



Educational Oversight Annual Monitoring: Desk-based analysis of the American Institute for Foreign Study, February 2025

Outcome of the desk-based analysis

1 From the annual return and documentary evidence, the monitoring team concludes that the American Institute for Foreign Study (the Institute) is making **acceptable** progress on the implementation of their action plan.

Monitoring summary

2 The Institute works effectively with a wide range of higher education providers in the United States of America and is continuing to maintain academic standards and the quality of student learning opportunities since the monitoring visit of April 2024. There have been no material changes in the provision. Student numbers in 2025 are 1,060. This represents an increase in student numbers of 118 students (47.25 FTE) or 11.2%.

3 The Institute's annual return provides sufficient commentary on developments and responses to the 2024 visit report. The Institute has developed a new monitoring process that operates during each semester, enabling the targeting of timely support for better student outcomes. The Institute has also systematised the way it processes survey results, introducing formal meetings between the new London Director role and relevant teams. Further work around the maintenance of consistent and rigorous grading standards has been conducted through continued research into the debate around grading standards in American higher education, increased scrutiny on work awarded an A grade in the Academic Oversight Committee's grading meetings and through the use of data analysis tools to examine average grades in equivalent subjects across other American Institute for Foreign Studies Global Education Centers.

4 The Institute has continued to enhance its processes around the approval, setting, marking, and moderation of assessments, for instance, through the introduction of a Curriculum Alignment Report and a strengthened external examiner process which enhances the way that the Institution responds to external feedback. In addition, the institutional response to student voice has been enhanced, including student engagement in course design and a more rigorous approach to obtaining feedback. The Institute has also improved consistency in the way that its Virtual Learning Environment (VLE) is used, for example, in the imposition of a new syllabus template published on its VLE. This drew on external expertise and the UK Quality Code for Higher Education. Other enhancements include the ongoing development of experiential learning opportunities, support and training for staff around student welfare, guidance for students around academic integrity, and artificial intelligence.

5 In the commentary in the annual report and in supporting evidence, there is clear evidence of activity underpinning quality assurance and enhancement activity. The Institute is working closely with its USA partners in monitoring and enhancing its provision, demonstrating activity underpinning quality assurance and enhancement activity.

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