

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**ORGANISATION:** C L Global Group Ltd

**ADDRESS:** 10 Wellington Street,  
Cambridge,  
CB1 1HW

**HEAD OF ORGANISATION:** Allen Hao and Katrina Rust, Managing Directors

**DATE OF INSPECTION:** 12 & 13 August 2015

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 10 Sep 2015

### 1. Background to the organisation

For four years prior to 2015, the two Co-Founders & Managing Directors have offered a series of summer schools to Chinese undergraduate students at three colleges within Cambridge University, and at four Chinese universities, the latter operated under Chinese based companies. Similarly, they also have offered courses in the USA, at Columbia University and at Boston. The area of study has been, and remains business and its related topic areas. The students have been and currently are under-graduates studying business at their home university, at first and second year level. The Chinese Universities have supported these courses within their own universities and at the Cambridge colleges. The three Cambridge colleges have also supported the courses in Cambridge. All home and host universities and colleges have written to the British Embassy to support the student visas required for these two and three-week courses.

The two Managing Directors incorporated a company, C L Global Group Ltd (CLGG), in England in April 2015. The registered office address is that of their Cambridge accountants. They intend offering their summer school courses under this title in Cambridge with effect from summer 2016, demonstrating their commitment to that provision. CLGG's registered office at its accountant's address in Cambridge. The Managing Directors will continue these courses in China.

### 2. Brief description of the current provision

For this, the fifth summer school in Cambridge, a total of five challenging business-courses have been offered, similarly to before, and with many of the same staff and teachers. However, for 2015, they have been provided under the auspices of the very recently incorporated CLGG. While four of these have been the regular two-week course, a new fifth course is of three weeks and, additionally, includes topics encompassing civil and transport engineering. The 2015 summer school courses have been held over a six week period and, for a few weeks, three courses have been concurrent.

Three Cambridge colleges act as the hosts for bed & breakfast, most lunches, some dinners, and tuition and study facilities. The Cambridge colleges are: Corpus Christi; St Catherine's; Lucy Cavendish. The two former are in close proximity in central Cambridge, and the latter is just under one mile walking distance to the northwest. Each cohort (typically 45) of students from each home university is kept together in a single Cambridge college, and for visits outside Cambridge. Each cohort is divided into smaller groups for many of the study opportunities, and are assessed as the smaller group and not as individual students. Each cohort is supported throughout the time in Cambridge, and on the visits, by a small team of Cambridge graduate and undergraduate students. All administrative and support staff live day & night for the duration within the allocated Cambridge college to facilitate ready and effective support of their cohort.

The age of a typical student is in the range 18 to 21. No student is younger than 18, and a very few are a little older post-graduates. The majority of students are female, with about 14% male. All students are assessed by Cambridge college tutors for their preparation and presentation work within the smaller groups. An attendance certificate is presented to each student at a final dinner event. The home universities in China credit the students for their studies in Cambridge.

The two Managing Directors wish to about double their Cambridge provision over the next five years, using the same three colleges. This has been encouraged by the good working relationship established with the three colleges, who are willing to suggest further of their suitable tutors, and to provide the increase in accommodation required. A science option may be added to the current business emphasis and the civil engineering option.

### 3. Inspection process

This inspection was carried out in Cambridge by one Inspector over the first day, and two inspectors over the second day. Each Inspector focused on specific areas with some overlap. Meetings were held with the two Managing Directors, the Chief Programme Officer/Registrar, the Cambridge Programme Coordinator, the Student Supervisor, the two Programme Director Deputies, several of the support teams, a group of eight students from different courses, and a group of four Cambridge tutors. The Inspectors also spoke with all three college Conference Managers. One Inspector observed three classes, and the other Inspector two classes, so that three student-cohorts and five teachers were observed - all those courses in progress at the time of the inspection. The Inspectors viewed all three Cambridge college premises, which included several student rooms with their associated bathrooms and pantries, common rooms, dining halls, lecture theaters, and tuition rooms. The Inspectors gave an oral summary of their findings to the two Managing Directors, the Chief Programme Officer, and the Cambridge Programme Coordinator at the end of the inspection.

