BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: CL Global Group

ADDRESS: 10 Wellington Street
Cambridge
CB1 1HW

HEAD OF INSTITUTION: Mr Allen Hao

DATE OF INSPECTION: 5-7 August 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☐ Award of accreditation to be withdrawn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: 28 November 2019

PART A – INTRODUCTION

1. Background to the institution

CL Global Group Limited (CLGG/the Provider) was established by its two company Directors and was incorporated on 2 April 2015 as a private limited company. It offers study abroad summer courses which are designed for participants studying at Asian universities. The programmes are held at three University of Cambridge colleges. These are Corpus Christi, Saint Catherine's and Lucy Cavendish. These summer school courses have been run in Cambridge, under the CL Global Group name, since 2016. Similar courses are also run in the United States of America (USA), Canada, Australia, Japan and Italy. BAC only accredits the provision offered in the United Kingdom (UK).

The Managing Director, one of the company Directors, has overall responsibility for running the summer schools in Cambridge. He is supported by the Programme Director and an administrative team, which is made up of College Directors and Coordinators from the company office in Shanghai, and University of Cambridge graduate and undergraduate students called fellows.

The Provider aims to provide a route to learning and inspiration, connect the best education resources globally and to offer opportunities for participants from Asia in order to encourage internationalisation. The specific content of the study abroad programmes in the UK is determined by the requirements of partner universities in China and South Korea, who want the subjects covered to align with the courses the participants are following at home.

The three Cambridge colleges act as the hosts for the summer school courses. They provide the participants' accommodation and most meals. The Cambridge colleges also provide the tuition and study facilities and assist with the identification of programme speakers. Corpus Christi and Saint Catherine's colleges are located in central Cambridge and Lucy Cavendish College is approximately one mile to the northwest of central Cambridge. The Provider also has a registered office in Cambridge, which is the address of their accountants.

2. Brief description of the current provision

Courses typically focus on a range of subject areas including business management and leadership, international finance, computer science and artificial intelligence, materials science, engineering, and sociology. All delivery is face-to-face. The partner universities in China recognise the courses for credits towards their own degree programmes.

The courses also include sessions on British culture, including literature and the history of Cambridge. Various excursions are also included, for example to the Institute of Chartered Accountants in England and Wales (ICAEW). The destinations for the excursions depend on the specific interests of the participants.

In 2019, a total of eleven participant cohorts will study at Corpus Christi, ten at Saint Catherine's and three at Lucy Cavendish, amounting to approximately 648 participants. There are around 27 in each cohort. At the time of this inspection, there were 293 participants in total studying at the three colleges and all the above-mentioned subjects were being delivered. All the participants were from China and South Korea and all over the age of 18, with an age range of 19 to 22. The majority were female. The overall capacity of training rooms across the three colleges is for 730 participants.

3. Inspection process

The inspection was carried out over three days by one inspector. Meetings were held with the Directors and the leadership team, four trainers, two senior fellows and the Domestic Bursar of Lucy Cavendish College. The inspector also met with a group of participants, representing all three colleges and programme areas. Seven classes were observed, and a range of documentation was scrutinised. The training and residential accommodation at each college was also reviewed. All information requested by the inspector was provided promptly and the organisation co-operated fully with the inspector.

4. Inspection History

Inspection Type	Date
Full Accreditation	12-13 August 2015
Interim	25 July 2016
Spot Check	8 August 2018

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 organisation.

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff and those working at the delivery venue/s.	☒ Yes	☐ No

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

Comments

The management structure is clearly defined and lines of reporting are accurately identified in the organisation chart. Of the two company directors, the Managing Director has a business and operations focus, while the Academic Director is responsible for academic provision. The operation is overseen by the Programme Director. Within each college, lines of reporting are clear and effective. Operational management is provided by the College Directors, who report to the Managing and Programme Directors. There are no trustees or governing body, but there is appropriate oversight from representatives of the partner universities who accompany their groups on the programmes and attend classes.

The Directors are suitably qualified and have eight years' experience of running the operation across several countries. The Programme and College Directors have specific management responsibilities for course development, marketing and operations year-round at the Shanghai office. As a result, they are clear about their roles and have a thorough knowledge of the organisation, ensuring its smooth operation.

During the course delivery period, regular, scheduled meetings and frequent messaging using a mobile telephone application ensure excellent communications throughout the Provider. The messaging method is also used to ensure timely feedback is provided to leaders to support in-course improvements.

