

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: CBL International Oxbridge Programmes

ADDRESS: 3rd Quad
Oriol College
Oriol Square
Oxford
OX1 4EW

HEAD OF ORGANISATION: Ms Elizabeth Wood

DATE OF INSPECTION: 2-3 August 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 19 October 2017

1. Background to the organisation

CBL International Oxbridge Programmes Limited (CBL/the Provider) is the United Kingdom (UK) arm of CBL International. The Provider was first established as Oxford King's College in 2012. Teaching began in March 2013 and the name of the company was changed to CBL International Oxbridge Programmes on 28 August 2015. CBL International, of which the Provider is a part, offers similar study abroad and enrichment programmes to the Provider but in Dubai, the United States and China. CBL International has, since 2015, been part of WorldStrides International limited liability company (LLC), which specialises in education trips worldwide for school, university and college students. CBL International Oxbridge Programmes is managed by a Director, who also holds the title Vice-President of Academic Programmes. The Director is supported by the Assistant Manager Academic Programmes. She reports to a managing partner, who has wider responsibilities within CBL International.

CBL provides short academic courses for high school, college and university students and adults in Oxford and Cambridge at Easter and during the summer. The academic study is complemented by a programme of excursions and activities, which enable the participants to engage with British life and culture.

The aim of CBL is to provide a distinctive residential study experience in Oxford and Cambridge to a cosmopolitan participant body from schools, colleges and universities around the world. Courses are run in Oriel College, Oxford and Magdalene College, Cambridge. In 2017, additional teaching and residential accommodation was used in Somerville and St Anne's colleges in Oxford as well as other locations as required.

CBL occupies administrative premises within Oriel College, Oxford. The registered office of the company is in London.

2. Brief description of the current provision

CBL offers four different groups of programmes for university undergraduates, graduates and working professionals. The programmes are offered in two-week units for up to four weeks at Easter and up to ten weeks in the summer. Participants select one subject for each two-week unit. Academic courses are at undergraduate level. They are complemented by a programme of trips and evening lectures, some relating to the subjects of study and others with a cultural, social and recreational focus. Participants may combine courses in Oxford and Cambridge.

The undergraduate courses are offered under four brands. The Oxford Summer Institute offers courses in subjects such as in economics, law, philosophy, politics and economics, business and legal English and computer science. The Cambridge Summer Institute offers courses in subjects such as international politics, business management and British and economic history. The Oxford Summer Law School includes specialist law courses. The Oxford Summer Business School provides a range of business courses.

The smaller summer programme for high school students is branded Oxford Cambridge Summer Academy (OCSA). It offers fully residential two-week courses in Oxford or Cambridge for students aged 14 to 19 in a variety of subjects. Participants select one subject for the duration of the course from a range, including economics, law, philosophy, politics and economics and business and management. In addition, they receive sessions to prepare them for making applications to university. Participants take part in a programme of lectures, visits and social, cultural and recreational activities. Teaching is by doctoral research students or established academics from the universities of Oxford or Cambridge.

Courses in Oxford are arranged jointly with Oriel College and Magdalene College. These partner colleges suggest lecturers for the courses and the completion certificate, which is received by the participants, is jointly signed by the colleges as well as CBL. Teaching is by college and university lecturers and professors or other academics with doctorates.

The majority of participants on the undergraduate programmes, in the period September 2016 to September 2017, were from China. The remainder were from over 40 countries. The majority of participants on the OCSA high school course are under 18. Approximately a quarter of participants on the high school programme are from the United States and the remainder come from over 30 other countries including Hong Kong and China. While there are approximately equal proportions of male and female participants on the high school programme, the majority of students on the undergraduate programmes is female.

