

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: CIEE Study Abroad London

ADDRESS: 46-47 Russell Square
London
WC1B 4JP

HEAD OF INSTITUTION: Ms Felicity Inns

DATE OF INSPECTION: 2-3 May 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 16 July 2019

PART A – INTRODUCTION

1. Background to the institution

CIEE Study Abroad London (the Provider) is part of the Council on International Educational Exchange (CIEE), which organises study exchange programmes for participants from various parts of the world. CIEE was established in 1947 with headquarters based in Portland, United States of America (USA). It aims to help people gain understanding, acquire knowledge and develop skills for living in a globally interdependent and culturally diverse world. It seeks to do this through the delivery of high quality educational and cultural exchange programmes, which increase global understanding and intercultural knowledge. CIEE is established as a company limited by shares and has operated in London since 1986.

CIEE in London had previously worked through a contractual arrangement with the Foundation for International Education. A strategic decision was taken to develop CIEE study abroad provision in London and to establish this on an expanded and more independent basis. As a result, an entity called the Global Institute – London, was established in 2014 and the Director, and other full-time staff were appointed, and premises acquired. After a period of planning and development, the first participants studying directly at the Global Institute - London were recruited in the summer of 2015. The Global Institute – London changed its legal name to CIEE Study Abroad London in early 2019.

The main governing body of the CIEE is the Academic Consortium Board (ACB). This is made up of representatives of the 350 USA higher education institutions that are members of CIEE. The ACB oversees all aspects of the CIEE's work and formally approves the programmes that it offers. CIEE has 15 campuses across Europe. The London campus, which is the subject of this report, is overseen by the Regional Director of Operations (Northern Europe), who is based in Berlin. Day-to-day management of the London campus is carried out by its Resident Director, who is supported by three Heads of Department, the Booking Manager and a Customising Programmer.

The CIEE in London works, through long term partnership arrangements, with London based university institutions such as University College London (UCL), Goldsmiths, University of London, the School of Oriental and African Studies (SOAS) and the University of Westminster, to provide study abroad programmes, which last for one semester or for a year. These are delivered by the universities and are not included in the provision that BAC accredits.

2. Brief description of the current provision

CIEE Study Abroad London offers study abroad programmes lasting up to 18 weeks each. The programmes are run in three blocks of six weeks each. Participants select a specific combination of courses. The available subjects are business, communication, journalism and new media, health sciences, international relations and political science as well as literature and culture. Participants select two courses per six-week block on the Open Campus programme. Relevant academic study tours, excursions and special activities, such as talks from invited speakers, are included in addition to the academic study track. Free field trips, three per course, are arranged to give a further dimension to the learning.

All participants are studying full-time at higher education institutions in the USA. Most are between the ages of 19 and 22. The Institute also has a number of Global Scholars among its participants. These are participants who are studying one six-week block at each of CIEE's global institutes in Berlin, Rome and Paris.

In addition, the Provider offers summer courses that are 12-weeks long. These courses are those that, in previous years, were delivered through the Foundation for International Education. They draw on the same syllabus areas as mentioned above.

The Provider continues to have responsibility for the oversight, liaison and support for the participants from the USA, who are studying for a semester or one year in the four London university institutions. For these

participants, the teaching programme and assessment are entirely the responsibility of the host institution, but academic support is provided, as needed, to directly enrol participants at these institutions. This does not form part of the BAC accredited provision.

At the time of the inspection, 48 participants were enrolled on a wide range of study abroad programmes. The majority were female and came from the USA. All participants were over the age of 18.

3. Inspection process

The inspection was carried out by one inspector over two days. Meetings were held with the Operations Manager, the Global Institute Director, the Academic Director, participants, trainers and the Services Director. A tour of the premises was carried out. The inspector observed all three lessons available on the day of the inspection. These lessons represented three different courses on three different programmes of study. A wide range of documentation was scrutinised. All information was made readily available. The provider cooperated fully.

4. Inspection History

Inspection Type	Date
Candidacy/ Stage 2 Inspection	21 January 2015
Stage 3 Inspection	1 October 2015
Interim	30 September 2016
Random Spot Check	12 December 2017

PART B - JUDGMENT 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 organization.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be met.

