

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**ORGANISATION:** CIEE (Council on International Educational Exchange, Global Institute-London)

**ADDRESS:** Hamilton House  
Mabledon Place  
London  
WC1H 9BB

**HEAD OF ORGANISATION:** Dr Ray Casserly (Director, CIEE London)

**DATE OF INSPECTION:** 1 October 2015

**ACCREDITATION STATUS AT INSPECTION:** Candidacy Accreditation

### DECISION ON ACCREDITATION:

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

Date: 26 Nov 2015

### 1. Background to the organisation

The Council on International Educational Exchange (CIEE) is a major US provider of study exchange programmes worldwide, established in 1947. With its USA headquarters based in Portland, Maine, Oregon, it is widely recognised as a leader in the field of international education, offering US students opportunities to study in 40 different countries on 200 programmes. The Council represents a consortium of 350 member institutions of higher education in the USA. Institutional higher education members are represented on the governing body of CIEE, the Academic Consortium Board (ACB) which oversees all aspects of the Council's work and which formally approves the programmes that it offers. The ACB carries out comprehensive quality assurance of the CIEE programmes, with an annual evaluation and review process. CIEE has 15 campus centres across Europe, and its London programmes are a part of the remit of the Regional Director Operations (Northern Europe), who is based in Berlin.

CIEE has operated in London since 1986. For the past ten years it has worked through partnership arrangements established with London-based university institutions (UCL, Goldsmiths, SOAS and Westminster), to provide semester or one-year study abroad programmes which are delivered by the UK institutions. CIEE works through long-term partnerships with selected institutions. For the delivery of short-term summer courses, CIEE has up until now worked through a contractual arrangement with the Foundation for International Education, London. A recent strategic decision has been made to grow CIEE study abroad provision in London and to establish this on an expanded and more independent basis. Accordingly, the CIEE Global Institute London was established in 2014, and a Resident Director and other full-time staff have been appointed and premises acquired to establish a more substantial presence in London. The new organisation has been able to draw on existing experienced CIEE staff and institutional contacts in London. After an appropriate period of planning and development in 2014-2015, the first students studying directly at this the centre were recruited in the summer of 2015.

### 2. Brief description of the current provision

The Global Institute - London is therefore now developing and offering a range of programmes under its own management and direction. CIEE is committed to offering an innovative and attractive study package to US students through the flexibility of its 'Open Campus' curricular scheme. This scheme provides for matched blocks of study which can be offered to US students in different international locations. The Institute will offer programmes both of semester-length (up to 18 weeks) and summer-based (up to twelve weeks). Students will select a specific study track combination of courses to follow. Academic study tours, excursions and special activities are built around the relevant academic study track. CIEE plans to offer study tracks in the following areas in 2015-2016: Business; Communication, Journalism and New Media; Health Sciences; International Relations and Political Science; Literature and Culture.

In addition, CIEE intends to offer summer courses of briefer duration, as in previous years through the Foundation for International Education. These will draw on the same syllabus areas and will be offered in the areas British Culture, Comparative Public Health, and Business and Communications.

The Global Institute - London continues to have responsibility for oversight, liaison and support to the US student studying for one year in the four London university institutions; for these students, the teaching programme and assessment are entirely the responsibility of the host institution. In the medium to longer term, CIEE plans to offer one year study programmes in London more directly.

### 3. Inspection process

A candidacy (Stage 2) inspection visit took place in January 2015. Meetings were at that time held with the Resident Director and with staff. The inspector was able to examine details of CIEE's general management and organisational structures, as developed and managed from the US across all of the Council's international centres (policies, procedures, responsibilities, advice on all aspects of the organisation, management guidance). The second visit (Stage 3) followed in October and both inspection visits inform this report.

In the course of the two inspections interviews were held with the Institute's Resident Director, the Academic Director, the Director, Student Services; with teaching staff, with a number of students including members of the Student Forum. The Stage 3 inspection visit was attended by the CIEE Regional Director (Northern Europe) and the Regional Communications & External Relations Manager.