## PART B - JUDGEMENT AND EVIDENCE

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

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

- |     |   |   |
|-----|---|---|
| 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.                 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The CLGG organogram should be updated to be complete, and show role titles rather than staff names. The Senior Management Team (SMT) comprises both Managing Directors, the Chief Programme Officer, and the Cambridge Programme Coordinator. This team consults a group of advisors (effectively the governing body), from China and the UK, and who represent university administrators, academics, and Chinese student leaders.

#### 2. The administration of the provider is effective

- |     |   |   |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider.     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

CLGG should review the staffing provision to manage the planned increase in student numbers. Handbooks must be checked for completeness, especially with respect to relevant elements of NHS regulations, English legislation - discrimination, etc. They might also be rationalised, and common elements accessed electronically from a single source to ensure accuracy, and consistency.

3. **The provider employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

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

**Comments**

Staff appraisal documentation and procedures have been introduced for implementation in 2015.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes**

- 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

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

**Comments**

CLGG must clarify their formal relationship with each Cambridge college, especially with respect to any administrative and academic association.  
Much of the promotion, the initial contact with students, their assessment and selection is conducted by the Chinese home universities and CLGG's counterpart in China.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants.  Yes  No  NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.  Yes  No  NA
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.  Yes  No  NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA

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

**Comments**

See 4 above.  
CLGG has significant e-correspondence with each student in addition to that conducted by their home universities. Where this results in information more generally useful, it is shared with the whole student cohort.  
Detailed student records are held at Cambridge during the summer school programme, and are readily accessible by CLGG staff in Cambridge.

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

- 6.1 There is a clear and published policy on participant attendance and punctuality.  Yes  No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed.  Yes  No  NA
- 6.3 Participant absences are followed up promptly and appropriate action taken.  Yes  No

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

**Comments**

Quantitative details of required attendance and punctuality should be included in the student and staff handbooks, so that the attendance certificates can reflect these requirements consistently.  
CLGG should clarify the appropriateness of each host college bursar signing their cohort's attendance certificates.

7. **The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**

- 7.1 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.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body.  Yes  No

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

**Comments**

Feedback should be organised on a more formal basis and the collated outcome must be reported to students and to teachers. This may be particularly valuable for teachers in preparation for the subsequent year's summer school.

8. **The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.  Yes  No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed.  Yes  No

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

**Comments**

Annual reviews are conducted with the teams in Cambridge, and later in China following each summer school.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Programme management is effective

- |     |  |                                      |                          |                          |
|-----|--|--------------------------------------|--------------------------|--------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

#### Comments

Considerable effort is put into the planning of each programme, and well in advance of each summer school. This information is available to prospective students in China, and is translated into their native tongue for this purpose. Each teacher has their own well established resources for tuition in their Cambridge college.

### 10. The courses are planned and delivered in ways that enable participants to succeed

- |      |   |                                      |                          |                          |
|------|---|--------------------------------------|--------------------------|--------------------------|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |

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

#### Comments

See also 4 above.

The four teachers praised the CLGG administration, the briefing on the student cohorts, and the summer school structure. Each teacher chooses his/her preferred method of teaching judged to be most appropriate to the circumstances. Students have access to the topic materials well before the teaching sessions. Students are assessed by the smaller group rather than by individual student, although individual personal feedback is provided during regular discussions.

11. **Trainers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Trainers are appropriately qualified and experienced.  Yes  No
- 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.  Yes  No
- 11.3 The appraisal procedures for trainers incorporate regular classroom observation.  Yes  No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.  Yes  No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 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**

Teachers are almost entirely Cambridge college tutors from the three host colleges.

Many teaching sessions are observed by the Chief Programme Officer/Registrar and formally recorded using documentation developed for 2015.

There is no formal reporting back to the teachers, and they reported that they would welcome an overview of the whole academic programme.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

**Comments**

All materials are prepared by CLGG and each teacher well in advance of each summer school, and are provided to the students before they travel to Cambridge.