Met Partially Met Not Met

Comments

The management structure is well established, properly documented, clear and logical and is laid down by the USA parent organisation. The senior staff have detailed job descriptions that are customised to meet UK requirements. The Resident Director in London reports directly to the Regional Director of Operations (Northern Europe) on a regular basis. The expectations of the Resident Director are contained within the Leadership Manual. As a result, staff are clear about their functions.

The Resident Director and senior staff are well qualified and experienced. All staff have degrees and relevant experience. The senior staff tend to stay longer so understand and gain very good expertise in their roles. Consequently, staff understand their specific responsibilities well.

The Resident Director reports to the Regional Director of Operations in Berlin. There are online conference meetings on a weekly basis and a face-to-face Directors' meeting every week. There are frequent opportunities to communicate with peers from other centres. There is also an online messaging service which allows for quick exchanges of information. Peers and senior management meet twice a year. As a result, channels of communication at CIEE are clear and effective.

Trainers and participants confirm it is easy to communicate with the Leadership and Management team and inspection findings confirm this view.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be met.

Met Partially Met Not Met

Comments

Administrative staff are highly qualified. All staff have appropriate academic qualifications and experience and work to detailed job descriptions. The job descriptions are comprehensive and include all primary responsibilities including, where applicable, human resources, academic responsibilities, student services, health and safety, progress evaluation, progress management and administration and facilities. Staff have a clear understanding of their roles and responsibilities.

The administrative team is effective to ensure the efficient day-to-day running of the provider. The administrative team has recently expanded to include an operations department so freeing up the Head of Provision to concentrate on oversight and strategy.

The administration team receives strong support. Much of the administration is provided by the USA parent organisation. This includes participant recruitment, enrolment, participant records, management of assessment, accounting and budgetary support. The local administration deals with UK compliance, Her Majesty's Revenue and Customs (HMRC), auditors, visa requirements and Human Resources. This administrative support is clearly laid out in the Leadership Manual and the Academic Manual.

Policies, procedures and systems are well laid out, detailed, accessible and embedded in everyday routines. Policies are widely disseminated and are included in the participant handbook, the staff handbook and on the website.

Data, including participant satisfaction data, is systematically collected, analysed and used effectively to evaluate the provision.

Trainers consider the administration to be very efficient and effective and the inspection confirmed this view.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	There is an effective system for regularly reviewing the performance of staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be met.

Met Partially Met Not Met

Comments

Clear, appropriate and effective policies are in place with regard to staff recruitment. These policies are outlined in the Staff Manual. Sample staff files show all relevant checks are undertaken, including passport, address, qualifications and references.

Qualifications are always checked prior to staff taking up their posts. Two written references are taken up. In the case of trainers, at least one must be a professional reference.

The system for reviewing staff performance is effective. Staff reviews are mandatory. The Resident Director is appraised by the Regional Director of Operations. Staff are set professional specific, measureable and time bound targets that are negotiated with their line manager. Targets align with personal development aims and the Provider's development plan. Staff are reviewed every year with a mid-year check of the progress made towards goals. All staff reviews are documented. The review meetings are often held off-site in a neutral space.

4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes

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|-----|--|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be met. Met Partially Met Not Met

Comments

All publicity regarding the Provider and the provision on offer is comprehensive, accurate and easy to obtain.

The information on the website relating to the Provider is accurate including pictures and texts relating to the premises.

Participants receive detailed, accurate, up-to-date information regarding their programmes as hard copies as well as electronically. Programme information is very thorough and contains full course descriptions.

The information is updated each semester so it is always up to date. Participants confirm all aspects of CIEE were in line with their expectations as derived from the publicity materials.

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

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|-----|---|---|-----------------------------|--|
| 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

This standard is judged to be met. Met Partially Met Not Met

Comments

Recruitment and enrolment are both undertaken in the USA. This includes detailed liaison between the CIEE and the participants' home university. The entry requirements for each course, including the required USA Grade Point Average, are determined by the CIEE Academic Consortium Board and are clearly stated. All the programmes are properly described, including the course content, so that this information is clear to prospective participants and they can make well-informed choices about the programme that best suits their needs.

All formal applications are processed by the Enrolments Team in the USA and all potential applicants' qualifications are verified. Application enquiries are promptly dealt with.

The Provider does not use overseas agents.

