



American Institute for Foreign Study (UK) Ltd

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

April 2022

About this report

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 American Institute for Foreign Study (UK) Ltd.

The review took place on 21 April 2022 and was conducted by a review team, as follows:

- Dr Jenny Gilbert
- Professor Graham Romp.

The QAA Officer was Simon Ives.

The main purpose of the review was to:

- produce a commentary on how effectively the provider discharges its responsibilities for academic standards
- make judgements about the provider's delegated responsibilities for the management of quality and improvement of learning opportunities
- report on any features of good practice
- make recommendations for action.

A summary of the [key findings](#) can be found in the section starting on page 2. The [context](#) in which these findings should be interpreted is explained on page 3. [Explanations](#) of the findings are given in numbered paragraphs in the section starting on page 5.

The QAA website gives more information [about QAA](#) and its mission.¹ More information about this the review method can be found in the [published handbook](#).²

¹ www.qaa.ac.uk/about-us

² www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-for-providers.pdf

Key findings

The QAA team considered evidence relating to the educational provision at the American Institute for Foreign Study (UK) Ltd (AIFS London) - 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 team formed the following judgement about the American Institute for Foreign Study (UK) Ltd.

- **Confidence can be placed** in AIFS London'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.

Good practice

The QAA team identified the following **features of good practice** at the American Institute for Foreign Study (UK) Ltd:

- The responsiveness of academic and pastoral support provided for students.
- The effective use of experiential and immersive learning to enhance the student experience.

Recommendations

The QAA team makes the following **advisable** recommendations to the American Institute for Foreign Study (UK) Ltd:

- Formalise the process for the approval, setting, marking and moderation of assessments.
- Ensure there is clarity of responsibility for learning opportunities in information provided for students in relation to the hybrid delivery model.

The QAA team makes the following **desirable** recommendations to the American Institute for Foreign Study (UK) Ltd:

- To ensure greater consistency in the use of the virtual learning environment and provide further training for staff to support the enhancement of students' learning opportunities.
- Further develop and embed the deliberative processes for the oversight of learning opportunities and ensure the formal recording and review of actions.

Context

The American Institute for Foreign Study (AIFS) was established in 1964 to provide educational opportunities and cultural exchanges abroad. AIFS works with 36 international partner universities around the world and more than 500 universities and colleges throughout the USA.

AIFS has operated in London since 1964. Two main types of programmes are currently offered at AIFS London: customised faculty-led programmes, and direct enrolment programmes. Additionally, hybrid delivery and blended programmes have recently been offered to partner universities. Customised study abroad programmes are organised by the Customised Faculty-Led Programs (CFL) division of AIFS. Currently there are nine CFL programmes delivered at AIFS London. Typically, there are around 2,700 students per year on these programmes internationally, with around 25% of these studying in the UK.

Along with the rest of the study abroad sector, AIFS London has been greatly impacted by the COVID-19 pandemic and enrolment is significantly down from 2019. In summer 2021, programme delivery was resumed in a limited way, with 19 CFL and 20 direct enrolment students. In spring 2022, there were a total of 144 students - 42 on direct enrolment programmes and 102 on CFL programmes.

Global Education Centres have recently been opened in four European cities, including Florence, Rome and Salzburg. Courses are tailored to the city where they are offered and share elements of the curriculum using the local environment and culture as the key focus.

In early 2020, AIFS signed a contract with Fairfield University, Connecticut, as the designated School of Record to offer direct enrolment programmes. Fairfield University is accredited by the New England Commission of Higher Education (NCHE) and, with an interest in international education, has worked with other international divisions of AIFS. Individual students enrol on courses that enable them to transfer credits studied in London to their home institution. The School of Record approves, documents and awards credits for courses that are not already accredited by a university in the USA. The first 20 direct enrolment students started study in summer 2021, with 10 enrolments in autumn 2021 and 12 registered in spring 2022. The difficulties in recruitment and the adjustments required during the COVID-19 pandemic impacted on student numbers and the introduction of related procedures for direct enrolment courses.

For Customised Faculty-Led Programs, AIFS London takes responsibility for logistical and academic support, travel arrangements, accommodation, cultural activities, and the appointment of adjunct faculty teaching staff. The partner US university takes responsibility for student recruitment, oversight and teaching of the programme, including award of credit. Groups of students from a single US institution are able to study abroad with supervision by an academic tutor from their home university. AIFS London also offers CFL students blended courses where they attend a direct enrolment course and AIFS is responsible for the assessment and grading.