13. **Participants receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- |      |   |                                      |                          |                                     |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.    | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.                       | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |

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

**Comments**

See 4 and 10 above.

Some home university tutors also attend the Cambridge summer school, and attend all teaching sessions of their cohort.

14. **The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

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

**Comments**

Students are given credits towards their degree course at their home university.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- |      |   |                                      |                          |                                     |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

**Comments**

See 13 and 14 above.



16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate.  Yes  No  NA
- 16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.  Yes  No  NA

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

Comments

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**INSPECTION AREA - PARTICIPANT WELFARE**

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.  Yes  No  NA
- 17.2 Participants receive appropriate advice before the start of the programme.  Yes  No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme.  Yes  No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support.  Yes  No  NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

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

Comments

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CLGG should check the NHS regulations for overseas visitors and, maybe, arrange an appropriate health-insurance scheme. Every student is provided with a free application programme (app) called WeChat, for use with their mobile phone. This gives the prime means of communication amongst students, staff, and teachers. There are frequent opportunities for face-to-face contact between the students and their Chief Operation Officer and support team members, and the support-staff to student ratio is 1 to 10 or better. All support staff are resident in the same Cambridge college as their home university cohort. Particular care is taken with induction, and with ice-breakers to aid building relationships during the first few days. Good quality WiFi within the colleges' buildings ensures very reliable and reasonably fast reception. The representative group of students unanimously reported excellent communications but, on occasions, they felt a little pressurised academically.

18. **International participants are provided with specific advice and assistance**

- 18.1 International participants receive appropriate advice before their arrival on travelling to and staying in the UK.  Yes  No
- 18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 18.3 Information and advice specific to international participants continues to be available throughout the course of study.  Yes  No
- 18.4 Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language.  Yes  No

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

**Comments**

Several of the staff have the students' native language as their own first language.

19. **The fair treatment of participants is ensured**

- 19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No

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

**Comments**

It is not clear why all students are required to sign a document that absolves CLGG of almost all the usual English company responsibilities.  
CLGG should consider extending the hierarchy for student enquiries and complaints from two to three, to allow solutions to be managed at an appropriate level.  
CLGG should be aware that, if BAC accredited, BAC accreditation provides a final appeal opportunity, and that a statement to this effect should be included in the handbooks.

20. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.  Yes  No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.  Yes  No  NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.  Yes  No
- 20.4 A level of supervision is provided appropriate to the needs of participants.  Yes  No
- 20.5 Separate accommodation blocks are provided for participants under 18.  Yes  No  NA

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

**Comments**

All domestic, catering, and academic accommodation is within the three Cambridge colleges, and managed and maintained by their regular staff.

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.  Yes  No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.  Yes  No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement.  Yes  No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.  Yes  No

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

**Comments**

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.  Yes  No
- 22.2 The social programme is responsive to the needs and wishes of participants.  Yes  No  NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.  Yes  No  NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.  Yes  No  NA

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

**Comments**

The social programme costs are all included within the total summer school fee, as are travel and airport-transfer costs.

## INSPECTION AREA - PREMISES AND FACILITIES

### 23. The provider has secure possession of and access to its premises

23.1 The provider has secure tenure on its premises.  Yes  No  NA

23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature.  Yes  No  NA

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

#### Comments

### 24. The premises provide a safe, secure and clean environment for participants and staff

24.1 Access to the premises is appropriately restricted and secured.  Yes  No

24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors.  Yes  No  NA

24.4 General guidance on health and safety is made available to participants, staff and visitors.  Yes  No

24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No

24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

24.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

24.8 There is adequate heating and ventilation in all rooms.  Yes  No

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

#### Comments

See also 20 above.

CLGG should create a list of health & safety issues to enable them check-out the rented premises.

CLGG should clarify in more detail which aspects, and to what extent of the college provision is included in their contract - for example: health & safety issues; first aid provision; access to emergency services.