Extensive documentation, covering all aspects required by BAC and including detailed programme syllabuses, was provided. Teaching was observed. The office and teaching facilities were viewed. In addition to the new provision the inspector was also able to draw on the historical record and ongoing provision of study abroad programmes by CIEE in London (university study placements, summer courses). This provision has a considerable history of success and provides a sound basis for the current educational initiative.

## 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

CIEE London is part of a large international organisation which has a well-established management structure. The Resident Director, London reports regularly to the Regional Director of Operations (Northern Europe) who has been closely involved in the establishment of the new London-based provision. All tasks and duties at management level are set out in detail in a Resident Director's Handbook. Staff are well qualified academics with extensive experience of managing study abroad programmes, and of teaching and research at higher education level. Regular meetings are held at both regional and local level to communicate strategic and local management priorities. As the new London operation develops, the local team will expand to meet the level of student recruitment and it may then be appropriate to introduce faculty summit meetings where all staff are involved in discussing the development and improvement of the portfolio.

#### 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

A great deal of administrative support is provided from the central systems of the US parent organisation: marketing, student recruitment and enrolment, student records, assessment management and budgetary and accounting support are all in place together with regular training for their use. Policies in all areas are defined centrally by CIEE and communication is clear and thorough. Sharepoint is well embedded as a communication and information system. A central data management system (POLARIS) is provided centrally by CIEE, while a CIEE local system (CANVAS) acts as an online course management system and tracks the attendance and assessment records of London students. Local administration rests with the Director, Academic Director and the new post of Director, Operations. Administration is carried out from the relatively small Director's office but further space can easily be acquired should it be necessary.

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**

CIEE has well established procedures for staff appointment. Full time staff are appointed and contracted by CIEE, while part-time staff appointments of programme lecturers are made by the Global Institute London on a semester basis, renewable. Annual staff reviews are mandatory and the Resident Director (London) is appraised by the Regional Director. Staff are well qualified with a high level of relevant academic and managerial experience.

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**

General information is made available mainly through the website. The Global Institute - London has dedicated pages within the general CIEE website, aimed at US students. The information on the London-based provision was examined and found to be clear, accurate, and professionally presented.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.                               | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

**Comments**

Recruitment and enrolment are carried out in the USA, through liaison between a US student's home university institution and the CIEE Enrolment Team. Communications with the London on-site team are managed through the in-house information system.

There are clear and unambiguous criteria for enrolment included in CIEE materials, including definition of the required US grade point average. This is formally determined by the CIEE Academic Consortium Board. Verification is carried out by the US Enrolment Team. Thorough pre-arrival information and briefing is given to prospective students which may include US visits or Skype communication by the London staff. Induction on arrival is well organised. Students confirmed the high quality of CIEE's information and support arrangements during the enrolment and induction stages.

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.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

**Comments**

CIEE has a clear policy on student attendance and its management. Every syllabus has a written declaration on the attendance policy so that students are clear about the conditions. Attendance records are submitted by staff to the office on a daily basis. Class registers are taken and attendance records are entered on the central CAMPUS record system and reviewed weekly. If two classes are missed there is follow-up and the student will be interviewed. The Institute uses a CIEE procedure of 'classroom credit' which assesses the student attendance, commitment and participation in courses and includes a level of credit for this in the weighted final grade. This provides an additional incentive for regular attendance.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

CIEE has standard central mechanisms in place for the regular evaluation of courses through student feedback questionnaires. These evaluations are reviewed locally and also centrally by CIEE's US administration, where comparison can be made between the course satisfaction levels at the different international centres.

Within the Institute, there is close communication between the relatively small number of staff and students and issues identified in feedback are usually dealt with rapidly on an informal basis. With development and growth of the provision it may be appropriate to introduce more formal communication to students concerning actions taken, for instance through a notice-board or on-line communication.

A particularly positive feature of the student feedback procedures at the Institute has been the activity of the Student Forum. This is a group of elected student representatives who meet on a weekly basis to review the learning experience of the courses, taking information from fellow-students and communicating issues as necessary to the Academic Director or Resident Director. Formal agendas and minutes are kept by the students. There was evidence of actions being taken as a result of the work of the Forum. This is a commendable example of student engagement.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans.           | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

CIEE gives careful attention to securing similar standards across its many centres, with many features of the provision pre-defined centrally so to ensure consistency. This applies to academic course syllabi, but also to consistency in the quality of delivery of services and ancillary support - for instance the number and length of study excursions. Consistency of standards is supported by a wealth of guidance documentation.