3. Inspection process

The inspection was undertaken by one inspector over two days. The inspector visited the administrative office, the

teaching rooms and the residential accommodation at Oriel College as well as the residential accommodation at the Frewin Court annexe of Brasenose College. The courses and premises in Cambridge were not inspected directly, although the arrangements for their operation and oversight were reviewed. Meetings were held with the Director, the Assistant Manager Academic, the Junior Dean for Activities and Excursions, the Junior Dean of Communications and Operations, the Junior Dean of Student Welfare, the Programme Director for OCSA and the Conference Manager at Brasenose College. Four meetings were held with groups of participants and teaching staff from both the high school and undergraduate programmes. The inspector also spoke with the senior academic from Oriel College who liaises with CBL on academic arrangements and signs certificates on the College's behalf. The inspector observed a comprehensive range of classes. Documentation and online records were also scrutinised. CBL had prepared thoroughly for the inspection and responded speedily to requests and queries.

4. Inspection history:

Inspection type	Date
Full Accreditation	21 & 27-28 August 2013
Interim	27 August 2014

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

- | | | |
|-----|---|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Director, who manages the organisation, has relevant experience in international education and English language teaching.

Company directors meet twice annually. Therefore, there is good communication at the senior management level. The Director oversees all operations in both Cambridge and Oxford, and directly manages the undergraduate courses in Oxford as Programme Director, ensuring easy and effective communication with all staff involved.

Day-to-day operations in Cambridge are managed by the Director of the CBL International office in China and Vice-President Academic Partnerships. This post holder previously acted as Programme Director for Oxford courses and therefore has extensive background in administering the courses and there is close liaison with the Director. This again promotes consistency in quality across the two sites.

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

Administration is undertaken by the Director and Assistant Manager of Academic Programmes. Additional temporary staff are engaged for seasonal administrative work. Staff confirm that the administration is of a high quality.

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

Delegate Advisers are graduate students recruited as a result of advertising or coming to CBL by personal recommendation. Junior deans are recruited from staff who have previously acted as delegate advisers. They, therefore, bring first-hand experience of the courses to their roles, which ensures quality and consistency.

3.2 The qualifications and experience of academic staff are not directly verified although biographies are checked on college and department websites. A number of academics are working for the partner colleges and most are recruited through personal recommendation. References are not therefore obtained. This arrangement is acceptable for faculty engaged on the undergraduate programmes. However, this is not adequate for staff engaged on the high school programmes, where participants are under the age of 18.

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

Comprehensive information is provided on attractive and well-designed websites and printed materials. The independence from the Universities of Oxford and Cambridge is made clear, as is the association with the partner colleges. Participants should therefore understand the nature of the courses and their relationship to the host colleges.

High school students indicated that while there were full details available on some areas of provision, they would have welcomed fuller information on course content and teachers before enrolling.

The Oxbridge college premises used are not readily accessible by participants with mobility issues. This is not currently clear in publicity materials.

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

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

Comments

Applications are mostly made online and application processing is undertaken by a central customer service centre in China. Publicity materials indicate that a good level of English is required for the courses. However, the level of English language proficiency required is not precisely defined, to ensure that all participants can gain the greatest possible benefit from attending the course.

CBL has partner agreements with a number of universities in Europe, China and elsewhere in the Far East, which recruit participants from their own student body.

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

High attendance is required for participants to receive a certificate of attendance. Attendance monitoring is manual, with delegate advisers providing and retrieving attendance sheets and taking immediate follow-up action if necessary. Manual records are collated centrally. Attendance monitoring is therefore efficient and effective.

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

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body. Yes No

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

Comments

Feedback from participants is elicited in a variety of ways. They are encouraged to give oral or e-mail feedback during the course. High school students complete testimonials at the end of their course and all participants are encouraged to complete an online survey within one month of completion of the course.

The Director, therefore, receives participant feedback from a variety of sources and makes appropriate adjustments to provision as a result.

Teachers are invited to provide written feedback at the end of the course.

The Director meets with representatives of the two partner Oxbridge colleges at the end of the summer period to review the programme.

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

An annual review is initiated at the end of the summer season. The review process involves staff, consultation with partner colleges, universities and consideration by the board of directors. This provides a robust system for reviewing performance.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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|-----|--|--------------------------------------|--------------------------|
| 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 |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 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 |
| 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 |

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

Comments

The Director manages the undergraduate programme and oversees the Cambridge programmes, which are managed on the ground by a person with relevant background and experience. The Programme Manager for the high school programme oversees non-academic aspects of the course, while the Director undertakes academic management. These arrangements enable the Director to maintain a close personal oversight of the provision and quality.

