

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## International Centre (IC) Full Inspection

**INSTITUTION:** Universidad Chileno Britanica De Cultura

**ADDRESS:** Sta. Lucia 124  
Santiago  
Chile

**HEAD OF INSTITUTION:** Ms Maria Cristina Briebe

**DATE OF INSPECTION:** 07 and 08 September 2015

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

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

Date: 26 Nov 2015

### 1. Background to the institution

The Universidad Chileno Britanica de Cultura (UCBC) is a private university established in 2004. Its status is a not-for-profit organisation as required by the Chilean Ministry of Education. It has its origins in two other educational organisations: the Institute of Chileno Britanica de Cultura (ICB) which was established by the British Council in 1938 and still operates today as a traditional language School delivering sub-degree programmes; the Instituto Profesional Chileno-Britanic which was established in 1982 to provide language teacher training. UCBC operates as an entirely separate entity but draws its financial funding from the ICB. These organisations whilst sharing some premises with UCBC are entirely separate and the application for BAC accreditation applies solely to UCBC.

The mission of UCBC states: The Universidad Chileno-Britanica de Cultura is a bicultural higher education institution that trains competent professionals through several teaching programmes oriented to applied study and optimum command of the English language, within the framework of the culture associated with English speaking countries'.

The higher education sector in Chile includes both private and public universities with legislation introduced in 1982 providing for the establishment of private universities most of which provide higher education in specialist areas. In 2004 UCBC applied to the Ministry of Education for approval as a private University and this was confirmed in 2006 from when courses began. The Ministry of Education sets standards for the university sector and measures these through an annual visit to each institution by its Consejo Nacional de Education (its education council). The last report of a visit to UCBC in August 2014 was wholly positive.

UCBC delivers courses in four key areas which are approved as undergraduate within the Chilean higher education system: Teaching English as a Foreign Language (TEFL), Translation English into Spanish, General Primary Education and Pre-School Education. The majority of teaching is in English with the remaining delivered in Spanish. It currently has 447 students who are all studying full time with courses lasting 4 years plus compulsory professional practice for the fifth and final year. Facilitating staff and student exchanges with UK universities is a key feature of UCBC's provision and it currently has reciprocal arrangements with 11 universities. 5 students are currently studying at UCBC as part of these arrangements. Plans are being made to further develop arrangements with UK universities to include collaborations beyond staff and student exchanges.

UCBC occupies premises at two locations in the centre of Santiago: Santa Lucia campus and Huerfanos campus. Both are within walking distance of each other with one being used almost exclusively for teaching purposes with the other providing administrative offices, the library and some teaching rooms.

UCBC recruit high calibre staff. Current staffing levels include 34 full time and 19 part time teaching staff, 26 administrative staff and 4 ancillary staff. A further 10 ancillary staff are self employed.

### 2. Brief description of the current provision

UCBC deliver four courses which are all at undergraduate level. These are: Teaching English as a Foreign Language, English-Spanish Translation Studies, General Primary School Education with English and Pre-School Education with English. The courses are 5 years in duration which comprises 4 years academic study followed by a final one year internship. The institution does offer short courses from time to time but these fall outside of this accreditation.

### 3. Inspection process

The inspection was carried out by two inspectors and took place over two days. During that time the inspectors had meetings with the Vice Chancellor and Chair of the Board, the Board, senior academic and administrative staff, teaching and administrative staff and students. A wide range of documentation was reviewed and which had been translated in English specifically for the inspection was reviewed. A tour of the premises at both locations and teaching observations were undertaken.

## 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 institution.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution 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 institution 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.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The governance and management structure of UCBC is well defined and there are clear regulations which set out the administrative and academic organisation of the institution. Duties of post holders are clearly articulated. Communication is successfully effected through formal and informal channels.

#### 2. The administration of the institution 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 institution. | <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 institution.        | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

UCBC is well managed by a team of highly qualified staff. The use of data is particularly effective and plays an integral part in the way in which the institution evaluates itself. The institution has a large number of written policies and procedures which guide the administration of the organisation. Whilst the institution's academic quality practices are generally sound, in many areas this sound practice is not supported by a written policy and procedure. It is therefore required that written policies and procedures are produced for: staff appraisal (including teaching observation), annual monitoring, student representation and feedback, student support and guidance and student complaints. Further reference to these areas is made throughout the rest of this report.

