

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: China UK Development Limited

ADDRESS: Sheraton House
Castle Park
Cambridge
CB3 0AX

HEAD OF ORGANISATION: Dr Zheng Jiang

DATE OF INSPECTION: 10 - 11 August 2016

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: 13 Oct 2016

1. Background to the organisation

China UK Development Limited (CUDL) was founded in September 2012, by postgraduate Chinese students based in Cambridge, United Kingdom (UK). These students identified the growing interest, of Chinese undergraduates, to experience the Cambridge system of higher education. CUDL also operates under the name of 'China UK Development Centre' (CUDC), through which it is seeking to extend its activities to Asian countries, outside China. Since 2014, the business has expanded to other areas of Asia, including South Korea, Macau and Taiwan. Fourteen full-time staff are employed in China, three in Cambridge, one each in Bristol and Manchester and approximately 40 seasonal part-time staff during the summer.

CUDL was incorporated on the 21 September 2012 and began to trade on that date. There is one registered director of the company who is the Managing Director and shareholder but there are three other shareholders who fulfil the roles of Head of Planning and Operations, Head of Marketing and Technologies, and Head of Business Development (based in China).

Based in Cambridge, the aim of CUDL is to promote educational and cultural exchanges between China and the UK. To achieve this it works closely with universities, educational institutions, local governments and academics. All the courses to-date have taken place in Cambridge but other educational centres such as Bristol, Manchester or Oxford are possible locations in the future.

To date, over 50 customised summer and winter programmes have been held in Cambridge, involving over 1500 students. In addition, short student exchange programmes have been organised between Cambridge students and colleges in China, as well as forums for Cambridge University academics and senior management. The forums provide a better understanding of the higher education system in China and, as a result, assist with the development and consolidation of partnership links.

2. Brief description of the current provision

In the summer of 2016, CUDL ran five courses in July and August, each of two weeks duration. A similar programme is offered in January and February, when students are normally accommodated in both hotels and colleges.

There are two main themes to the provision, which are Natural Sciences and Engineering and Social Sciences and Humanities. Both programmes provide workshops and language courses to develop the students' professional skills. Some examples of the content from the Social Sciences and Humanities programme include international perspective of social protest and modern democracy, how to write a piece of music and political economics. Example content from the Natural Sciences and Engineering programme include how does a jet engine work, environmental and biological flows and synthetic biology: when life science meets engineering.

At the time of the inspection, a total of 127 student were enrolled over the five courses with an even split over the two programme themes. All the students are over eighteen years of age and are from Chinese universities. The majority are female. The students are either at the end of their first year of university studies in China or in their second year.

3. Inspection process

The Inspection was carried out by one inspector over two days. Four classes were observed, covering both programmes. Separate meetings were held at the CUDL offices with the Managing Director, the Head of Planning and Operations, the Head of Marketing and Technology and a group of students. In addition discussions were held with each of the tutors, whose classes had been observed, a Programme Coordinator, a Programme Assistant and the Chief Programme Officer. A tour was also made of the main colleges used in the programmes running during the inspection, namely Westminster College and St John's College.

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

A detailed organisation chart clearly shows the management structure of the company and the reporting lines.

Lines of communication are clearly explained during staff induction and reinforced by the use of a social media platform as a means of communication between all staff and students.

The senior management have relevant experience and professional qualifications of a high standard.

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

There are eight staff based in Cambridge for the summer period, including the directors of the company, and this is sufficient to provide a good level of administration as the team working is very good.

The staff handbook is informative and forms the basis for the staff induction sessions which, for seasonal staff, are carried out over two days. However, the handbook does not contain sufficient information about training and development.

The Information technology (IT) strategies for the company are excellent. A student on-line data base, which is accessible by all staff, forms the core of the internal management system and a student's details are added as soon as they register for a programme.

Much of the communication is in Chinese and it is recommended that there should be more translation into English of key documents and reports.

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

The staffing levels vary during the summer, depending on the number of programmes and students. There is a good number of staff who continue their employment from year to year. The company wishes to improve its selection and training programmes, so that these staff can take on more responsibilities.

Extensive feedback is collected from the students on all staff. This is shared with the staff at the end of the programme by their programme manager and informs the decisions on staff retention. However, a more formal system of staff appraisal should be developed.

Opportunities relating to the recruitment of additional staff are advertised through the Cambridge colleges and through the personal contacts of Cambridge students, who are already working for CUDL. A clearer more formal system of staff recruitment would be more effective and this has been suggested by CUDL.