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 an appropriate, clear and published policy on participant attendance and punctuality. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be met. Met Partially Met Not Met

Comments

Attendance and punctuality policies are clearly laid out in the Student Academic Manual and on every course syllabus. Attendance and punctuality policies are also explained at induction. An attendance rate of at least 90 per cent is expected. There are clearly laid out sanctions for those who do not achieve this expectation. Late arrival of up to 15 minutes is tolerated. Those who arrive later than 15 minutes are marked absent. There are severe sanctions regarding unauthorised absence. CIEE courses have a 20 per cent mark for participation and this mark is jeopardised by non-attendance. As a result of these measures, the attendance rate is high at over 95 per cent.

Participants and trainers were able to explain the attendance and punctuality policies accurately.

Attendance at each lesson is recorded electronically and reviewed weekly. The Student Life team follow up non-attendance by telephoning, e-mailing or having the Resident Assistants visit the participant and appropriate action is taken.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be met.

Met Partially Met Not Met

Comments

The provider regularly and systematically obtains feedback from participants and stakeholders on the provision via a detailed questionnaire. The resultant data is systematically collected, analysed and used effectively to evaluate the provision. Programmes are evaluated by participant satisfaction surveys which have over 90 per cent response rates. These evaluate twelve key programme aspects that are pre-departure services, on-site orientation, on-site staff support, health support, safety and security, housing, academics, local events, excursions, out-of-classroom learning and communication. As a result, there is continuous, incremental improvement in provision.

The Provider has a Student Representative Council that meets weekly with the Student Life team and the Academic Director to review the learning experiences of the courses. The Student Representative Council works to an agenda and takes minutes of its discussions. This feedback is used to continuously review and improve the provision.

Programmes are evaluated on a six-week basis by participant satisfaction levels at the end of each course. The data obtained is thoroughly analysed and is used to compare current performance with previous performance at the London centre as well as with other CIEE centres around the world. As a result, the Provider is able to assure the quality of its provision.

The very thorough and detailed Director's Term Report lists proposed action points to deal with any weaknesses observed during the programme. The report provides an evaluative commentary assessing successes and challenges and evaluates prior action points. Consequently, CIEE is able to maintain and improve the quality of the provision.

The Student Representative Council meets weekly and provides a suitable forum for reporting back on the response to the feedback.

8.

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

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|-----|--|---|-----------------------------|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be met. Met Partially Met Not Met

Comments

The provider has a range of effective systems in place to review and ensure the quality of the provision. The Provider is required by the parent organisation in the USA to secure broadly similar standards to those of all the global institutes. The Academic Consortium Board has effective oversight of all academic provision, and places requirements on all CIEE's centres. External Examiner Reports provide quality assurance and suitable oversight of grading and feedback standards. These reports indicate whether the assignments are appropriate for the level of the courses and whether the standards of the participants' performance are equivalent to other institutions. They also confirm whether the feedback from trainers to participants is of a high quality.

Feedback is obtained, recorded, analysed and set out in the Director's Term Report. These reports contain a review of the provision based on participant satisfaction levels, an analysis based on key programme aspects and satisfaction with individual courses. This report reviews the programme and sets out the strengths of the provision as well as the challenges. The report evaluates the courses, outlining which did well and which need to improve, why this is the case and what can be done to improve them. These reports are of a very high standard. Consequently, Senior Management has a very clear oversight of the provision and the steps needed to make further improvements.

The Director's Term Reports contain action points resulting from the analysis of participant satisfaction surveys. In addition, CIEE carries out a full review of each of its centres every five years. The provider has only very recently undergone such a review. The review involves a site visit of up to five days by members of the ACB which reviews all programmes offered by the centre. The review produces a written report submitted to ACB, and an action plan is drawn up based on this. As a result, there is a very clear system in place to assess the performance of the provider and outline future improvements.

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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be met. Met Partially Met Not Met

Comments

The Programme Manager and the management team are very well qualified and experienced. The academic provision is not only overseen by the management team in the UK but also the Academic Affairs Department in the USA.

Timetabling is designed by the USA academic team. Standardisation is required because the participants move around, for example to London, Paris, and Rome. As a result, there is a very clear framework to which CIEE has to work. Rooms are allocated appropriately. The premises are spacious and have more classrooms than currently required.