AIFS purchased a new location for CFL programme delivery in 2019 which has subsequently been refurbished, with an additional building leased for direct enrolment students. These campuses offer a high standard of teaching accommodation with more flexible hours of operation.

There have been significant staffing changes in the last 18 months. A new post of Director of Academic Affairs with responsibility for quality assurance was appointed in July 2021. A new

post of Director of Academic Programs (US) was appointed in September 2021. The purpose of the Director of Academic Programs role is to manage the course articulation process, enrol students, collect and report final grades, and liaise with the School of Record. Several support staff chose to leave AIFS London during the COVID-19 pandemic, with new appointees in the positions of Head of Student Services and Director of Student Life being made since. New adjunct faculty have been contracted to teach on the courses and there are currently 15 academic staff. The Senior Vice-President of AIFS London is leaving post in April 2022 to be replaced by one of the current Vice-Presidents.

AIFS is a member of the US Forum on Education Abroad Standards of Good Practice and it benchmarks its provision against these precepts. AIFS also has a set of standards for the CFL programmes through multiple partner universities in the US and also has standards for the direct enrolment programmes which were updated in December 2020. AIFS London works with eight key partner universities, including the School of Record. Most are accredited by the Higher Learning Commission - one of the six regional accreditation agencies in the US. AIFS London is an associate member of the Association of American Study Abroad Programmes in the UK. This membership provides AIFS with information, a national voice, training and peer support, and staff recruitment opportunities. The AIFS London's extensive self-evaluation document confirms that the organisation makes extensive use of the UK Quality Code for Higher Education as an external reference point.

The global AIFS Board of Advisors comprises professionals in the field of international higher education from US colleges and universities. This board has a role across all international AIFS Study Abroad programmes. Since 2021, the board has increased the frequency of its meetings and now meets twice yearly to discuss the academic standards of provision. The AIFS Board of Advisors also provides advice on issues relating to programme development and the management and evaluation of study abroad programmes. US universities that supply students for the CFL programmes occasionally undertake visits to discuss learning opportunities and academic standards, and meet students. Owing to the COVID-19 pandemic, there has not been an in-person partner visit since that of the University of Wyoming in 2019, although plans are in place to reinstitute this process.

Detailed findings about the American Institute for Foreign Study (UK) Ltd

1 Academic standards

How effectively does the American Institute for Foreign Study (UK) Ltd fulfil its responsibilities for the management of academic standards?

1.1 AIFS London is currently working with 36 US partners who send students to London on a regular basis and have signed agreements to ensure that relevant responsibilities are clear and understood. An Academic Advisory Council (AAC) was established in 2021 to provide external and independent expertise, feedback and guidance on the management of academic standards and quality. The role of the AAC is to ensure quality assurance of the recently-approved direct enrolment programmes delivered at the new AIFS Global Education Centres in London, Florence, Rome and Salzburg. The AAC role is to assure academic quality, oversee curriculum design and development; course assessment and evaluation; and to consider matters of access, inclusion, diversity and equity. Membership of AAC comprises seven members, mainly from US universities, including a representative from the School of Record, Fairfield University. AAC members are expected to attend three meetings per year and are appointed for a two-year period. There is a guiding document for AAC. Visits by the AAC are planned for the four Global Education Centres on a rotational basis. AIFS London is expected to receive a visit in autumn 2022. Once the role of the AAC is fully embedded in practice, it has the potential to support the effective management of academic standards.

1.2 For the Customised Faculty-Led Programs (CFL), the US home university is responsible for key elements of the courses offered. Responsibility includes the selection of adjunct teaching faculty, development of syllabi, learning outcomes, assessment, course evaluation and student transcripts. The home university therefore devises the programmes and courses, and assigns academic credit. The review team was informed that one CFL student group was currently studying on a direct enrolment course, approved and accredited by the School of Record and taught by AIFS adjunct faculty. These students are studying on a hybrid delivery model in which they are assessed by US visiting faculty and assigned credit by their home university.