CIEE has in place well developed procedures for the annual monitoring of its country-based centres and programmes. The Academic Consortium Board has ultimate oversight of all academic provision, and places demanding reporting requirements on all CIEE centres. There are a number of components of this quality assurance framework:

- The Resident Director Report - the Director of each CIEE Study Centre makes an annual report giving an overview of the operation of the centre. The report is a wide-ranging evaluative overview covering both academic and non-academic aspects. Thus student orientation and induction, study trips, cultural activities, housing and student welfare are all addressed. A section of the report allows for the identification of academic challenges and future plans.

- The Critical Components Review (CCR): this is focused on course performance, drawing on student evaluation of programmes. The report rates the overall centre provision and individual course programmes against a range of criteria, with comments on areas for action and improvement. The CCR is submitted to the Regional Director, and through them to the Academic Consortium Board (ACB) of CIEE. The Board therefore reviews on an annual basis a range of information based on the CCR, student evaluation outcomes, and previous reports.

- CIEE carries out a full review of each of its centres at intervals of approximately five years. The review involves a site visit of up to five days by members of the ACB and a review of all programmes offered by the centre. The review produces a written report submitted to ACB, and based on this an Action Plan is drawn up. In the interest of transparency, the executive summary of the report and the accompanying action plan are published on the CIEE website. At this early stage in its development, the Global Institute, London has not yet undergone such a centre review.

Documented evidence of completed reports for 2014 was seen and this confirmed that CIEE has in place a well developed and effective system of accountability for monitoring the work of the study centre and the delivery of its programmes.

## 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

The range of academic provision at the Global Institute is overseen by the Resident Director and the Academic Director, both experienced academic managers. Academic staff responsible for delivering courses have been appropriately appointed and have a strong academic record. CIEE sets high standards for teaching and learning resources.

### 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

The course syllabuses seen in the course of the inspection showed careful design with clear objectives and learning outcomes defined. They are written in collaboration with a central CIEE Academic Affairs team, and very closely specified to a standard CIEE model. Care is taken to match courses as far as possible with programmes at US institutions so that there is close compatibility of study experience.

Both formative and summative assessments are used appropriately and inform discussion of student progress. Students confirmed that the courses attended were appropriate to their level of study and of relevant interest to their overall university studies.

A particularly attractive feature of the CIEE curriculum framework is the 'Open Campus' option which allows students to study at more than one international centre, following subject-related courses within their chosen programme.



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**

At the current stage of its development, after one year of operation, the Global Institute has eight staff, six of whom are 'adjuncts' working on part-time contracts. Staff CVs showed an excellent level of qualification and experience. Classroom observation is carried out and discussion takes place with every member of staff after every course block. All full-time CIEE staff follow a professional development programme in intercultural development and also have access to a more general online training programme. Staff are trained in the use of CIEE software systems. Staff attend a CIEE annual conference with worldwide attendance of resident directors. In addition, there are regional and local budgets for targeted staff development, which can be used to support part-time staff.

The briefly observed sample of classroom teaching provided confirmation that classes are well managed by experienced lecturers, and involve students in active participation and discussion.

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**

No special or technical resources are required for CIEE courses. The Institute has negotiated students' right to use the nearby study facilities of Birkbeck College, London, including the library. In the medium term it is intended to build up an in-house collection of key texts and course readers for student use. The frequent study visits arranged to complement course-based learning are a positive feature of the provision.

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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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**

A detailed assessment schedule for each module is included in the course syllabus description and is made available to students. CIEE follows a continuous assessment model, with class tests at regular intervals. Grades and feedback for each assessment point are made available to individual students through the online CAMPUS portal. For all courses, a mid-block review is carried out, reviewing student progress. Individual students are then interviewed as appropriate with regard to their ongoing achievement on the course. Lecturers are available through email correspondence or by appointment as necessary.

