





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

The QAA team formed the following judgement about the Foundation for International Education.

- in the Foundation for International Education's management of its responsibilities for the quality of learning opportunities.

The QAA review team also concluded that the provider satisfactorily manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

The QAA team identified the following at the Foundation for International Education.

- The innovative and flexible approach to the continued development and delivery of programmes, and the provision of excellent and effective support for students and staff, since the start of the pandemic

The QAA team makes no recommendations to the Foundation for International Education.

The Foundation for International Education (FIE) has been in operation since 1998. FIE is a private, independent, non-profit international educational organisation, with a remit to offer educational programmes for academic credit to students enrolled at accredited universities in the United States. FIE is based in London and also has provision in Dublin and Amman. FIE has a clear mission and set of underpinning values which guide all areas of its work. Its values can be seen through the courses offered (for example, 'Food, Society and Culture,' with its focus upon ethical issues related to what we choose to produce and what we choose to eat).

FIE works with 61 partner and affiliated colleges and universities; and partnership arrangements are formalised through the development of a Memorandum of Understanding. FIE also has two Schools of Record (Drexel University and Marist College). All of the universities that FIE works with are UK NARIC verified. The majority of the partner universities offer their own academic credit for the courses studied at FIE; and where this is not the case, the credit is awarded by one of the Schools of Record.

Regular visits are made to FIE by university partners in order to review FIE's delivery of courses, the provision of services and the facilities available. In addition, regular liaison and communication takes place when staff visit, acting in a pastoral capacity to students, or in a



1.1 The Foundation for International Education effectively fulfils its responsibilities for managing academic standards to ensure compliance with the requirements and standards set by each of its 61 partner and affiliated universities and the two Schools of Record. FIE does not award credits nor grant degrees, but the Senior Leadership Team (SLT), in consultation with FIE's major committees and working groups, works collaboratively with partners, affiliated colleges and Schools of Record to maintain academic standards in respect of course provision and delivery. Senior staff negotiate separate formal agreements with each university partner, using a standardised pro-forma to ensure consistency in approach. In cases where partners have not provided their own credits, FIE has formalised agreements in place for its two Schools of Record - Drexel University and Marist College - which have designated responsibilities for awarding credits, maintaining attainment records and issuing transcripts to students.

1.2 FIE maintains effective patterns of communication that ensure academic standards remain aligned to the standards set by US university partners and the two Schools of Record, and this continues to be the case in the current pandemic. The SLT representative participates actively in Academic Advisory Council (AAC) meetings, which include partner and Drexel representatives, and responds to recommendations made in sessions. An FIE team situated in the US regularly communicates with partners to ensure expectations are being met and provides feedback to the SLT. Staff members from universities in the US are encouraged to visit FIE offices and do so frequently. Similar patterns are demonstrated in FIE's management of relationships with the two Schools of Record. In both cases, FIE send FIE modules for review, and, in turn, staff members from the Schools of Record visit the premises on a periodic basis. Marist College, for example, reviews the CVs of academic staff every two years, and periodically reviews FIE quality practices; in the 2018 report, reviewers concluded that FIE worked very hard to maintain high standards and quality programmes.

1.3 FIE fulfils its responsibilities effectively for ensuring that all teaching staff employed to deliver modules, meet the standards set by partners and affiliates. The HR team has produced an operations manual setting detailed procedures for recruitment and selection and has developed pro



Chief Finance Officer. The SLT responds to recommendations made by the Academic Advisory Board and to reports from external reviews. During the pandemic, meetings have taken place online on a less formal basis but have continued to address and effectively respond to issues relating to the quality of the student learning experience.

2.2 The Teaching and Learning Committee is the main vehicle for faculty engagement with new developments and innovation in learning and teaching. It receives the outcomes of peer review and is a platform for sharing good practice. r 0.5w 0.27s 0.042 0.7 at 1.6-6((es))TJ0 Teaching

the resources of the Forum for Education Abroad to develop and implement its COVID-19 policy.

2.11 The UKVI reviewed FIE for Basic Compliance in April 2020 and confirmed the continuation of its Tier 4 sponsorship licence.

2.12 FIE has had positive outcomes from the QAA Recognition Scheme for Educational Oversight review in 2016 and the subsequent monitoring visits during 2017-19. FIE is familiar with the Expectations, practice, and advice and guidance of the UK Quality Code for Higher Education, and effectively used the QAA toolkit for online learning in the development of its programmes.

2.13 Recommendations from the monitoring and review reports of the various external organisations are considered and responded to by the Senior Leadership Team and are recorded in the Team Action Plans.

2.14 FIE effectively monitors and evaluates the quality of teaching through student feedback and peer review.

2.15 Student feedback is analysed by the Field of Study Convenors. The outcomes are positive, but the response rates are low (17% and 40%). Actions required as a result of student feedback are discussed by the Senior Leadership Team and the action taken is recorded in the Team Action Plans. Field of Study Convenors are responsible for monitoring of assessment (through cross marking) and for peer observation.

2.16 Peer review and teaching observations help to determine staff development needs. These were all completed prior to 0.009 Tw 1.924 dy od e

v



of academic resources available on the student VLE, and guidance for employers and supervisors.

2.21 Students currently following academic courses which include a placement, confirmed that they had discussed their preferences for the placement with FIE and had completed the placement orientation programme. The placement feedback report for 2019 is positive.

2.22 FIE provides extensive academic and pastoral support, including health and safety and residence support. Extra-curricular activities are advertised and promoted, and students can enjoy temporary membership of social and sports activities at Imperial College.

2.23 The admissions system supports equality and diversity and is operated in conjunction with the sending university. On arrival in London students undergo an orientation programme.

2.24 FIE has an extensive support system for new students which requires them to attend regular meetings with members of FIE teaching staff. The emphasis is on independent learning which is supported by various online platforms accessible through the VLE.

2.25 Students can develop their academic skills through Writing Support Tutors who provide group and one-to-one sessions.

2.26 During the online delivery of programmes, FIE has continued to provide extensive support for their students. Registers are taken and absences trigger a support meeting. Any student not doing well is provided with academic and pastoral support. A 'no detriment' policy is operating in one class where the student is working from Portugal in order to provide a safety net to mitigate any problems the distance may bring about.

2.27 Detailed feedback continues to be provided by tutors who comment on draft assessments and discuss how students are performing. Mid-term tests and final exams have been turned into 'seen papers' to support online learning. Immediate feedback from the professor, and the client, is provided following student presentations, enabling students to use the feedback to improve subsequent assessments.

2.28 Students confirmed that, throughout the pandemic, they are continuing to be effectively supported by teaching staff and know how to seek professional advice if they need to do so.

2.29 FIE has an effective system for teaching staff development which is directly related to maintaining and improving the quality of learning opportunities. Teaching staff development needs are based on a review of student feedback, teaching observation and their administrative record. Teaching observations include a review of teaching materials and moderation of assessment marking.

2.30 The recruitment and induction process is detailed and systematic. The expectations of teaching staff are clearly set out in the Faculty Handbook. New members of teaching staff are mentored for their first year.

2.31 Best practice and teaching staff achievements are celebrated in pe