Some teaching rooms on occasions would seem to be over hot. This was acknowledged, but the fans were noisy and not very effective.

25. **Training rooms and other learning areas are appropriate for the courses offered**

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No  NA
- 25.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

The smaller group assessments were conducted in the usual teaching rooms.  
On occasions, rearrangement of the portable furniture could have resulted in better student seating and participation.  
It may prove preferable, in some circumstances, to have small break-out rooms available for to the smaller groups to meet, discuss, and prepare for their assessed presentations.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No  NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No  NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No

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

**Comments**

See also 9 above.  
CLGG should consider the provision of a permanently manned office, in each Cambridge college venue, for spontaneous, immediate enquiries, and provision of practical resources such as photocopying.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

Considerable previous experience of a similar provision both in China and at Cambridge.  
Staff who understand and have personal experience of the home university's culture and courses.  
Considerable continuity of the staff during each Cambridge summer school, and also over several years provision.  
Initial promotion, assessment and selection of students by the home universities.  
Detailed and comprehensive student records readily available during the summer school.  
Well prepared programme for each summer school and well in advance of the need to deliver.  
Summer school fees are inclusive - even of travel and transfer.

Actions required	Priority H/M/L
2.4 Handbooks must be checked for completeness, especially with respect to relevant elements of NHS regulations, and English legislation - discrimination, etc. They might also be rationalised, and common elements accessed electronically from a single source to ensure accuracy, and consistency.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
4.1, 6.2 CLGG must clarify their formal relationship with each Cambridge college, and especially with respect to any association with college administrators and tutors.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
7.4 Feedback must be formalised and reported to students and to tutors.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Domestic and academic venues within Cambridge colleges, and close to the center of Cambridge.  
Teaching by regular tutors of Cambridge colleges.  
Home university give credit to degree course being studied.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### PARTICIPANT WELFARE

#### Provider's strengths

Considerable continuity of student support-team staff.  
Each home university cohort of students is kept together within a single Cambridge college.  
Each cohort is accompanied at all times by a dedicated team of support staff.  
All staff and student support teams live-in college for the whole summer school programme.  
Very good communications amongst all staff, teachers and students via a free mobile-phone app WeChat provided by CLGG.  
Good quality WiFi within Cambridge colleges.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

**PREMISES AND FACILITIES**

**Provider's strengths**

Cambridge colleges provide all domestic and academic provision. Each student has their own student room with nearby bathroom, laundry, pantry/kitchen, and common room facilities. Regular college staff provide the routine meals, maintenance, and support services.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

**RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

- 1.1 The CLGG organogram should be updated to be complete, and show role titles rather than staff names.
- 2.2 CLGG should review the staffing provision to manage the planned increase in student numbers.
- 6.1 Quantitative details of required attendance and punctuality should be included in the student and staff handbooks, so that the attendance certificates can reflect these requirements consistently.
- 6.2 CLGG should clarify the appropriateness of each host college bursar signing their cohort's attendance certificates.
- 11.3 The teachers reported that they would welcome feedback and an overview of the whole academic programme.
- 19.1 It is questionable that students are required to sign a document that absolves CLGG of almost all the usual English company responsibilities.
- 19.2 CLGG should consider extending the hierarchy for student enquiries and complaints from two to three, to allow solutions to be managed at more appropriate level.
- 24.4 CLGG should create a list of health & safety issues to enable them check-out the rented premises.
- 24.4 CLGG should clarify in more detail which aspects, and to what extent of the college provision is included in their contract - for example: health & safety issues; first aid provision; access to emergency services.
- 24.8 Specify and monitor the temperature in teaching rooms, and ensure that fan noise is not distracting for teachers and students.
- 25.2 Rearrangement of classroom portable furniture could result in better student seating and participation.
- 25.2 Small break-out rooms, rather than lecture theatres, might provide better accommodation for the smaller group meetings.
- 26 For the planned expansion, CLGG should consider a daytime-manned office in each Cambridge college venue, for enquiries, and resources.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**