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

Hard copy brochures are produced for the programmes but the majority of publicity material is made available on the CUDL website. Good use is made of images showing previous programmes. Publicity material accurately reflects the current provision.

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
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- 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
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- 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

Students attending CUDL's programmes are studying the first or second years of their university programme in China. The programmes offered by CUDL, are Natural Sciences and Engineering and Social Sciences and Humanities. The entry qualifications and subject specialisms are noted on the application form and confirmed with the students' tutors in China.

The feedback from the Cambridge tutors is that the level of English is good and appropriate for the more technical subjects in engineering.

CUDL works closely with the home universities so the participants' qualifications are appropriately checked through this contact. The information provided to the applicants and their parents is good.

6. **There is an appropriate policy on participant attendance and effective procedures and systems to enforce it**
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- 6.1 There is a clear and published policy on participant attendance and punctuality. Yes No
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- 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

The participant's handbook has a clear section on attendance and how it impacts upon the final mark for the certificate awarded at the end of the programme.

The programme coordinators and assistants complete the attendance record for each session. This is provided to the administrative office and attendance is recorded promptly. Appropriate action is taken if there are any unauthorised absences.

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 is routinely collected at various points in the programme.

Each participant is asked to provide feedback on every session of the programme, the tutors delivering the lectures and activities, the social programme and the administrative staff. Feedback is also obtained from the tutors and administrative staff.

All the feedback is analysed and a statistical report is produced to feed into the planning for subsequent programmes. However, the various feedback reports are not brought together, with a commentary, to provide an overall annual report to be considered at the end of the programme cycle. As a result, opportunities are missed to use the valuable information effectively for planning purposes.

Informal feedback is obtained from the colleges and the opportunity is missed to collect formal feedback from the colleges so that they have an opportunity to provide their perspective.

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

The senior staff hold formal meetings, every six months, and these are recorded in Chinese. The translation into English of the minutes indicates the wide ranging review, which takes place at these meetings and the input this has on the planning for the subsequent programmes. The action points of the formal meetings should be translated into English.

Please also see comments made under standard 7 above.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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

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

Comments

The tutors delivering the programmes are well qualified and experienced.

The programme sessions are well timetabled and a good range of rooms are used, which are all well equipped. Where there have been problems in the past, with the size or layout of teaching rooms, appropriate changes have been agreed with the college for the next session. Tutors are asked for their formal feedback on the teaching facilities and rooms.

Tutors can approach the Programme Director for any resources they need but as the students are provided with printed copies of the notes, in advance, the resources are generally identified at the planning stage.

The review of the programme sessions should be recorded in English so that they can be easily communicated to the tutors.

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

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

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

Comments

Session planning allows for good progression and development of the topics. This is kept under review.

Tutors are made aware of the background of the cohort of students they are teaching when they are planning their sessions. For the engineering and scientific sessions, the tutors are encouraged to move from the theoretical principles to practical demonstration. Topics for all the sessions are passed to the students' universities in China for comments.

The main assessment is a group project which is started at an early stage. The details of the assessment method are clearly identified in the student handbook and are covered in some of the early tutorials with the students, which are provided by the Programme Coordinators and Programme Assistants. Additional support is available if needed. The students find the assessment challenging as they have to make an individual contribution as part of the group assessment.

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

Teaching staff are well qualified and have an extensive experience of delivering this type of programme.

The four sessions observed demonstrated good planning. The style of delivery was suitable for the audience and there was a clear willingness on the part of the tutors to deal with individual questions during and after the session.

There is no formal appraisal system for the tutors, although detailed feedback is obtained from the students following the sessions. Some observations of classes take place but this is not on a formal or systematic basis. It is planned, next year, to introduce formal session observations to support the tutors.

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

The four sessions observed were well resourced for teaching purposes. The formal feedback collected from the tutors had raised some issues, in the past, but these have been effectively resolved.

CUDL has an arrangement with Cambridge Library so that each student can access their resources. Students also have a tour by the librarian, as part of their orientation programme. There is extensive wireless coverage in all the colleges used. All students receive a printed booklet containing the handouts produced by the tutors.

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

Individual feedback is provided to the students following the group assessment and presentation. This feedback is written in relation to the assessment criteria and gives a breakdown of the marks awarded.