3. **The institution employs appropriate 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**

There is a detailed and well understood policy for recruitment and selection of academic and administrative staff. Academic staff are appraised through a process which appears to be effective despite the fact that it is not articulated in writing. There is currently no equivalent process for administrative staff and the institution is addressing this omission. The institution is urged to prioritise this and ensure that administrative staff benefit from an appraisal process.

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

- 4.1 Text and images provide an accurate depiction of the institution'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**

Whilst all materials provide an accurate description of UCBC and its provision the use of the strap line 'The British University of Santiago' displayed on signage around the premises could be misleading and the institution is advised to re-consider the use of this phrase.

5. **The institution takes reasonable care to recruit and enrol suitable learners for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners.  Yes  No
- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified.  Yes  No  NA
- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.  Yes  No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA
- 5.5 Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.  Yes  No  NA

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

**Comments**

The implementation of a detailed process for the admission of students ensures that students who are recruited are able to engage fully with and benefit from their course.

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

- 6.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly.  Yes  No
- 6.3 Learner absences are followed up promptly and appropriate action taken.  Yes  No

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

**Comments**

UCBC has a clear attendance policy which requires that students attend for at least 70% of their timetables sessions. In practice, however, students are identified and contacted before this level is reached and attendance tends to be above 80%.

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

- 7.1 The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal learner 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 institution's response to the feedback to the learner body.  Yes  No

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

**Comments**

UCBC has effective mechanisms for obtaining feedback from its students although the policy and process is not documented. The methods used include an online survey completed at the end of each semester and a suggestions book. The institution carefully analyses the feedback and clearly takes action where required. There is, however, no formal process through which students are informed of the outcomes of their feedback - this omission must be addressed.

8. **The institution 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 institution's performance.  Yes  No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

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

**Comments**

A key strength of UCBC's approach to quality management is the way it self-evaluates its performance at institutional level. The main instrument for this self-evaluation is the General Development Plan and the associate Improvement Plan which are compiled every five years. Actions required as a result of this self-evaluation are carefully monitored. Whilst this approach is most definitely a strength it does not fulfil what would be regarded as being an annual monitoring process. It does not provide for annual detailed evaluation at programme level by staff managing and teaching on courses and the students. Furthermore, it does not provide for the identification and recording of matters requiring attention at this micro level and the monitoring of subsequent required action on an annual basis. It is recommended that UCBC designs and implements an academic annual monitoring process which is articulated in writing.

**INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT**

9. **Academic management is effective**

- 9.1 There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.  Yes  No
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.  Yes  No
- 9.3 The allocation of tutors to classes provides for a consistent learning experience.  Yes  No
- 9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources.  Yes  No

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

**Comments**

UCBC has a clearly defined and well-understood structure for the management of teaching. Teaching is effectively overseen by a Director of Academic Affairs to whom Heads of Programmes Report. Co-ordinators provide invaluable support to teaching staff.

10. **The courses are planned and delivered in ways that enable learners to succeed**

- 10.1 Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required to achieve stated learning outcomes or for final examinations or assessments.  Yes  No
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  Yes  No  NA
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations.  Yes  No  NA
- 10.4 Learners are encouraged and enabled to develop independent learning skills.  Yes  No
- 10.5 Full-time courses requiring learners to attend for 15 hours or more per week are timetabled over at least three days.  Yes  No
- 10.6 Any required coursework and revision periods are scheduled in advance.  Yes  No  NA
- 10.7 The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course.  Yes  No

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

**Comments**

UCBC has developed an Educational Model which effectively guides the planning and delivery of its programmes. From teaching observed, it is clear that lessons are well planned and executed and students are learning. The identification of learning objectives is a key requirement of the Ministry of Education. There is, however, a lack of any clear reference to these learning objectives in both learning support materials and in specific lessons. It is required that the institution address this omission.