The allocation of trainers provides for a consistent learning experience. Participants confirmed there is little need for substitute trainers. Trainers are observed regularly and frequently, with the focus on continuous incremental improvement. Based on the outcome of these observations, trainers may be put under a performance review to ensure standards are met. As a result, trainers are aware of how to improve their teaching.

There is a formal policy backed up by an additional informal policy for the acquisition of resources. Trainers confirm there is an appropriate policy for the acquisition of academic resources and the inspection findings confirm this view.

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

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|------|---|---|-----------------------------|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be met.

Met Partially Met Not Met

Comments

Course design and syllabi are standardised across the different centres. The progress data, results of lesson observations and participants views confirm that the participants make good progress on the courses. Lesson observations confirm that participants understand the content of the lessons and are also extending their independent study skills along with their collaborative working skills.

Lessons observations confirm that the lessons and assessments are derived directly from the syllabi and support the assessment objectives appropriately.

Participant summative assessment is by coursework, using detailed grading criteria based on the learning objectives. Grading and formative feedback standards are quality assured by external examiners with the result that these standards are maintained.

Developing independent learning skills is a key objective of the Provider. Trainers, participants and lesson observations all confirm that independent learning skills are being developed well.

The trainers are aware that participants have different levels of prior knowledge regarding their courses and adapt the lessons accordingly. As a result, all participants are included in the lessons.

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

- | | | | |
|------|---|---|-----------------------------|
| 11.1 | Trainers are appropriately qualified and experienced. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

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

This standard is judged to be met.

Met Partially Met Not Met

Comments

All trainers are very well qualified and have appropriate experience. They have strong subject knowledge and many of them have doctorates in their subject fields and work at local universities. All trainers work within their field of expertise. Clear lesson objectives were seen in all observed lessons with the result that course content is delivered effectively.

Trainers are observed in the classroom regularly. Lesson observations are supported by a report template that gives structure to the observation and consequent professional discussion. Various aspects of the lesson are graded. It is not clear from the records whether professional development targets are set and reviewed. Trainers find lesson observations useful. Consequently, trainers can understand their strengths and weaknesses and how to improve their performance.

All staff performance reviews are documented. Trainers consider these arrangements to be supportive. Lesson observations inform the review meetings.

All trainers are properly inducted into CIEE with a thorough and informative induction. New trainers are further supported with a mentor. All trainers receive Continuing Professional development (CPD) meetings at the beginning of each course to discuss best practice. Trainers find these meetings very useful. Trainers attend a CIEE annual conference with worldwide attendance. As a result, trainers have regular opportunities to enhance their teaching.

Classroom observations show a wide range of training strategies being used, including individual work, pair work and a class discussion. Consequently, a wide variety of learning styles are catered for. The excursions that are embedded into the curriculum with a briefing and a de-briefing, are further evidence of widening the range of learning styles. Lesson observations show participant engagement is strong. Participants confirm that they enjoy their learning and find it stimulating.

12. The provider provides participants and trainers with access to appropriate resources and materials for study

This standard is judged to be met.

Met Partially Met Not Met

Comments

Trainers and participants confirm that the resources and study materials are good. Interactive white boards are available in classrooms and key texts are available in the small library.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.6	Participants have appropriate access to trainers outside class time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be met. Met Partially Met Not Met

Comments

Each course description clearly lays out the assessment criteria and methods of assessment for each course. These course descriptions are given to the participants as hard copies and are also available on the website.

CIEE follows a continuous assessment model. Assessments take place at regular intervals. Grades and feedback are made available to individuals through an online management information system. Participants confirm they have many opportunities to discuss their assessments prior to handing them in rather than waiting for a weak result.

Trainers and the Academic Director monitor assessments and intervene when needed. Assessment and formative feedback are related well to the targeted levels of achievement.

Trainers and participants confirm extra support is available for those who are making insufficient progress. This extra support is individualised and may take the form of extra tuition time via e-mail.

Written feedback on essays is excellent. It includes detailed comments throughout the essay as well as overall comments at the end. It is clear that trainers are concerned with helping participants progress and that participants know how to improve as a result of the feedback.

Participants and trainers spend coffee breaks and lunch times together in the caf eteria. Trainers are enthusiastic about their subjects and wish to share their enthusiasm with their participants. Therefore, participants have ample informal opportunities to discuss their work and understand how to progress.