1.3 Quality assurance for the direct enrolment programmes at AIFS London is the responsibility of the Director of Academic Affairs, who has overall responsibility for all four Global Education Centres. A Global Education Centres (GEC) Academic Group that meets four-weekly was formed in October 2021. The group has devised the rubrics for creating courses at different academic levels, studies enrolment data and course marketing strategies, and considers the academic calendar and the future catalogue of courses. Minutes of the meetings have not yet been systematically formalised, and roles of those attending are not always apparent. Meetings of the GEC Academic Group and other committees would benefit from the production of minutes using a standard template and a consistent style, enabling tracking of actions over time. AIFS checks the accreditation status of the seven US partner universities and the School of Record annually. This matter is also addressed in the desirable recommendation relating to the formal recording and reviewing of actions (paragraph 2.7).

1.4 In autumn 2021, a London focused sub-committee of the GEC Academic Group, entitled the Academic Oversight Committee (AOC), was initiated to review the best way to ensure integrity, fairness, and rigour in respect to assessment and grading. The AOC is chaired by the Director of Academic Affairs and additionally comprises Head of Student Services and the Associate Professor/Academic Consultant. Its remit in practice has been

much broader than the review of assessment and includes pastoral issues, faculty teaching observation and course oversight. At one meeting, the group reviewed evaluations from students. This sub-committee has not yet demonstrated a clear focus on the effective management of the assessment process. This matter is also addressed as a recommendation in paragraph 1.8.

1.5 A rigorous internal process for curriculum development is set out in the Faculty Handbook which was introduced in 2021 and includes a set of level descriptors and a syllabus template. Policies and procedures outlined in the Faculty Handbook are mirrored in the Student Academic Handbook.

1.6 Course descriptions for direct enrolment courses are submitted to the Director of Academic Affairs for authorisation and then approved by the School of Record. The review team was informed that a subject expert creates an outline course description using the course template and then the faculty member assigned to teach the course, completes the detail and designs the assessment and week-by-week schedule. During the initial approval process, the School of Record raised issues relating to prerequisites and levels of courses, learning outcomes and spread of assessment. In response to this feedback, guidelines on assessment were designed and shared. The School of Record Articulation Committee responded to AIFS to confirm the approval of 90 courses across the four Global Education Centres and indicated that they will schedule a validation visit for 2023. Grading rubrics are shared with students in the Student Academic Handbook. Faculty are informed of the regulations related to assessment in the Faculty Handbook.

1.7 Having ceased its previous arrangement with Richmond University, AIFS London has worked closely with the new School of Record - Fairfield University - to gain approval for its direct entry courses. AIFS London has devised courses that have been approved and accredited by the School of Record and the early cohorts of direct entry students have been awarded credit. For the CFL courses, the partner universities approve the courses, organise the recruitment of students, send US faculty to teach on courses in London, and approve the London-based faculty to teach on the courses.

1.8 There is a range of practice in the setting, marking and moderation of assessments. Students submit all assessments through the learning management system - Canvas. Adjunct faculty staff teaching the direct enrolment courses are responsible for marking assessments. The review team was informed that there is no moderation of the assessment task at the point of setting the assessment. Upon assessment completion and marking by the tutor, there is some cross-marking of work by the Academic Oversight Committee, and a set of guidelines is provided to support this process. There is no requirement that the assessment of a course is moderated, although the team was informed that 25% of courses had been moderated for at least one assessment element. The team recommends that it is **advisable** to formalise the process for the approval, setting, marking and moderation of assessments.

1.9 The QAA review team found that the respective responsibilities, including those relating to the maintenance of academic standards, are clear and that AIFS London demonstrates an effective level of engagement with its US partner universities and colleges to support both staff and students.

How effectively are external reference points used in the management of academic standards?

1.10 An external AIFS Board of Advisors (BOA) has been in place for many years. It currently has 23 members from US and Canadian universities. Most members of the Board of Advisors have responsibility for students' international study programmes at their

university. The BOA also includes representatives from universities that provide students to the CFL Programs. The BOA meets twice a year and members are appointed for two years. For direct enrolment programmes, a recent decision was made to engage more frequently with the BOA. Plans for the introduction of a wider scope for the Board has been discussed. Working groups have been created to advise on specific areas of programme development. Four groups have been initiated. These are first-year programming; communication and resources; global education centres; and the green initiative.

1.11 AIFS relies primarily on the academic standards of the US universities that it partners with for the CFL programmes, and for the academic standards of Fairfield University for its direct enrolment programmes. AIFS effectively benchmarks its provision against the US Forum on Education Abroad Standards of Good Practice. These standards were updated in December 2020 and are to be reviewed during 2022. AIFS documentation, including the self-evaluation document, demonstrates that extensive consideration is given to the Expectations of the UK Quality Code for Higher Education.