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

- 11.1 Tutors are appropriately qualified and experienced.  Yes  No
- 11.2 Tutors 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 teaching staff incorporate regular classroom observation.  Yes  No
- 11.4 Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning.  Yes  No
- 11.5 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 Tutors employ effective strategies to involve all learners 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**

UCBC employ extremely well-qualified academic staff who are regarded by students as being the major strength of the institution. Teaching sessions observed illustrated a high level of interaction with and individual knowledge of students on the part of teaching staff. Whilst academic staff are appraised annually, there is no teaching observation process. It is recommended that the institution enhance the appraisal process through the inclusion of feedback gained through classroom observation.

12. **The institution provides learners and tutors with access to appropriate resources and materials for study**

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

**Comments**

Both the Santa Lucia and Huerfanos campuses provide students with access to relevant resources. UCBC's library on its Santa Lucia campus provides a particularly excellent resource for students. It is well-stocked with text books and journals and provides an appropriate study and learning environment.

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

- |      |  |                                      |                          |                          |
|------|--|--------------------------------------|--------------------------|--------------------------|
| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.2 | Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.3 | Learners are made aware of how their progress relates to their targeted level of achievement.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.                                  | <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 learners who are judged not to be making sufficient progress to succeed.                      | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.6 | Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 13.7 | Learners have appropriate access outside class time to tutors for academic support.  | <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**

UCBC require all academic staff to provide a detailed scheme of work for each module and which clearly indicates the assessment points and modes. The performance of students is carefully monitored. Staff are very accessible to students. Whilst students appear to be aware of the need to avoid academic offences including plagiarism, this could be made more clear through the articulation of written policy and process.

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

- 14.1 For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body.  Yes  No  NA
- 14.2 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.  Yes  No  NA
- 14.3 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.  Yes  No  NA
- 14.4 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.  Yes  No  NA

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

**Comments** \_\_\_\_\_

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 and evidence that learners who receive the award meet the stated requirements for that level.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  NA

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

**Comments** \_\_\_\_\_

There is no tradition in Chilean higher education of using external examiners. Given the value that this external scrutiny can provide for in the maintenance of academic standards, UCBC must consider introducing some form of external moderation of assessment.

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

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

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

**Comments** \_\_\_\_\_

There is no clear written procedure for student academic appeals and it is required that UCBC address this.

17. **There is appropriate provision of advice for learners intending to proceed to employment or higher/further education**

- 17.1 Learners have access to advice from appropriate staff member on further study and career opportunities.  Yes  No
- 17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.  Yes  No  NA

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

**Comments**

UCBC have a good track record for the employment of its students and in 2013-14 95% of degree holders secured their first post within 6 months of completing their course. 92% of students find employment in areas related to the subject of their degree.

**INSPECTION AREA - LEARNER WELFARE**

18. **Learners receive pastoral support appropriate to their age, background and circumstances**

- 18.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.  Yes  No
- 18.2 Learners receive appropriate advice before arrival.  Yes  No
- 18.3 Learners receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Learners are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 18.5 The institution 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**

Students benefit from a comprehensive and effective student support network and detailed pre and on-course advice. The provision of pastoral advice and guidance and the ethos of student care is excellent. Whilst the inspection found no evidence of issues regarding equal opportunities and behaviour problems, there is, however, a need for UCBC to ensure that there are written policies and procedures to ensure the avoidance of discrimination and abusive behaviour.

19. **International learners are provided with specific advice and assistance**

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

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

**Comments**

International students on exchange programmes at UCBC are provided with comprehensive information prior to their arrival at the institution although this could be enhanced through the provision of more detailed and specific information on the website.

20. **The fair treatment of learners is ensured**

- 20.1 Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 20.2 Learners 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**

Students are fairly treated and they are clear on what to do if they wish to make a complaint. This is, however in the absence of a written complaints procedure which includes stages in handling, time lines and appeals procedure and it is required that UCBC address this omission.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners.  Yes  No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities.  Yes  No  NA
- 21.3 A level of supervision is provided appropriate to the needs of learners.  Yes  No

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

**Comments**

Residential accommodation is managed directly for international exchange students only who are placed in accommodation for the first two weeks. UCBC have effective processes for ensuring the appropriateness and quality of this accommodation and students have commented favourably on the accommodation provided for them.