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**

The Global Institute provides programmes which will eventually contribute to an overall accredited award. The programmes offered by the Institute are initially approved by the participants' home US university authorities as being eligible for credit under the US credit framework. On the student's return from study abroad, assessment outcomes from the completed study programmes are assessed for credit by the home institution. Thus they contribute to the overall credit and grades gained by the student in their final award made by the home US institution, which will itself be accredited by a recognised US accrediting body.

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 type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 above. Assessment outcomes and grades may be moderated by the home US institution.

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**

There are no formal examinations leading to awards, as the study abroad programme only contributes credit and grades for completed pieces of assessed work and end of class tests. The Global Institute administers assessments in line with CIEE requirements. Care is taken in the guidance to ensure that there is equivalence in the transfer of UK grades to the US system.

**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**

The Academic Director and the resident tutors provide a first point of call for students on all welfare matters. In the US, students are advised on choice of centre and programme. Prior to departure, A comprehensive handbook is made available for student reference on all matters relating to the study location, including packing, insurance, finance, medical, accommodation, and transportation. Detailed Information and advice is then provided in a structured orientation and induction programme for participants. Students strongly praised the support received in the orientation phase of their programme at the Global Institute. They also appreciated the on-site presence and support provided by the resident tutor in their accommodation. Contact numbers for key staff are made available, as are email addresses. CIEE has published policies in place relating to equal opportunities and harassment, for the information of both staff and students.

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.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

See above. CIEE is concerned only with provision for US students, for whom the entire programme is specifically designed. The induction and orientation arrangements are thorough, students receive comprehensive information on living and studying in London. Students praised the support made available to them. A central and pervasive part of the CIEE educational philosophy is to use the study abroad experience to develop intercultural understanding.

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.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

**Comments**

CIEE has drawn up a detailed contract which is signed by the student before enrolment. It is accompanied by the CIEE Terms and Conditions statement, a comprehensive set of regulations which covers every aspect of the study abroad experience.

Formal procedures are in place for students to make a Grades Appeal. Students with complaints on non-academic matters can take these in the first instance to the Resident Director or Regional Director, and if wished to the Customer Services at the central US-based CIEE administration. However it was not clear that a published policy and procedure for making complaints was available to students. Students were very confident that established routes were available to them to communicate a complaint if that were necessary.

It is required that the Global Institute, London include a brief statement on complaints in its published advice to students; this should include reference to the right to take complaints and concerns to BAC

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**

CIEE has arranged for the majority of students recruited to its London programmes to be offered accommodation at the purpose-built NIDO student residences at King's Cross. These are purpose-built student apartments with en-suite facilities, and furnishings and facilities suitable for study purposes. The residences are staffed 24 hours a day with security and housekeeping services. CIEE has resident tutors on site to support its students. All students are already enrolled at US universities and are over 18.

The accommodation was not viewed by the inspector, but information provided suggested that it would be fit for purpose, and students confirmed that it was excellent and compared well with similar student accommodation in London. Students expressed positive appreciation of the arrangements made for residential accommodation.

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**

An Academic Director has recently been appointed whose role is specifically dedicated to aspects of student welfare and support, including the management of the extensive ancillary study tour programme. The Academic Director and the Director of Operations bring considerable experience of managing the visiting US student experience, both in London and internationally. As described above, the initial orientation and induction of students is thorough and effective, with online pre-departure briefing and webinar discussion. Particular emphasis is given to the needs of international students, with advice on living and studying in London. There is a formal emergency contact arrangement in place. Mid-term review meetings are held. Social activities include welcoming and departure parties. Students are offered a wide range of group activities to accompany their specific course programmes, with regular fortnightly study tours to sites of interest in London, UK and Europe. These are all included in the overall study package offered by CIEE. Students met by the inspector were very appreciative of the study tour element. Overall this aspect of the provision appears to be well integrated and very effective.

**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**

See below. There are no external premises used by CIEE.