14. The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

This standard is judged to be met. Met Partially Met Not Met NA

Comments

15. There is a clear rationale for courses leading to unaccredited or internal awards (this does not apply to the provision of certificates of attendance only)

15.1	There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.3	External moderators are involved in the assessment process where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be met.

Met Partially Met Not Met

Comments

CIEE uses USA partner institutions, usually American universities, as reference points for course content, contact hours and the awarding of credits. These are all reviewed periodically. The courses form part of the USA degree.

CIEE uses external examiners to assess and confirm the standards of marking and grading. The external examiners' reports confirm the quality of the assessments and grading.

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. 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.

Met Partially Met Not Met NA

Comments

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 behavior. 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.

Met Partially Met Not Met

Comments

The Student Life Director and the Student Life Assistant are named persons responsible for participant welfare. In addition, there are two Resident Assistants who live at the outsourced housing. The Student Life Director has appropriate experience in a similar post with CIEE in South Africa.

Pre-arrival induction is thorough and methodical. Pre-departure orientation in the USA is undertaken effectively by the enrolment team. Participants are also taken through a pre-arrival modular course that prepares participants for the trip.

Participants also meet the Welfare Officer remotely before they arrive. As a result, participants are well prepared for their arrival to the UK.

Participants confirm that the UK induction is very useful. It is comprehensive, detailed and covers all relevant areas. Participants have access to hard copies and digital copies of the handbook which cover a wide range of useful areas including the emergency action plan, important addresses, routes to school, public transport and social media. It also covers health and safety, including information on pharmacies, doctors and dentists. The induction enables participants to settle quickly into their studies. Participants are also given an orientation folder with a contact number for out-of-hours and emergency support.

Anti-discrimination is taken very seriously. Anti-discrimination policies form part of the contract between the participants and the Provider and are signed before acceptance on the programme. CIEE has published policies in place relating to equal opportunities and harassment in the Health Safety and Security Manual.

Comprehensive arrangements are in place to protect participants from the risks associated with radicalisation and extremism. The Resident Director is the named staff member responsible for compliance with the appropriate policies and procedures. All staff in contact with participants are required to complete appropriate online training on an annual basis. This training is also part of the onboarding process for all new teaching staff and is included in faculty training which takes place prior to each course. CIEE has a detailed risk assessment that identifies possible vulnerabilities and identifies actions to mitigate them. Named persons are held responsible for carrying out these mitigating actions within specific time frames.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be met.

Met Partially Met Not Met

Comments

The USA enrolment team provides appropriate advice prior to enrolment and arrival. This advice includes London-specific information such as details of the London Security and Emergency Response Plan. The initial induction is comprehensive and thorough. As a result, participants are able to settle into their studies quickly.

The induction includes an orientation to the local area, to London and to the UK in general. This includes advice about how to access medical help from, walk-in clinics and dentists. It also includes a tour of the local area for local facilities. Prior to arrival, participants are also introduced to the Student Life Director during a video call.

Information and advice continue to be available throughout the course of study from the Student Life team. The Student Life Team has an open-door policy and has two Residential Assistants staying at the participants' accommodation.

The participants are from USA universities. This cultural difference is taken into account academically by alerting trainers to the key differences in academic expectations that the participants may have and finding strategies to bridge the gaps. Pastorally, the cultural difference is taken into account by the Student Life team who are knowledgeable regarding different places of worship locally, different customs and traditions. The ethos of CIEE is to use studying abroad as a means of developing intercultural understanding.

19. The fair treatment of participants is ensured

19.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Participants are advised of BAC's own complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be met. Met Partially Met Not Met

Comments

Fair and transparent contractual terms and conditions are clearly displayed on the website. All participants sign these terms as part of their contract. The Complaints Procedure is similarly displayed.

The fair complaints procedure is also provided in detail in the Student Academic Manual. This outlines the different stages of the complaints process. Participants receive this information prior to joining the programme. The BAC complaints procedure is also referenced in the Student Academic Manual.

20. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

20.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
20.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	A level of supervision is provided appropriate to the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Separate accommodation blocks are provided for participants under 18.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be met. Met Partially Met Not Met NA

Comments

Participants are accommodated in commercial student accommodation. The running of this accommodation is in the hands of the commercial company which owns the building. The building is well maintained, clean and safe. The accommodation is of a high standard with purpose-built student apartments and is staffed 24 hours a day with security and housekeeping services. Participants are very positive about the accommodation.