22. **Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed**

- |      |  |                           |                          |
|------|--|---------------------------|--------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.                               | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and learners before and during the placement.  | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems.   | <input type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

23. **The institution provides an appropriate social programme for learners and information on leisure activities in the area**

- |      |  |                                      |   |
|------|--|--------------------------------------|---|
| 23.1 | Learners are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 23.2 | The social programme is responsive to the needs and wishes of learners.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners.                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.                | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |

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

**Comments**

The provision of extra-curricular activities for students is a key strength of UCBC. Students benefit from a comprehensive and varied programme of social activities and state that it enriches their experience at UCBC.

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## INSPECTION AREA - PREMISES AND FACILITIES

### 24. The institution has secure possession of and access to its premises

24.1 The institution has secure tenure on its premises.  Yes  No  NA

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No  NA

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

#### Comments

UCBC operate on two campuses which are within walking distance of each other and they have secure tenure on both.

### 25. The premises provide a safe, secure and clean environment for learners and staff

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

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

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

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

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

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

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

25.8 There is adequate temperature control and ventilation in all rooms.  Yes  No

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

#### Comments

Whilst both campuses provide a satisfactory environment for working and learning, the safety and security of staff, students and visitors could be enhanced. Both campuses have manned receptions with CCTV but there is no requirement to sign in. Signage on fire exists, evacuation procedures and names of first aiders and fire marshalls is evident in most parts of each building but there are areas where signage is not provided. It is required that UCBC enhance practice through addressing these omissions.

Whilst students have attended some workshops on health and safety during their time at UCBC, reference to health and safety matters is not a routine element of induction. Similarly, visitors to the campuses do not receive a health and safety briefing. UCBC must address these omissions.

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

- 26.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 26.2 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
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No

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

**Comments**

Classrooms in both campuses are satisfactory in terms of the provision of learning resources such as power point, white boards and desks and provide adequately for the delivery and assessment of courses.

27. **There are appropriate additional facilities for learners and staff**

- 27.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 27.3 Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 27.4 Learners and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.  Yes  No

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

**Comments**

Staff benefit from good office space and students have space to undertake private study. Students particularly value the library. Both campuses have been adapted to ensure they are easily accessible for disabled staff, students and visitors.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No  NA

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

The effective use of data to monitor and enhance the provision  
The high calibre of academic and administrative staff  
The attention paid to self-evaluation at institutional level and the ongoing monitoring of required actions

Actions required	Priority H/M/L
2.4 - UCBC must produce articulate policies and procedures for staff appraisal (including teaching observation), annual monitoring, student representation and feedback, student support and guidance and student complaints.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
3.3 - UCBC must design and implement an appraisal process for administrative staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.4 - UCBC must ensure that students receive the outcomes of their feedback.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

The high calibre of academic staff and the way they interact with students

Actions required	Priority H/M/L
10.2 - UCBC must ensure that relevant reference to learning objectives is contained in learning support materials and exemplified in lessons.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
15.3 - UCBC must introduce the use of external moderators in the assessment process.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
16.2 - UCBA must produce a clear written procedure for student academic appeals and make this available.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## LEARNER WELFARE

### Institution's strengths

The ethos of care provided to all students  
The varied and comprehensive social programme which enriches the students experience  
Both campuses are accessible to disabled staff, students and visitors

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

## PREMISES AND FACILITIES

### Institution's strengths

The spacious and well resourced library  
The accessibility of both campuses for disabled staff, students and visitors

Actions required	Priority H/M/L
25.4 - UCBC must ensure that staff, students and visitors are clearly briefed on health and safety matters.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT

Consider the use of the strap line 'The British University in Santiago'  
Enhance the provision of information provided on the website for international exchange students  
Introduce a signing in requirement at reception at both campuses  
Review the signage through both campuses and ensure that it is provided in all areas

## COMPLIANCE WITH STATUTORY REQUIREMENTS

UCBC has signed the declaration to confirm that it complies with legal and statutory requirements.