

# **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

## **Short Course Provider (SCP) Full Inspection**

**ORGANISATION:** Maxer Education Group

**ADDRESS:**  
Sheraton House  
Castle Park  
Cambridge  
CB3 0AX

**HEAD OF ORGANISATION:** Mr Zheng Jiang

**DATE OF INSPECTION:** 14 and 16 February 2017

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### **DECISION ON ACCREDITATION:**

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

Date: 23 March 2017

## PART A - INTRODUCTION

---

### 1. Background to the organisation

Maxer Education Group Limited (Maxer) was founded in September 2015 to provide training programmes for students from outside the United Kingdom (UK). The management team is experienced in organising short-term residential courses through Maxer's sister company, the China UK Development Centre (CUDC), which has successfully organised over 50 customised summer and winter schools in Cambridge for over 1500 students. CUDC has been accredited by the British Accreditation Council (BAC) as a Short Course Provider since October 2016. Maxer plans to recruit students for its short courses from Japan, Malaysia and South Korea.

### 2. Brief description of the current provision

Maxer's current provision started in August 2016. It offers a summer and winter programme, The Cambridge Capstone Experience Programme, which provides two week courses offering two different programmes of study for participants to choose from. The Cambridge Innovative Practices Seminar (CIPS) and the Cambridge Academic Research Seminar (CARS) offer a series of academic lectures, workshops and language courses to develop students' professional skills. CIPS focuses on innovation skills training, i.e. problem solving strategies in a range of disciplines. CARS focuses on the academic research prospect in Social Sciences (SS) and Natural Sciences (NS). Students are mainly undergraduates or postgraduates studying relevant subjects at universities in their home countries.

At the time of the inspection 20 participants, five male and 15 female, aged over 18 were attending the Cambridge Capstone Experience Programme, six on CIPS, six on CARS SS and eight on CARS NS.

### 3. Inspection process

A two day inspection took place on the 14 and 16 February 2017 by one inspector. Comprehensive documentation was provided covering all aspects of Maxer Education and the programmes that it offers, and an informative self-evaluation form was submitted. The inspection included an observation of a lecture on European Languages and a meeting with some of the students attending the lecture. In addition, the inspector met with a visiting lecturer who was a former Director of the Language Unit at the University of Cambridge and also had meetings with the Head of Planning and Operations, the Head of the Marketing and Technology Department and the Programme Officer.

## 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.  Yes  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.  Yes  No
- 1.3 There are clear channels of communication between the management and staff and those working at the delivery venue/s.  Yes  No

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

#### Comments

A clear organisation chart was provided together with role descriptions for each of the positions shown on the chart. The head of the organisation and other senior managers are highly qualified and experienced and each understands their specific responsibilities.

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

- 2.1 Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.  Yes  No
- 2.2 The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.  Yes  No
- 2.3 The administrative support available to the management is clearly defined, documented and understood.  Yes  No
- 2.4 Policies, procedures and systems are well documented and effectively disseminated across the provider.  Yes  No
- 2.5 Data collection and collation systems are effective.  Yes  No
- 2.6 Administrative offices are adequate in size and resources for the effective administration of the provider.  Yes  No

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

#### Comments

There are four administrative staff, one of whom is based in China, who oversee admission enquiries, admissions, student records, quality assurance and day-to-day administration. The Head of Department for Marketing and Technology interviews all of the students who wish to enrol on Maxer's courses. Maxer has a full range of documented procedures covering all aspects of its work, including comprehensive handbooks for its staff and students.

The administrative offices are situated in Sheraton House in Castle Park and are centrally located for all of the college premises used by Maxer.

**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**

3.3 There is not currently a staff appraisal system to facilitate an annual review of staff performance.

**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**

Publicity materials are professionally produced and give a clear representation of Maxer and its programme of studies. Materials include information about the lecturers teaching on Maxer's programmes together with detailed information about the schedules for the CIPS and CARS courses and features of British culture.

Comprehensive printed information is available to participants on Maxer's courses, a Participants Handbook and a course description is emailed to participants prior to the start of each course.

