



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM VISIT (Short Course Provider)**

**PROVIDER:** Wedge Education

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

**HEAD OF PROVIDER:** Dr Xiaohan Pan

**DATE OF VISIT:** 18 October 2018

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation 31 January 2019

## **PART A - INTRODUCTION**

### **1. Background to the provider**

Wedge Education (the Provider) is an independent, privately owned short course provider. It 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.

Wedge Education was established in 2013 by Cambridge University professors and graduates having a strong belief in education and its potential and power to change people's lives. Its aim is to bring world-class education to young people with high ambitions from emerging countries.

The sole proprietor is also the Managing Director who is supported by the Project Manager.

Wedge Education delivers short unaccredited courses in Security Analysis and Asset Management (SAAM), Entrepreneurship Management at Capital Markets (EMCM) and has recently developed a course in Artificial Intelligence and Industry (AIIF).

The Provider started its operations in 2013, commenced delivery in 2014 and has run 16 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.

### **2. Brief description of the current provision**

The Provider offers three courses, which are in Securities Analysis and Asset Management (SAAM), Entrepreneurship Management at Capital Markets (EMCM) and Artificial Intelligence and Industry (AIIF). AIIF has been specifically developed for Zhejiang University, China.

Each course is of ten days' duration. They are run during the summer or winter months dependent on the number of enrolments. The EMCM course is delivered in the lecture rooms at Cambridge University, the SAAM courses in the lecture rooms at the University of Greenwich and AIIF in Oxford, Cambridge and London. All courses are delivered face-to-face.

Class sizes for each course are approximately 20 participants. All participants are over 18 years of age, are from China and the gender split is even. There were no courses running at the time of the inspection.

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.

The participants undertaking the AIIF course are exclusively recruited from Zhejiang University. Participants are chosen by Zhejiang University based on academic excellence and level of spoken and written English, and receive their enrolment and joining instructions in the same way as the SAAM and EMCM participants.

SAAM is run twice a year, once in August and September and again in January and February. AIFP runs during the summer months and EMCM in the winter. This is primarily due to the availability of the teaching accommodation and the lecturing staff, and in response to demand.

### **3. Inspection visit process**

The interim visit was carried out by one inspector over one day at the University Centre in Cambridge. There were no classes scheduled for the day of the inspection. The inspector met and held discussions with the head of the Provider and the project manager. The inspector had sight of documentation covering all areas of the inspection both electronic and in hard copy. Additional documentation was made available on request. The Provider fully cooperated with the inspection throughout.

### **4. Inspection history**

Full inspection:	19 October 2017
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## **PART B – JUDGMENTS AND EVIDENCE**

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

### **1. Significant changes since the last inspection**

The EECM course now runs in Cambridge and the SAAM course now runs in Greenwich. The AIIF course is run at Mansfield College, Oxford, and a variety of university locations in Cambridge and in London. This ensures that participants have access to the highest quality teaching and facilities. For example, students based in London visit city institutions to support their studies and gain experience of the application of theory to practice.

Wedge Education now employs interns on a temporary basis to provide administrative support.

### **2. Response to action points in last report**

*3.1 The Provider must develop a simple policy and procedure for the recruitment and ongoing employment of suitably qualified and experienced staff.*

A recruitment and retention policy is in place which is appropriate for the size of the Provider and will ensure transparency in future staff recruitment.

*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.*

Feedback is gathered from participants and, along with other qualitative data such as informal feedback from lecturers, is effectively used to inform future course action planning.

*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.*

Lecturers are provided with participants' curricula vitae which provide useful factual information about each participant. However, the information does not cover participants' abilities, needs and aspirations.

*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.*

Participants are provided with useful feedback both written and verbal. However, the written feedback is insufficiently detailed to allow participants to fully reflect on their progress.

*15.1 The Provider must indicate the academic level of the programme on all relevant materials.*

Participants are provided with a document indicating the academic level of the Provider's courses. This happens after an initial application so that participants can be confident that their chosen course is at an appropriate level for their experience and prior educational attainment.

### 3. Response to recommended areas for improvement in last report

*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.*

Questions have been added to the participant feedback form to allow participants greater scope to show how the programme has met their expectations. This will further inform the Provider’s action planning process.

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

A reading list is distributed through the Provider’s Chinese social networking group, to which all participants have access before, during and after their course.

*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.*

Site visits are now recorded for inspections of university residential accommodation.

### 4. Compliance with BAC accreditation requirements

#### 4.1 Management, Staffing and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be		✓		
<b>Comments</b>				
The small senior management team are effective in ensuring a high quality of experience for course participants.				
There is no organisational action planning, including that based on formal feedback from staff, which would allow the Provider to systematically review its progress against targets.				
Publicity materials do not explicitly state the level of English language required for successful course participation.				

#### 4.2 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be		✓		
<b>Comments</b>				
High quality teaching by well qualified and experienced university lecturers ensures participants’ involvement in taught sessions. Teaching is complemented by visits to industry giving participants the opportunity to experience theory into practice.				
11.5 Lecturers are provided with insufficient information about the participants to fully understand their abilities, needs and aspirations.				
13.1 Participants are not provided with a written record of their progress.				

There is no generic job description for that of lecturer on the Provider's courses and hence no standard against which a lecturer's proficiency can be measured.

Courses are not subject to external scrutiny which would confirm currency of subject content.

#### 4.3 Participant Welfare (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
Participants receive high quality information prior to and during their visit ensuring a positive experience of their time in the United Kingdom.				
Participants are well looked after during their stay with regular visits being made to their accommodation to check on participants' safety and comfort.				

#### 4.4 Premises and Facilities (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
High quality university residential accommodation and hotels provide a comfortable stay for participants.				
University lecture rooms used for teaching ensure participants experience a British university learning environment.				

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

<b>STRENGTHS</b>
<p>The senior management team are effective in maintaining a high quality provision which meets the needs of the participants.</p> <p>Wedge Education contracts well qualified and experienced university teaching staff who deliver sessions at an appropriate level for the participants.</p> <p>The Provider ensures that participants have access to high quality teaching and residential accommodation close to the teaching sites to minimise transport difficulties.</p> <p>Wedge Education works closely with universities in China to ensure that participants are academically suited to the courses on offer.</p>

<b>ACTIONS REQUIRED</b>	<b>Priority H/M/L</b>
11.5 The Provider must obtain from participants a personal profile written in English which can be used to inform lecturers of participants’ abilities, needs and aspirations so that teaching sessions can be tailored accordingly.	M
13.1 The Provider must ensure that participants are provided with a report stating their strengths and areas for development so that they have a written record of their progress.	M
The Provider must formalise its organisational level action planning process in order to evaluate progress against strategic targets.	M
The Provider must state in its publicity materials a minimum level of spoken and written English for its courses to ensure that prospective participants are clear as to the required standard.	M

<b>RECOMMENDED AREAS FOR IMPROVEMENT</b>
The Provider should obtain formal feedback from its teaching staff to inform its action planning.
The Provider should develop job descriptions for its teaching roles so that contracted teaching staff are clear as to their role and the Provider’s expectations.
The Provider should employ an external subject specialist to periodically review its courses as part of its quality assurance procedures.

<b>COMPLIANCE WITH STATUTORY REQUIREMENTS</b>	
<b>Declaration of compliance has been signed and dated.</b>	<b>YES</b>
<b>Further comments, if applicable</b>	