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**

CIEE has based the Global Institute, London in centrally located facilities in Bloomsbury, leasing office accommodation on one floor of Hamilton House. This is a well-recognised educational conference centre (also the Head Office of the NUT), which features a wide range of teaching accommodation and meeting rooms. Health and Safety aspects are the primarily the responsibility of the overall building management. The CIEE Global Institute is signposted within the building and has a separate reception desk where all visitors and students report and sign in.

CIEE Global Institute has for its administrative and management purposes the use of a modern office, lounge space, kitchen and toilet facilities. For teaching, the Institute has available within the building twelve flexibly laid out classrooms and a lecture hall, all fully equipped with digital projectors and other teaching facilities.

The building also offers access to an on-site cafe and informal meeting spaces for discussions with tutors. All of this accommodation, viewed by the inspector, was found to be of a high quality. The lease arrangement provides for flexible usage so that rooms can be booked and used according to the level of student recruitment and academic operation. Overall the accommodation and facilities are considered fit for purpose, and students and staff confirmed this.

CIEE includes within its current planning the possibility of moving to new premises should the planned growth of the Global Institute study centre be realised.

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**

See above. Excellent teaching rooms of business training standard are available to CIEE on a flexible basis.

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**

The Hamilton House building offers a number of informal spaces for discussion and private study. Rooms are available for staff to prepare classes and for students to use out of class time. There are adequate computer facilities available for students, most of whom use their own laptops and the Institute's wireless network.

CIEE has agreed arrangements with the nearby Birkbeck College to arrange access to library and other study facilities. Students have not always found this adequate as they do not have borrowing rights, and the Global Institute is therefore looking to establish its own borrowing collection of key texts.

The main administrative office (also the Director's office) is rather small at the moment, but space has been provided there for a member of staff to work and prepare lessons, with a PC available. Individual offices for staff and management are not currently required and future needs will depend on the growth of the operation. This aspect will need to be reviewed as the programmes are introduced and more staff are involved. There are no storage lockers for personal possessions available in the building but this was not perceived by staff or students to be a current need.

A cafe is located on the ground floor of the building, providing coffee, snacks and cooked lunches. There are many restaurants and pubs in the location of the building and students reported having no difficulty in access to food and refreshment.

**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

CIEE Global Institute London is very well supported by a mature and experienced management framework within CIEE as an organisation, with established systems and well-trying arrangements for recruiting and supporting study abroad students. CIEE has in place a well-developed and effective system for quality assurance and accountability  
Staff appointed to the senior posts at the Institute over the last two years are experienced and well qualified tutors with relevant academic qualifications  
The establishment of the Student Forum is a commendable approach to student engagement and feedback on courses

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

The central curricular guidance and coordination by CIEE ensures that there is a good match in terms of standards and course design with the learning experience of students in their US institutions  
Teaching staff are well qualified and experienced in study abroad management  
Student participation and attendance is recognised through incorporated course credits  
The 'Open Campus' model allows enhanced student experience through multiple study centre options

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### PARTICIPANT WELFARE

#### Provider's strengths

The appointment of full-time members of staff with a strong record in programme management and student welfare is very positive  
Pre-course information, induction and orientation are excellent  
The programme of accompanying study tours on a regular basis is well-planned, academically integrated, and was strongly praised by student participants.  
Resident student tutors play a valuable role in student liaison and support.

Actions required	Priority H/M/L
(19.2) The CIEE Global Institute, London must include a brief statement on complaints in its published advice to students; this should include reference to BAC	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

**PREMISES AND FACILITIES**

**Provider's strengths**

The leased accommodation is of excellent quality, in a desirable London location, and will provide a very suitable environment for the delivery of the planned programmes. The standards and criteria for accommodation and facilities are fully met.

<b>Actions required</b>	<b>Priority H/M/L</b>
(26.5) With the planned growth in numbers of staff and students, the adequacy of the administrative office facilities should be kept under review	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

**RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

As its programmes develop, the Global Institute should consider arrangements for more formal and regular meetings with its adjunct staff, to review with them the delivery of their courses and more generally their role and contribution.

The Institute should take forward its proposed establishment of an on-site library collection of key texts

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Confirmed and formal statement signed