How effectively does the American Institute for Foreign Study (UK) Ltd use external scrutiny of assessment processes to assure academic standards (where applicable)?

1.12 The US universities that provide students for the CFL courses are responsible for learning outcomes and assessment, and ensure scrutiny of assessment. For the direct enrolment students, the School of Record accredits the courses but does not play any part in checking or approval of assessment grades.

The team has concluded that the American Institute for Foreign Study (UK) Ltd **satisfactorily** manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

2 Quality of learning opportunities

How effectively does the American Institute for Foreign Study (UK) Ltd fulfil its responsibilities for managing and improving the quality of learning opportunities?

2.1 AIFS London has a range of mechanisms that effectively enables it to fulfil its responsibilities for managing and improving the quality of learning opportunities on its programmes. The Board of Advisors (BOA) provides advice on issues related to study abroad programme development, management and evaluation across all Study Abroad programmes. Additionally, Global Education Centre (GEC) Academic Group meets monthly to ensure an alignment of academic process across the different delivery centres.

2.2 AIFS London has set up an Academic Advisory Council (AAC) which includes representatives from partner universities. The AAC is focused specifically on quality assurance of the direct enrolment programmes and provides advice on issues such as curriculum development, programme assessment and evaluation, and access, inclusion and diversity. It is proposed that AAC members will visit each Global Education Centre on a rotational basis and submit a written report to their AAC colleagues, AIFS London leadership and to the School of Record. The first visit to the AIFS London is planned for autumn 2022. AIFS London has also established an Academic Oversight Committee, led by the Director of Academic Affairs, that meets monthly to review issues related to the management of learning opportunities.

2.3 For CFL programmes, senior staff from the partner universities are invited to undertake inspection visits to enable them to view facilities, meet with staff and students and ensure that the programme meets their requirements and academic standards. For the direct enrolment programmes, it is proposed that staff from Fairfield University will conduct annual site visits to the AIFS London study centre to observe classes, meet staff and students, review samples of work and staff evaluations, and visit facilities. Following delay due to the COVID-19 pandemic, the first review is planned for autumn 2022. There is no external scrutiny of assessment on the direct enrolment programmes and AIFS London recognises that these programmes would benefit from further external review. The review team was informed that AIFS London is considering ways of developing the range of external expertise in oversight of its provision.

2.4 AIFS London collects and responds to student feedback in various ways, including informal feedback, course and end-of-programme questionnaires, and focus groups. Student representatives meet regularly with the Head of Student Services to give feedback about their experience. The partner US universities and colleges conduct their own evaluations for CFL programmes, and any concerns raised are shared with the Senior Vice-President at AIFS. Staff feedback is also obtained from staff teaching on the CFL programmes, and the intention is to extend this in future to staff teaching on the direct enrolment programmes. Staff and student feedback is reviewed by the Director of Academic Affairs and results shared with staff to identify and share good practice, and use this to enhance learning opportunities. AIFS London recognises that, owing to low recruitment levels during the COVID-19 pandemic, there has been little recent data on which to make decisions about change and enhancement.

2.5 For the direct enrolment courses, staff at AIFS London produce assessment briefs. However, at the time of the review visit, there was no internal or external approval process to ensure these fully align with the approved course specification which outlines the assessment methods and weighting. Assessment marks awarded are moderated on a sampling basis across courses and assignments. However, there is no internal or external consideration of the overall performance of students on these courses to facilitate the identification of attainment gaps to inform the management and enhancement of learning opportunities across modules and different groups of students. Formalisation of a process for the approval, setting, marking and moderation of assessments would enhance oversight of the management of learning opportunities. This matter is also addressed as a recommendation in paragraph 1.8.

2.6 During the review visit, the team was informed that AIFS had enrolled a small cohort of students from a US university that combined elements of both the CFL and direct enrolment programmes. The review team met students who expressed concerns about the variability of the student experience, assessment information and feedback across their courses. For this cohort of students, there was a lack of clarity related to the provision of learning opportunities, including the nature of formative assessment and feedback, and the review team concludes that it is **advisable** for AIFS London to ensure there is clarity of responsibility for learning opportunities in information provided to students in relation to the hybrid delivery model.