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

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

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

**Comments**

Participants in the interview group confirmed that they had found it easy to apply for the course, most had decided to enrol due to personal recommendations made by previous participants. They found the process straightforward and efficient.

Course descriptions do not currently refer to required International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) ability levels. Presently participants are required to have the College English Test (CET) Level 4.

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

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

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

**Comments**

In every lecture a member of administration staff takes the register and contacts participants directly about non-attendance. The end of course certificate also allocates a proportion of the overall marks to 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.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body.  Yes  No

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

**Comments**

Participants' feedback is taken at the end of each course and includes questions on academic content, supervision for the participants' presentations and the visits and activities that the participants undertake, for example punting and salsa. Feedback is taken from lecturers after each lecture by email and includes questions on facilities, participants' participation and interaction, the teaching experience, punctuality and participants' level of English. The information is collated at the end of each season and this informs planning for subsequent programmes.

Members of the management team also meet with bursars/conference managers to review the programme at the end of the season and to inform planning for the next programme.

7.4 Participants are not routinely advised on the Provider's response to their feedback.

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

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

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

**Comments**

8.3 Meetings of the board are held twice a year and departmental meetings are held at regular intervals, action points are clearly defined and allocated to relevant members of staff. However, there is no system for ensuring that actions are followed up and resolved.

---

**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.  Yes  No  NA
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered.  Yes  No  NA
- 9.3 The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.  Yes  No  NA
- 9.4 There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources.  Yes  No  NA

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

**Comments**

Maxer's management team is highly experienced due to their experiences with CUDC. Ninety per cent of the academic team are Cambridge academics from a range of disciplines, for example, Physics, Psychology and Economics. Lesson observations are carried out at regular intervals.

9.4 Lecturers are supplied with teaching and learning resources upon request, however, a clear policy should be added to the staff handbook regarding the acquisition of 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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA |
| 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input type="radio"/> Yes <input checked="" 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**

On the final day of the programme participants are required to give a formal academic presentation on a subject of their choice in front of their peers and the academic staff. Participants also receive a certificate of recognition for the successful completion of the programme and an academic report, signed by a member of the academic team, which details their attendance, supervision and final presentation marks.

In preparation for their presentations, participants also attend lectures on presentation skills, writing skills and English. They are also allocated supervision to help with their presentations. Prior to the start of the programme, information about the academic background and needs of participants is compiled and sent to members of the academic team prior to their lectures.

Participants are also able to use the University of Cambridge's library for research purposes while attending Maxer's programmes.

## **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.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.                         | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 The appraisal procedures for trainers incorporate regular classroom observation.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.       | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.              | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

### **Comments**

The lecturers on Maxer's programmes are academic staff from a range of disciplines. They are well-known and respected in their chosen fields and are experienced University of Cambridge staff or alumni, with extensive teaching experience. Most of the lecturers undergo continuing professional development through their faculties at the University of Cambridge.

11.5 11.6 During the lecture observed during this inspection, participants were not all engaged, a range of strategies must be used to encourage participation throughout lectures. For example, a group or pair activity could be given at regular intervals with participants being encouraged to give feedback on their findings. Information on participants' individual learning needs is not systematically recorded in course files.

**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** \_\_\_\_\_

Participants are provided with a textbook for their programme of studies, which clearly identifies the shared and individual lectures for participants on either the CIPS or CARS component of the programme. The participants are also able to access the University of Cambridge's library and they are provided with a guest Wifi code. The lecturers are sent the learning goals and expected outcomes prior to the start of the programme to allow for planning time.

12. Participants do not receive copies of the slides used in lectures to help them understand the content of the lectures and for review after the lecture.

**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** \_\_\_\_\_

The procedure and criteria for the assessments of participants' performance and their final presentation are clearly laid out in the Participants Handbook, which is available to both staff and lecturers.

Ongoing feedback is given to participants during their preparations for their presentations. Participants have access to lecturers at the end of their lectures and are supplied with an email address if required.

