Participants suspected of plagiarism may receive a failing grade for the course and may be reported to their home university.

Deadlines are available online prior to the start of the course. Coursework and revision periods are scheduled in advance. Appropriate procedures are in place to provide additional support should a participant miss a deadline or if their 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 USA university degree at USA-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

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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

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13.3 External moderators are involved in the assessment process.  Yes  No  NA

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**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**

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14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA

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14.2 For internal awards, there are effective systems in place for examination security and administration.  Yes  No  NA

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14.3 For internal awards, there are clear procedures for participants to appeal against their marks.  Yes  No  NA

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

**Comments**

Satisfactory procedures are in place for the administration of assessments.

IFSA UK adheres to USA HE 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**

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

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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

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

## Comments

### 4.3 Participant Welfare (spot check)

**The standards are judged to be:**

Met  Partially Met  Not Met

## Comments

Participants receive welfare support that is appropriate for their age, background and circumstances. The Academic Programmes Manager has overall responsibility for participant welfare, although all IFSA UK staff have a welfare support role.

Advice and guidance prior to arrival are excellent. Prospective participants have access to their home study abroad team, as well as the IFSA Admissions Counsellor. IFSA UK's website contains full, current academic information. The participant handbook is comprehensive and detailed.

Upon arrival, participants receive an appropriate and comprehensive induction spread over the first week. Participants confirm that they are well briefed and are able to settle quickly into their studies. Inspection findings support this view.

All participants are issued with a contact number for out-of-hours and emergency support. This is effective in supporting the participants' welfare.

IFSA UK has a robust anti-discrimination policy that is disseminated at induction. Participants confirm that they feel safe from discrimination and racism. Inspector observations support this view.

IFSA UK has an appropriate policy on the prevention of radicalisation and extremism. A risk assessment has been carried out, and any potential risks have been effectively mitigated. All staff have had appropriate training. Participants are aware of how to express any concerns they may have. Consequently, participants are suitably protected from the risks of radicalisation and extremism.

Information and advice specific to international participants continue to be readily available throughout the course from all members of staff, especially from the Student Experience Co-ordinators.

The fair treatment of participants is ensured. Participants apply to IFSA UK via the Institute for Study Abroad in the USA under contractual terms in accordance with the appropriate state law. These terms and conditions are also clearly outlined in the participant handbook and on the website.

IFSA UK makes use of suitable participant accommodation provided by well-established, vetted accommodation agencies. The IFSA UK Student Experience Co-ordinators meet regularly with designated persons from the accommodation agencies to provide suitable supervision and to ensure that the needs of participants are met. Participants confirm that the residential accommodation is fit for purpose and well maintained.

Participants have access to an excellent social programme, with social activities, excursions, field trips, guest lectures and appropriate co-curricular activities embedded in the curriculum. Participants and tutors confirm that this is an exceptional aspect of the programme. Inspection findings confirm this view.

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#### 4.4 Premises and Facilities (spot check)

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**The standards are judged to be:**

Met  Partially Met  Not Met

#### **Comments**

IFSA has a current lease for the sole use of premises designated as suitable for educational purposes. As a result, the premises are secure. The sole entrance is surveilled by a receptionist and closed-circuit television. Consequently, participants, faculty and staff are safe whilst in the premises.

The premises are clean, well-lit and well decorated. They provide an appropriate learning and working environment.

There are no hazardous areas on the premises.

Signage is adequate and there is an appropriate number of notice boards for the display of general information in the reception area. Therefore, important information is communicated effectively to all individuals accessing the premises.

Toilet facilities of an appropriate number are located throughout the building. The toilets are maintained to a suitable level of cleanliness. Each room has adjustable heating and sufficient ventilation. As a result, all rooms are kept at a comfortable temperature.

The classrooms are of sufficient size for the number of participants. The well-resourced classrooms, with widescreen monitors and strong internet connections, facilitate effective teaching and learning, enabling the members of the faculty to deliver engaging and interactive sessions. There are suitable facilities for conducting assessments, including whole-class examinations when required.

Participants have appropriate access to several different areas for private work or study. This effectively promotes individualised learning. Members of the faculty have a suitable space within the administration area to prepare their lessons. They can also use shared spaces with participants and staff for recreation and informal meetings.

Participants and staff have reasonable access to basic kitchen facilities and a variety of pleasant, communal eating areas. This encourages social interaction and fosters a sense of community. Food and drink can be easily purchased within a short walk of the premises.

There are sufficient individual rooms for private meetings if required. The provision of individual rooms for private meetings and larger rooms for group and whole-staff meetings ensures that suitable spaces are available for different types of discussions and interactions.

The administrative areas provide a pleasant working environment for staff. The offices are sufficiently large to receive visitors. The administrative areas are well equipped. This facilitates efficient administrative processes.

In conclusion, the premises of IFSA UK offer a safe, clean and pleasant working environment for participants, faculty and staff and create a suitable setting for teaching, learning and collaboration.

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#### 4.5 Compliance Declaration

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**Declaration of compliance has been signed and dated.**

Yes  No

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**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

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**STRENGTHS**

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

There is a wide range of effective communication channels that enable the staff to feel confident that they are listened to.

Faculty members are very knowledgeable, enthusiastic and committed to helping the participants to develop critical thinking and independent learning skills.

The well-funded social programme, with embedded co-curricular activities and facilities for guest speakers, is excellent.

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**ACTIONS REQUIRED**

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3.4 IFSA UK must implement its system for reviewing the performance of all staff.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
7.6 7.7 Reports, that include the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans must be compiled at least annually.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

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**RECOMMENDED AREAS FOR IMPROVEMENT (*to be reviewed at the next inspection*)**

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None

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**COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE**

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**THE INSPECTION WAS CARRIED OUT BY:**

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John Rooney

Lead Inspector