2.7 Minutes are produced for meetings of committees and groups associated with the management of learning opportunities. However, AIFS London acknowledges that, at times, these records are overly informal and lacking in detail, which undermines the identification, allocation and monitoring of actions. The review team concludes that it is **desirable** for AIFS London to further develop and embed the deliberative processes for the oversight of learning opportunities and ensure the formal recording and review of actions. This matter is also addressed in paragraph 1.3.

2.8 AIFS London has developed and implemented its Action Plan for Access, Inclusion Diversity and Equity (AIDE). The plan was published in January 2021 and is based on the outcome of a survey relating to under-represented communities in study abroad. Staff are now contributing to the goals set out in the plan through their teaching. There is a clear intention of further embedding these goals in the curriculum by increasing student awareness of diversity and marginalised communities in London, through experiential learning and input from charities and other not-for-profit organisations.

2.9 The team concludes that AIFS London has effective mechanisms to monitor quality and enhance learning opportunities through: regular meetings with staff; establishing the Academic Advisory Council; implementing its Action Plan for Inclusion, Diversity and Equity; and the mechanisms for the evaluation of programmes by students. However, the effectiveness of these mechanisms would be enhanced by formalising the processes for assessment, providing fuller information on the hybrid delivery model, and in embedding the deliberative processes and recording actions.

How effectively are external reference points used in monitoring and evaluation processes?

2.10 AIFS London makes effective use of external reference points to monitor and evaluate learning opportunities. AIFS London uses the Forum on Education Abroad Forum on Education as the key external reference point for standards of good practice for US study abroad. The Forum published its 6th edition in summer 2020 and AIFS London has benchmarked its standards against these. AIFS London published its revised Standards in December 2020.

2.11 On the CFL courses, the respective US university is responsible for the academic content of the programme delivered at AIFS London. For direct enrolment programmes, AIFS London has an agreement with the School of Record and its partners in the US.

2.12 AIFS London effectively uses the Expectations, practice, advice and guidance of the revised Quality Code for Higher Education (the Quality Code) as a reference point for course design, creating grading rubric and ensuring a fair process for the admission of students. The Quality Code has been used to update and improve the Faculty Handbook, and to revise its appeals policy, and AIFS London intend to further utilise the Quality Code to review how externality may be enhanced on its direct enrolment courses.

How effectively does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?

2.13 AIFS London has effective mechanisms to assure itself that the quality of teaching and learning is being maintained and enhanced. Local teaching staff are employed as adjunct faculty on a part-time basis to teach students on both its direct enrolment and CFL programmes. Adjunct faculty employed to teach on CFL programmes follow the procedures and policies of the relevant US university, and staff qualifications are approved by the home institution. On the CFL programmes, students are also taught by staff from their home institution while in the UK.

2.14 Course syllabi on direct enrolment programmes are produced by faculty staff using a standard template and submitted for approval first by the Director of Academic Affairs and then by the School of Record. When approving the syllabi, Fairfield University is also provided with the curriculum vitae of the relevant member of staff, information on the course academic level and details of any prerequisites. Approved syllabi are made available to students and include course aims and learning outcomes, reading lists, assessment details, and information on external study trips and activities.

2.15 For CFL programmes, academic study visits and guest speakers are built into the programme at the design stage. At the programme planning stage, AIFS London staff review the course description and learning outcomes, and make recommendations to teaching staff about how they can enhance the course.

2.16 Staff are provided with a Faculty Handbook that includes the adopted approach to learning and teaching, focusing on student-centred, experiential, problem-based and immersive learning, and learning outside the classroom. On their courses, students are encouraged to adopt an intercultural approach to learning, to draw connections and comparisons between their experiences in the US and in their new environment and culture. Teaching staff were able to describe many instances where innovative, immersive and experiential learning was used on their courses and students met by the review team were positive about their learning experience. The review team considers the effective use of experiential and immersive learning to enhance the student experience is **good practice**.

How effectively does the provider assure itself that students are appropriately supported?

2.17 There are effective mechanisms to assure students are appropriately supported to achieve their intended learning outcomes. Information about AIFS London courses is available on its website, including entry requirements, and prior to enrolment detailed information for students is provided, including programme information for applicants and partner institutions. This gives a comprehensive list of programme components, application deadlines, refund policy and costs. Enrolment Managers in the US provide further information and guidance on AIFS London programmes.