Teachers provide any teaching and learning resources required.

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 type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 content of the courses is determined by the academic teachers. They make use of a general brief in order to develop the content. This ensures the academic credibility and standard of courses.

The teaching delivery on the undergraduate courses is lecture style to groups of 20 to 40 participants. This is appropriate for these courses. However, lecturers do include interactive activities and group work in order to engage the participants. Adjustments are made to the content and delivery to try to meet individual participant needs. A minority of participants said they would welcome smaller classes and/or group work, in order to be able to study in greater depth.

High school programme classes are smaller and more interactive. They are very well received by participants.

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

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

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

Comments

Teachers are highly qualified academics with good subject expertise which they impart with enthusiasm and confidence. Effective use is made of video and well-designed slideshow presentations in order to fully engage the participants. Participants are invited to ask questions, during and after the lectures and to make comments at break times. Some teachers use group work. These activities allow some adaptation to meet the differing abilities and needs of participants.

Teaching on the high school programme, with much smaller classes of ten or fewer, provides more opportunities for interactive teaching and for checking learning and understanding.

11.4 Teachers are not routinely supported in their continuing professional development. However, for this Provider, this is neither necessary nor expected. Helpful comments on teaching are made as a result of classroom observations. This key indicator is therefore not applicable.

The quality of courses could be strengthened by providing teachers with more information in advance on the backgrounds of participants and obtaining more systematic participant feedback through the course.

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

Teachers provide participants with academic resources needed for the courses. Reading lists are also provided and some participants buy books in Oxford.

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

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

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

Comments

The undergraduate courses are taught through lectures. There are, therefore, limited opportunities to provide feedback to all participants although feedback is provided where possible. Teaching on high school courses is much more interactive as classes are smaller, giving greater opportunities for checks on learning and providing feedback to participants.

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**

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|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 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

Undergraduate courses may be accepted for credit by participants' home universities.

An important feature of the CBL courses is the association with Oriel College, Oxford and Magdalene College, Cambridge. Completion certificates are co-signed by representatives of CBL and of the partner college. The academic associations with the Oxbridge colleges, while very positive, are essentially informal.

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 assessment 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

Participants take tests at the end of their courses. There is some standardisation of test format and marking is on a common scheme. There are no formal arrangements for ensuring comparability of marks between different subjects. Consideration of this on the undergraduate programme, where courses may be awarded credit, would be beneficial.

16.2 University credit may depend upon the marks awarded on undergraduate courses. A more formalised process for participants to appeal on their results is therefore appropriate.

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
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Yes No NA
- 17.7 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No

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

Comments

Opportunities to communicate any pastoral welfare issues during the courses are enhanced by all participants being members of a group on a social media site.

Many aspects of general safeguarding arrangements are good and participants feel well cared for.

17.6 Some aspects of child protection are insufficient. The child protection policy indicates intentions but does not indicate how these intentions are implemented in practice. Procedures for whistle blowing and the course of action to follow if a participant reports abuse or concerns about well-being are not set out. Although the designated safeguarding lead has received some basic training, this is not to the level expected to meet best practice. Safeguarding training for staff is addressed briefly in induction but is more limited than expected to meet best practice. The importance of safeguarding is not highlighted in staff recruitment documents and procedures.

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

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

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

Comments

Participants receive regular emails before arrival giving considerable information. They receive a handbook on arrival during the induction process. Participants reported being well briefed before and after arrival.

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

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

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

Comments

19.3 Participants are not advised of BAC's own complaints procedure.

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

Residential accommodation is of high quality. Residential participants are housed in single rooms with easy chairs and desks. Rooms are en suite or have a shared bathroom nearby. Participants are very satisfied with their accommodation.

Delegate advisers act as supervisors and undertake appropriate checks of high school students.

