

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: Wedge Education Limited

ADDRESS: 44 St. Thomas's Square
Cambridge
England
CB1 3TQ

HEAD OF ORGANISATION: Dr Xiaohan Pan

DATE OF INSPECTION: 15 & 29 August 2017, 7 September 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: 19 October 2017

1. Background to the organisation

Wedge Education (the Provider) is an independent, privately owned short course provider. It was established in 2013 by Cambridge University professors and graduates, because they had a strong belief in education and its potential and power to change people's lives. The sole proprietor is also the Managing Director and is supported by the Chief Operating Officer and an external academic advisor. The Provider aims to bring world-class education to aspiring young people in emerging countries.

The Provider delivers short unaccredited courses in entrepreneurship, finance and asset management. It started its operations in 2013, commenced delivery in 2014 and has run 12 short courses to date. The provision has expanded year-on-year with significantly more delegates attending recent courses compared to when the organisation was first established.

Wedge Education is based in Cambridge with course delivery taking place at Hughes Hall at the University of Cambridge as well as in London at the University of Greenwich, Old Royal Naval College.

2. Brief description of the current provision

The Provider offers two courses, which are in Securities Analysis and Asset Management (SAAM) and Entrepreneurship Management at Capital Markets (EMCM). Each course is of ten days' duration and runs during the summer months of August and September. They are delivered in lecture rooms at Cambridge University and the University of Greenwich.

At the time of the inspection, there were 24 participants on EMCM and 19 on SAAM. All participants are over 18 years of age and the gender split is even. The very large majority of participants are from China.

The participants undertaking the EMCM course are recruited through their university in China and are interviewed initially by staff at the university. Telephone interviews with the Provider are subsequently undertaken and shortly thereafter the participants enrol and are sent joining instructions.

The participants undertaking the SAAM course are recruited from a variety of sources and the majority hear about the course through word of mouth and recommendations from previous participants. SAAM participants are interviewed by telephone and then receive their enrolment and joining instructions in the same way as the EMCM participants.

Both courses have set dates for delivery and generally run twice a year, once during the summer and once over the Christmas period. This is primarily due to the availability of the teaching accommodation and the lecturing staff.

3. Inspection process

A single inspector visited the training and office venues over a two and a half day period. The inspector scrutinised various documentation and data, some of which had been translated from Chinese into English. Meetings took place with participants on both the EMCM and SAAM courses as well as two tutors. The inspector also undertook interviews with the Managing Director and Chief Operating Officer, observed two lectures, reviewed the teaching and office accommodation and data relating to the courses. The Provider cooperated fully with the inspection process, ensuring a good range of information was made available and helpfully translating key documentation on request.

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

Leaders and managers are highly qualified and use their connections with Cambridge University well to benefit their participants. As a result, the trainers recruited to deliver the programme have extensive experience in the world of business and are able to provide participants with access to high-profile employers.

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

Effective administrative support is provided by interns. The interns are former course participants who excelled during the programme and now use their knowledge well to support new participants.

The administrative function is closely and carefully overseen by the senior leaders, who ensure it is thoroughly and competently performed.

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

3.1 The organisation has no policy for the recruitment and continuing employment of staff.

Current staff are family members or Cambridge University professors and administrative support is provided by interns. As a result, current procedures are effective in ensuring staff are of a suitable quality. There are no plans to recruit more permanent staff.

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

The Provider produces a student handbook of particularly high quality. This handbook contains the full range of learning resources used during the course and is an invaluable study aid for participants.

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

Arrangements for testing the English language level of the participants are especially thorough. An external English language specialist consultant carries out telephone interviews with prospective participants and evaluates their language level to ensure they are able to fully participate in the programme.

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

Participant attendance is exemplary as a result of close support and monitoring by senior leaders and administrative staff.

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

Regular feedback from students is gained informally during evening social activity and more formally by a survey following the conclusion of the programme. This provides sufficient information to enable any improvement actions to be taken, as required, for future participant groups.

However, the Provider does not routinely gather feedback from all students, during the programme, so that any required improvements can be made for the current participants.

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

Senior leaders regularly observe training sessions. If any areas for improvement are identified through the observations, discussions between the senior leaders and the trainers result in actions to address these aspects. An example of this is the specific inclusion of business examples from China into the course presentations, which enable the participants to more readily recognise the concepts being taught.

8.2 8.3 Although effective informal procedures are used to evaluate the quality of the provision including the review of participant feedback, these are not formalised to ensure they are carried out systematically.

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

Trainers and speakers are of particularly high calibre. They are leading academics and successful entrepreneurs in the world of finance. Participants speak highly of the benefits they gain by attending lectures delivered by these expert speakers.