2.18 For the CFL programmes, students are recruited and accompanied in groups from their home institution and AIFS London provides logistical support, including the provision of adjunct faculty, academic support, travel arrangements, housing, learning and teaching facilities, cultural activities, and student support. On its direct enrolment programmes, AIFS London recruits individual students, facilitates the admissions process, and provides comprehensive logistical and pastoral support for the students.

2.19 On arrival in London, students attend an extended orientation programme. This gives students comprehensive information on the services available and details their academic programme, AIFS London policies and student wellbeing, including guidance on adapting to a new culture.

2.20 At enrolment, AIFS London provides a comprehensive Student Academic Handbook which brings together all the current policies. This includes information on: teaching contact hours; contact details; grading and learning outcomes; access, inclusion, diversity and equity (AIDE); academic appeals and mitigating circumstances; and final grades and transcripts.

2.21 AIFS London implements continual assessment on its courses that provides timely and constructive feedback to students on their academic progress. A grading rubric has been developed to ensure teaching staff understand the US grading system and this is shared with students in the academic handbook.

2.22 There is a dedicated Student Services team that provides effective guidance, information and support to students. This team also arranges a substantive programme of academic and cultural activities that enhances classroom learning and exposes students to culturally-diverse experiences. Students are provided with a 24/7 contact number in case of an emergency.

2.23 On some programmes CFL students take an internship as part of their academic programme. Students electing to undertake internships are provided with a handbook that outlines the support available to these students, including the provision of workplace and academic supervisors.

2.24 Students confirm that they are very well supported to enable them to achieve the objectives of their study abroad, giving them opportunities to explore, contextually appreciate, analyse, and articulate cultural differences. The emphasis on formative assessment and feedback entails staff to readily identify and respond to student need and enhance learning. Students confirmed that they are well assisted with welfare and academic issues that arise during their course of study and the review team concluded that the responsiveness of academic and pastoral support provided for students is **good practice**.

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

2.25 AIFS London effectively supports its staff and provides appropriate professional development to maintain and enhance the quality of learning opportunities. AIFS London appoints academics with experience of teaching international students, who attend a mandatory orientation meeting and are invited to attend regular workshops designed to support staff development and share good practice. Staff are encouraged to engage in professional development and invited to identify external training opportunities that are considered for funding.

2.26 AIFS London operates Performance Development Reviews for academic staff following a teaching observation undertaken by the Director of Academic Affairs. Feedback is provided to support professional development. There is also an optional peer observation scheme which is becoming further embedded to further support staff development and the identification and sharing of good practice.

2.27 One of the six themes of the Access, Inclusion, Diversity and Equity (AIDE) plan is staff development, and regular training workshops have been provided on issues such as the avoidance of discrimination, inclusive language and decolonisation of the curriculum.

2.28 AIFS London has recently introduced the use of Canvas as its virtual learning environment and learning management system to provide a user-friendly interface and options to customise courses, such as integrating video and audio files, and supplementary software such as plagiarism-detection tools. At the time of the review, it was recognised by staff and students that its use to support interactive learning is variable, and that this is an area for further staff development. The review team concludes that it is **desirable** for AIFS London to ensure greater consistency in the use of the virtual learning environment and provide further training for staff to support the enhancement of students' learning opportunities.

How effectively does the provider ensure that students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their programmes?

2.29 There are effective mechanisms to review and ensure that students have access to learning resources that allow them to meet the intended learning outcomes of their programme. Both direct enrolment and CFL programmes are delivered at the AIFS London Global Education Centre which was refurbished in 2019 and comprises classrooms, student study and computer rooms, and office space. AIFS London also utilises another building close by which provides additional classrooms and office space. Students are able to use classrooms for private study space when not in use. It is recognised by AIFS London that,

as student enrolment increases, there will be a need for additional dedicated student study space and it is developing plans to provide this in the near future.

2.30 Students at AIFS London retain access to electronic resources provided by their home university in the US. AIFS London does not have its own physical library and, at the time of the review, AIFS London was reviewing library access for its students.

2.31 Students are provided with accommodation as part of their programme and are provided with Associate Membership of Imperial College Students' Union that allows them to join clubs and societies, and access facilities - sometimes at an additional cost. Students are satisfied with the learning resources provided and consider that they are sufficient to enable them to achieve the intended learning outcomes on their programmes.

The team has **confidence** that the provider is fulfilling its responsibilities for managing and improving the quality of the learning opportunities it provides for students.

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Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel 01452 557000
Web www.qaa.ac.uk