The Provider ensures that all fire and safety regulations are in place prior to the signing of contracts. The Student Life Director meets with the management of the accommodation on a regular basis to discuss any problems regarding health, safety and welfare. Participants provide feedback on the accommodation every six weeks and this feedback is very positive. Housing is a standing item on the agenda of the weekly meeting of the Student Representative Council. Participants feel safe in the accommodation.

All participants are USA university students and are over the age of 18. The provider has two Resident Assistants who live in the block with the participants to assist as necessary.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

- | | | | |
|------|--|------------------------------|-----------------------------|
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be not applicable.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be met.

Met Partially Met Not Met NA

Comments

The Provider offers two different levels of excursions. These are excursions that are part of the curriculum and excursions which are to gain intercultural experience. There are at least three curriculum excursions per course every six weeks. The excursions have learning objectives. They have a prior briefing and a de-briefing afterwards. This system of co-curricular learning and embedded intercultural experiences is a major strength of the programme. There are various other local leisure activities such as cinema visits throughout the programme offered by the Student Life team.

Participants provide feedback every six weeks. They also feedback informally to staff and trainers. Consequently, participants have a direct influence on the provision of the excursions and leisure activities.

Co-curriculars are free. They are staffed by academic staff and Student Life staff. When they are part of the curriculum, the excursions are supervised by the trainers with the support of the Student Life team.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.2 | Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be met.

Met Partially Met Not Met

Comments

CIEE holds a ten-year lease on two buildings that have been converted into one building.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be met. Met Partially Met Not Met

Comments

Access to the premises is secure. Access is through a central doorway under Closed Circuit Television surveillance, using key-card access. The doorway is supervised by staff at the reception. Visitors sign in and out. The premises are, therefore, safe.

The premises are bright and welcoming. Decoration is of an excellent standard. There is a regular schedule of maintenance, so the premises are very well maintained. The building is cleaned on a daily basis and toilets are cleaned twice a day.

Detailed health and safety guidance is made available to all staff and participants during inductions. Staff are required to refresh that knowledge on an annual basis.

Signage is good. There are ample noticeboards in corridors for the display of general information and for additional decoration. A monitor in reception displays additional notices.

There is a well-furnished reception area to receive visitors.

There are adequate numbers of toilets throughout the building. Heating, lighting and ventilation are well controlled. As a result, the environment is conducive to learning and working.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are facilities suitable for conducting the assessments required on each course.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be met. Met Partially Met Not Met

Comments

The 13 classrooms are of various appropriate sizes and are suitable allocated according to participant numbers. They are well equipped.

Assessment is by continuous assessment, so no special facilities are required for conducting examinations.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be met. Met Partially Met Not Met

Comments

Participants have good access to private study areas and a small library. There is an IT room and participants can use their own devices. There is good wireless connection.

Teaching staff have good access to space and facilities for their own use.

There are good spaces for offices as well as meeting rooms, a study, sitting rooms, an Information Technology (IT) room, and a cafeteria. In addition, there is an external patio for social purposes that provides a very pleasant space for participants to relax in and to consume food and drink.

Participants and staff have sufficient access to storage for personal possessions where appropriate.

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 comprehensive, detailed and well-established policies and procedures all of which facilitate the smooth running of the provider.

The detailed oversight of the provision and the insightful evaluative commentary contained within the Director's Term Reports facilitate continuous incremental improvement.

Feedback is used in many forms to continuously review and improve the provision.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Trainers have excellent subject knowledge which participants draw upon in their own learning.

There is a wide range of excursions embedded into the curriculum to motivate participants and to widen the variety of learning styles employed.

CIEE has a clear and deep commitment to intercultural learning and understanding which serves to broaden the educational outlook of the participants.

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

PARTICIPANT WELFARE

Provider's Strengths

The cordial relationships at the Provider allow participants easy access to academic and pastoral support.

The very thorough and comprehensive induction allows participants to settle into their studies quickly.

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

PREMISES AND FACILITIES

Provider's Strengths

The building is safe and secure.

The decoration, complete with modern artwork, enhances the wellbeing of the participants.

Actions Required	Priority H/M/L
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None.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the reports of lesson observations include a clear section for recording whether professional development targets are set and are regularly reviewed.

COMPLIANCE WITH STATUTORY REQUIREMENTS