



Foundation for International Education

Recognition Scheme for Educational
Oversight Review by the Quality Assurance
Agency for Higher Education

June 2016

This is a report of a review under the Recognition Scheme for Educational Oversight conducted by the Quality Assurance Agency for Higher Education (QAA) at the Foundation for International Education. The review took place on 14 June 2016 and was conducted by a panel, as follows:

Dr Terence Clifford-Amos
Ms Barbara Howell.

The main purpose of the review was to:

make judgements about the provider's delegated responsibilities for the
management of quality and improvement of learning opportunities
draw a conclusion about whether the provider'

The QAA panel considered evidence relating to the educational provision at the Foundation for International Education, both information supplied in advance and evidence gathered during the review visit itself. The review has resulted in the key findings stated in this section.

Judgements

The QAA panel has placed **confidence** in the Foundation for International Education's management responsibilities for the quality of its learning opportunities.

The QAA review panel has concluded that the Foundation for International Education **satisfactorily** manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

Conclusion about public information

The QAA panel concludes that:

reliance can be placed on the information that the Foundation for International Education provides for its intended audiences about its learning opportunities and offers.

Good practice

The QAA panel identified the following feature of **good practice** at the Foundation for International Education.

There is a wide range of opportunities for teaching staff to develop, share and adopt new and innovative practice (paragraph 2.15).

Recommendations

Context

The Foundation for International Education (FIE) is a study

1 Academic standards

How

Sustainability in Higher Education; the Accreditation Network UK; the UK Council for International Student Affairs; Study UK; the Association on Higher Education and Disability; and ASET, the work-based and placement

How effectively are

vitae, coursework and experience w

How effective are the Foundation for International Education's arrangements for staff development in relation to maintaining and/or enhancing the quality of learning opportunities?

2.13 Outcomes of student feedback inform consideration of the support and developmental needs of teaching staff. Lecturers participate in peer observation once every two years and additionally all new courses and newly-appointed lecturers are subject to observation. The Teaching and Learning Committee receives peer observation feedback, and is thus a critical avenue for developmental work in teaching and the disseminating of good practice.

2.14 FIE provides funding for staff who wish to pursue training and professional development - teaching staff cited examples of the use of this funding, including support for studying towards professional qualifications in teaching.

2.15 The twice-yearly open sessions, known as Faculty Enlightenment Matinees, for academic staff to air concerns and discuss issues were reported by teaching staff as being highly developmental and informative. These sessions are used for discussion of a range of learning and teaching matters including new technology and upgrades to the VLE; they are also used for facilitating drop-in sessions. FIE supports research and conference attendance and an Outstanding Teaching Award, as well as other projects or training which are perceived as beneficial to teaching or to pedagogic or subject specialist knowledge. The wide range of opportunities for teaching staff to develop, share and adopt new and innovative practice is **good practice**.

2.16 FIE involves teaching staff in the development of institutional policy. Teaching staff expressed the view that FIE is exemplary in giving opportunities to both full and part-time staff to contribute to the development of policy. Course Convenors are members of the Teaching and Learning Committee, which provides an opportunity for teaching staff to contribute to discussion and debate on proposed academic developments, initiatives, policies and procedures.

How effectively does the Foundation for International Education ensure that students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their progrnning outcdem4(them)eB/F6 c7 Tot

4 Action plan³

Foundation for International Education action plan relating to the Recognition Scheme for Educational Oversight in June 2016						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review panel identified the following areas of good practice that are worthy of wider dissemination within the Foundation for International Education:						
there is a wide range of opportunities for teaching staff (faculty) to develop, share and adopt new and innovative practice (paragraph 2.15).	FIE intends to examine how it can further this element of good practice.	FIE will take under consideration the following steps: promote more actively the Faculty Development Fund use FIE faculty in communicating our capacity to partners and potential partners consider the appropriateness of engagement with the Higher Education	Spring 2017	Chief Academic Officer and Director of Academics	Senior Management Team via Chief Academic Officer	Survey faculty on how successful the opportunities that FIE offers are and what more they need or desire

Academy, its training
and fellows programme