The students work closely with the Programme Coordinator and Programme Assistants and as a result, there is continual support for them, including through a number of small group tutorials.

Effective use is made of Chinese speaking postgraduate students, based in Cambridge, to support the students on the programmes.

Students' feedback indicates that they receive good support.

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 type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments _____

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 _____

The procedures for the final presentations are very effective. The documentation supplied, including photos of the students for the use of the assessors, is good. The criteria, for judging the assessment, are included in the student handbook. The Certificate of Recognition awarded at the end of the programme is signed by one of the company directors.

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

There are a number of different levels of support provided for the students. They are given full information and contact details during the orientation day and in the student welcome pack and handbook. The ratio of support staff to students is six to one and the fact that there are Programme Coordinators and Assistants means that there is a close association between the students and the programme staff. A member of staff is on duty and students are given a mobile telephone number for out-of-hours emergencies.

The welcome pack and orientation day provides a good induction to the programme, the college and to Cambridge.

There is policy on discrimination in the student handbook as well as a complaints and appeals section.

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

Good advice is given to students once they have registered their interest in attending the programme.

The induction is in the form of a welcome activity, which is designed to allow the students to get to know each other, the programme team and the college where they will be based. It receives good feedback from participants.

The employment of postgraduate Chinese speaking students, based in Cambridge as part of the programme teams, is helpful in providing linguistic support to the students. This is additional to the university staff from China, who accompany the groups. Good use is made of WeChat social media for communication between all participants and the staff.

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

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

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

Comments

The agreement between CUDL and the students is a detailed document and covers the the main obligations and rights of the parties and the refund policy.

The complaints procedure is provided in the student handbook.

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

The residential accommodation, provided by the Cambridge colleges, is of a high standard. Staff live in the same accommodation as the students and there are also staff in the porters lodge, who support students at all times. All participants are over the age of 18.

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

Participants give a very high rating to the social programme, in their feedback questionnaires. The meeting with a group of students supported this view. There is a good range of activities. The programme is proactive in responding to participants' views. All social activities, including a visit to the musical, the Phantom of the Opera, are included in the overall programme fee. Staff accompany students on all social activities.

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

CUDL has secure tenure on the premises it uses through annually renewable contracts. It has access to suitable additional premises if required.

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

Security systems at the Cambridge colleges ensure a safe and secure environment.

Health and safety is covered in the induction and welcome pack and also in the student guide.

Where comments have been made by tutors about heating and/or ventilation in teaching rooms, these have been dealt with quickly.

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

Two teaching rooms were seen during the inspection. These were of a good standard with screens, projectors and flipchart stands or white board.

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 additional facilities available for the programme in the Cambridge colleges are excellent. The individual and shared accommodation for the students is of a good standard with ample space being available for group activities. During the programme, the students have a formal dinner to experience another aspect of life in Cambridge. The tutors are either based in the college or attend for their sessions only and prepare for these elsewhere. The office of CUDL is in a separate building, which is easily accessible.

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 experienced senior management means that the planning, communication and implementation of the various programmes is to a very high standard.

Staff are well motivated.

The effective use of IT means that the administration of CUDL is very efficient.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The involvement of Cambridge tutors and academic staff from China has produced meaningful, supportive and appropriate short courses which have an excellent impact on the students' learning and understanding.

Actions required	Priority H/M/L
11.3 The college must introduce a formal appraisal procedures for trainers that incorporate regular classroom observation.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PARTICIPANT WELFARE

Provider's strengths

CUDL provides excellent welfare support and an interesting social programme, which is responsive to students' needs and wishes.

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 excellent relationship that CUDL has built up with the various Cambridge Colleges involved in the programme has resulted in the use of very good and appropriate facilities for all the summer programmes

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

Review the staff handbook to provide better information about the policies on training and development.

Key documents, including minutes, should be automatically translated into English.

A clearer formal system of staff recruitment should be considered.

The system of staff appraisal should be reviewed.

Consideration should be given to collecting formal feedback from the various colleges so that they have an opportunity to provide their prospective on programme cycle.

The various feedback reports could be brought together, with an appropriate commentary, to provide an 'annual report' to be considered at the end of the programme cycle so that valuable information could be better used for planning purposes.

The review of the programme sessions should be minuted in English so that they can be communicated to the tutors.

The planned classroom observations should be introduced.

COMPLIANCE WITH STATUTORY REQUIREMENTS

The statutory declaration has been signed. No contrary indicators were noted during the inspection.