**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** \_\_\_\_\_

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

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

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

**Comments**

Maxer's sister organisation, CUDC, has provided programme reports of participants to the University of Cambridge, Drexel University, in the United States (US) and the University of Wisconsin Madison, US. Maxer will provide confirmation of academic achievement for the participants on its programme of studies.

**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.  | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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. | <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**

Clear information about the appeals procedure is given in the Participants Handbook. Members of the management team and the academic team discuss the appeal with the participant and the matter is generally resolved satisfactorily.

---

**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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

**Comments**

The Head of the Marketing and Technology acts as a liaison for participants while they are in the UK, making extensive use of the WeChat, an online instant messaging application. Regular updates are posted about the day's activities together with photographs. The participants on the programme also invited their parents in China to join WeChat to keep them informed about the programme. WeChat is also used by the participants to contact the Head of Marketing and Technology outside programme hours should it prove necessary.

**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**

Members of the management team speak Mandarin, Cantonese, English and Malay.

**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 checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The Participants Handbook contains Maxer's appeal and complaints policy.

BAC's complaints procedure is not currently in the Participants Handbook and on the website.

**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.                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 20.4 | A level of supervision is provided appropriate to the needs of participants.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 20.5 | Separate accommodation blocks are provided for participants under 18.  | <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**

Accommodation is provided for participants in the Cambridge Travelodge hotel, the Study Inn and St. John's College. The accommodation is of a good standard and conveniently situated for access to Maxer's programmes of study. St. John's College follows the rules, fire, health and safety procedures as set down by the University of Cambridge.

**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**

A member of staff is present at all of the social activities organised by Maxer. Information about social activities is included in the marketing materials for the programme.

Opportunities are missed for participants to mix with University of Cambridge students in a social setting.

## 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

Maxer has secure tenure of its furnished and serviced office accommodation at Sheraton House until March 2018. Maxer books training rooms in a number of colleges including Westminster College, Lucy Cavendish College, the Pitts Building, Clare Hall, Sidney Sussex College, St. John's College and Churchill College.

### 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

**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  NA
- 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**

All training rooms are well maintained with projectors and screens. Refreshments are provided for participants.

**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 colleges are able to provide individual offices or rooms at short notice should they be required.

**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

Maxer benefits from the communication and administration advantages of a relatively small academic institution.

The leadership is strong and well qualified.

The close links with the academic staff of the University of Cambridge are a significant strength.

Recruitment and enrolment to Maxer's programmes of study is carefully managed.

Actions required	Priority H/M/L
3.3 A staff appraisal system must be set up to facilitate an annual review of staff performance.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.4 A formal mechanism must be put in place so that students are routinely informed of what has been done to respond to their feedback.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
8.3 The Provider must put in place a system which ensures that all actions are systematically followed up to ensure that they are resolved.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Lecturers teaching on Maxer's programmes are highly qualified and well-respected members of the University of Cambridge's academic staff.

The programme of studies has been designed to respond to the needs of participants studying a wide range of disciplines.

Actions required	Priority H/M/L
9.4 A clear policy must be added to the staff handbook regarding the acquisition of resources.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
11.5 11.6 A range of strategies must be used to encourage participation throughout lectures. For example, a group or pair activity could be given at regular intervals with participants being encouraged to give feedback on their findings.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
12. Slides and other handouts must be disseminated to participants and maintained by the Provider, for example in their course files.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### PARTICIPANT WELFARE

#### Provider's strengths

Participants are well supported during their stay in the UK.

The management team is visible, easily contactable and well organised.

In addition to lectures, the participants are offered the opportunity to experience a wide range of social activities while they are in the UK.

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

## **PREMISES AND FACILITIES**

### **Provider's strengths**

The learning facilities offered by the colleges in Cambridge are a key feature of Maxer's programmes.

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

## **RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

It is recommended that required IELTS and TOEFL ability levels be added to the course descriptions, presently participants are required to have the CET Level 4.

BAC's complaints procedure should be added to the Participants Handbook and the website if accreditation is awarded.

It is recommended that participants are given the opportunity to mix with University of Cambridge students in a social setting.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**

Maxer Education is fully compliant with statutory requirements.