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. Yes No NA
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No NA
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA
- 10.4 Participants are encouraged and enabled to develop independent learning skills. Yes No NA
- 10.5 The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. Yes No

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

Comments

Based on the participants' academic entry points, great care is taken to ensure that participants are allocated to teams that meet their needs and secure a fair spread of technical experience between the various teams, who compete against each other in one of the tasks . This rigorous approach ensures that participants develop good collaborative working skills and share responsibilities well within their teams.

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

Speakers are of a very high quality and are employed primarily by Cambridge University, which carries out regular appraisals and observations of their delivery to ensure its quality. Informal observations of both the SAAM and EMCM programmes are carried out by the Provider although evaluative feedback is not routinely provided to the speakers.

11.5 Although speakers are highly skilled and experienced, they have insufficient information about the participants prior to the start of the course to fully tailor their delivery to meet their needs, for example in terms of question and answer strategies and drawing out students knowledge and experience.

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

Although a good quality participants' handbook is provided, some participants would benefit from the provision of an additional reading list.

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 type="radio"/> Yes <input checked="" 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

Participants receive useful feedback on their performance as a team and an individual numeric score as a result of continuous monitoring. As a result, they are aware of how well they are performing on the course.

13.1 However, participants do not receive written qualitative feedback on their individual performance during the programme or in the assessed elements of the programme, on which they can reflect after the programme. There is no evidence of feedback being tailored to participants' individual needs or contexts.

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. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

15.1 There is currently no clear statement about the academic level on the website or on the certificate awarded to participants on programme completion.

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

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

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

Comments

Arrangements to ensure that the internal assessment of participants is thorough, fair, reliable and valid are robust. Participants are very clear about how their performance and learning are measured.

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 |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Student Welfare Officer effectively ensures that every aspect of participants' care and well-being is assured.

Appropriate checks are made on participant accommodation and each evening the Student Welfare Officer meets the participants to discuss the day's learning and provide an opportunity for them to raise any concerns or anxieties. This enables any potential issues, for example if international students have limited awareness of the risks associated with radicalisation and extremism, to be identified and addressed.

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

International participants receive very comprehensive programme information and, as a result, they are well-prepared for their stay in Britain.

All participants are from China. Since the senior leaders are also Chinese this ensures that all participants are fully informed of any cultural differences as are 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

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

Routine and regular site visits by the Student Welfare Officer are made to the participants' accommodation. These ensure that participants are safe and comfortable. However, no records are kept of the scope or frequency of these visits.

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes No

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

Comments

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments

An appropriate range of social activities is available to participants. Activities include punting on the river Cam in Cambridge, which the participants particularly enjoy.

The social programme provides a welcome break for participants from the rigours of their learning programme.

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

The training premises are hired on an annual basis with appropriate terms being agreed and renewed annually.

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

The premises are of a high standard. Access arrangements are thorough and extensive and ensure that participants' safety and security are paramount.

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

Training rooms at Cambridge University and the University of Greenwich are of a very good standard and provide participants with a high-quality learning experience.

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

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 strong focus on the quality of the participants' experience.

Actions required	Priority H/M/L
3.1 The Provider must develop a simple policy and procedure for the recruitment and ongoing employment of suitably qualified and experienced staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
8.2 8.3 The Provider must systematically gather feedback from participants and use it, along with other performance indicators and data, to evaluate the quality of the provision and the performance of the organisation. This evaluation should be written and be used to determine action points for the following year.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The quality and calibre of the speakers, including their knowledge and experience in the financial sector, are exceptionally high and ensure the participants develop their knowledge very well.

The high level of academic rigour in the provision of demanding and imaginative assessment methods enables these high-achieving students to excel and exceed their own development expectations.

Actions required	Priority H/M/L
11.5 Information, in English, must be gathered from participants on their skills, knowledge, aspirations, experience and any specific needs to enable the Provider to evaluate accurately their level of written English. This information must be shared with the speakers so that they are better informed about the participants' background and ambitions and can use this to effectively draw out their knowledge and experience.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
13.1 The Provider must provide participants with written feedback that effectively highlights their strengths and areas for development and, as a result, provides them with an opportunity to reflect on their own learning.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
15.1 The Provider must indicate the academic level of the programme on all relevant materials.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PARTICIPANT WELFARE

Provider's strengths

Participants benefit greatly from becoming lifetime members of the Wedge alumni. This provides an influential support network which aids career progression.

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 premises are of a high standard.

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 consider whether the extent to which it gathers feedback from all participants during the courses could be improved to better improve both current and future provision.

The Provider should consider providing a reading list for participants to enhance the current Student Handbook.

It is recommended that the Provider records the details of the site visits to the residential accommodation, for example by using a simple checklist, and retains this as evidence that the visit was satisfactorily conducted.

COMPLIANCE WITH STATUTORY REQUIREMENTS