20.5 Participants under 18 are not always housed separately from adults.

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

There is a full programme of trips and activities, designed by the Programme Directors and delivered and accompanied by the delegate advisers. The delegate advisers are able, energetic and enthusiastic graduate students. They are in a position to provide appropriate and up-to-date information to participants on opportunities to pursue their own interests.

The range of sporting and physical activities is limited. Participants commented that the courses would not therefore suit those with active physical interests. This is a point which might usefully be brought out in publicity information.

Risk management arrangements for OCSA trips are very good and include email alerts to staff involved the day before the relevant trip about any associated risks.

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

CBL has established a strong working relationship with the principal sites for its courses in both Oxford and Cambridge.

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

Access to Oriel buildings and to Frewin Court is well controlled through a card entry systems and porters on duty. This helps to ensure the safety and security of participants.

The premises used for courses are of very high architectural quality and maintained to a high standard.

Oriel College staff contribute appropriately to the health and safety briefing that forms part of the participants' induction.

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

Teaching rooms are all well appointed and equipped. They are located in Oriel's central premises and vary from modern purpose-built lecture rooms to beautiful wood-panelled rooms with antique furniture. They are equipped with interactive whiteboards and projectors. They, therefore, constitute very pleasant and appropriate teaching spaces.

Some rooms in Medieval buildings are accessible only by narrow steep staircases and would not be accessible by participants with restricted mobility and emergency evacuations would be difficult from these rooms.

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

Participants do not have access to the Oriel library but have wireless access to other resources and are provided with all necessary academic resources by their teachers.

A large common room provides a pleasant environment for relaxation, with easy chairs, television and a table tennis table

College grounds provide beautiful outdoor space.

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

The Provider has a team of able, energetic and committed people involved in management and administration year round and during the summer courses.

The Provider shows an evident concern for quality.

Publicity materials and websites are attractive and accurate.

Actions required	Priority H/M/L
3.2 More complete recruitment checks must be undertaken on staff working with participants under 18, relating to qualifications, experience and suitability to work with young people.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Courses are delivered by highly able academics with evident expertise, enthusiasm and strong lecturing or teaching skills.

Participants find courses interesting.

A distinctive feature of courses for undergraduates is that they are arranged in association with Oriel College, Oxford and Magdalene College, Cambridge.

Actions required	Priority H/M/L
16.2 A more formalised process for participants to appeal on their test results must be introduced.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PARTICIPANT WELFARE

Provider's strengths

The social and activities programme is varied and full.

Risk management arrangements for excursions on the high school programme are strong and an example of very good practice.

Actions required	Priority H/M/L
17.6 The arrangement for safeguarding must be strengthened so that they fully meet requirements.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
19.3 Participants must be advised of BAC's own complaints procedure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
20.5 Participants under the age of 18 must be accommodated in separate blocks.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

The Provider has secured high quality premises for its courses in very good locations.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The Provider should give fuller information on course content and teachers in publicity materials.

It is recommended that the Provider makes clear in publicity materials that some of the premises used are not suited to people with mobility restrictions.

The Provider should state the specific level of English language proficiency required, to ensure that all participants can gain the greatest possible benefit from attending the course, and effectively screen participants to ensure they are at the right level.

It is recommended that CBL provide more specific guidance on the English language level required to prospective participants.

CBL should consider how undergraduate courses are structured and delivered to address issues of diversity in students, for instance by including some seminars or group work with participants divided by background or language ability. This will enhance the learning of delegates.

It is recommended that CBL provides teachers with more information in advance on the backgrounds and progress of participants in order to improve the quality of teaching and learning.

CBL should strengthen the academic associations with the Oxbridge colleges through some measure of formalisation of arrangements. This would place the associations on a more secure, institutional level.

The Provider is recommended to consider measures to ensure greater comparability of test marks between different subjects.

CBL should indicate in publicity that the courses include only very limited opportunities for sports.

The Provider should ensure teachers conduct a room-specific evacuation briefing during their first teaching session in a room.

COMPLIANCE WITH STATUTORY REQUIREMENTS