Weekly senior team meetings address levels of motivation, issues within teams and problem solving. Academic meetings take place on a one-to-one basis prior to the courses and cover updates to delivery, for example, on assessment methods. Most communication between the Directors and trainers is by e-mail, or informal face-to-face meetings. Daily team meetings of fellows with their Fellow Leader ensure that all directives from management are communicated and understood. A post-course meeting of administration staff reviews operations and captures feedback for improvements to planning, policies and handbooks.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No

2.4	Policies, procedures and systems are well documented and effectively disseminated across the provider.	☐ Yes	☒ No
2.5	Data collection and collation systems are effective.	☒ Yes	☐ No

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

Comments

Highly effective administration of course delivery is provided by the Programme and College Directors, supported by the College Coordinators. Year-round administration for the Provider is provided by a team of 15 staff based at the Shanghai office. The year-round staff are highly qualified and are suitably experienced in the logistics of delivering the programmes.

The size of the administrative team has grown to correspond with the expansion of the provision. Job roles are clearly defined and well understood. Within the three Cambridge colleges, the fellows are responsible for preparing rooms and technology for the trainers and for communicating daily arrangements to participants. This high ratio of administrators to academic staff and participants ensures the smooth running of the courses.

Policies are clear and, where appropriate, are checked by the company lawyer or accountant and are documented in handbooks.

2.4 While procedures are known to staff, not all are recorded. The staff handbook is not distributed annually to ensure that UK based staff have access to the latest versions of the policies. Trainers are also not suitably aware of the existence of key policies in the staff handbook.

Recording systems are electronic. Online spreadsheets are used to record all student data, enabling access from anywhere in the world. The Managing Director uses a social media application to monitor all messages coming into the organisation. This allows for effective oversight of the Provider, irrespective of where the leadership team is based at the time.

3. The provider employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	☒ Yes	☐ No
3.2	Experience and qualifications claimed are verified before employment.	☒ Yes	☐ No
3.3	There is an effective system for regularly reviewing the performance of staff.	☒ Yes	☐ No

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

Comments

The Provider has appropriate policies and procedures for the effective recruitment and performance management of staff. The only staff recruited in the UK are fellows and trainers. Fellows are re-employed from year to year where possible, based on the outcome of previous appraisals. Curricula vitae (CVs) and references are taken up and all new applicants are interviewed in person or via the internet. The essential qualifications for the fellows are to be current Cambridge students and to have a good knowledge of the city and its potential for social activities. This is assessed through interview.

The performance appraisal of the fellows is carried out by their Line Manager and appraisal notes are kept on the Management Information System. There is inevitably a substantial turnover of fellows as they graduate and move on from Cambridge.

Staff of the Shanghai office are found through a specialist agency or recruited from former participants. They have regular performance reviews with targets set and progress closely tracked through to completion.

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

Publicity material is comprehensive, up-to-date and accurate. The Provider has an easily accessible website and a printed brochure in English. All information and images appropriately represent the range and nature of the provision.

CLGG has links to the three Cambridge colleges' own pages. These provide accurate depictions of the location, premises and facilities offered. The English brochure is primarily for the South Korean university participants as the vast majority of participants are recruited from China and refer to the brochure provided in Chinese.

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

Most participants study on full scholarships funded by their own university and are selected from the highest achievers in year one or two of undergraduate programmes. Participants must also fulfil the CLGG requirement of a pass at average 5.5 in the International English Language Testing System (IELTS) examination or the Chinese equivalent, Chinese English Test 4.

The level and content of courses are adapted to the needs of each cohort, with information about the participants passed on to tutors. The partner universities publicise the courses to eligible participants and manage the application and selection process. Participants confirmed that the level of their courses and the level of English was suitable for them. There are very few direct applications as almost all come via partner universities. In the case of individual applications, the directors make decisions regarding suitability.

The website states a reply time for enquiries of five days, but in practice the response is made almost immediately as this is the expectation in China.

6. **There is an appropriate policy on participant attendance and effective procedures and systems to enforce it**

6.1	There is an appropriate, 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	☐ NA

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

Comments

Participants are expected to attend all sessions. The end of course attendance certificate, which contributes credits to their degree programme, is awarded on the basis of full attendance. This is clearly stated in the attendance policy in the student handbook.

Attendance is marked electronically in all teaching sessions. The trainer adds a note on the attendance record for any absences. There have been no absences so far this year and there were no absences last year. If a participant fails to attend, they will be contacted immediately by the administrators for their class. Impunctuality is not permitted and no student has reason to be late as the accommodation arrangements and support from fellows ensure their timely arrival.

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 ☒ NA	

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

Comments

Feedback is taken regularly from all key stakeholders. Participants complete end of course, online evaluations covering all aspects of the provision with questions that allow the Provider to identify any specific sources of discontent. The resulting data is analysed. The current questionnaire format has only been in place for one year so there is currently no data for comparison. However, responses are used effectively in identifying areas for improvement.

It is not possible to feedback to the participants because they have left by the time changes are made, but the Provider works closely with the partner universities and trainers to devise and implement actions for improvement and those stakeholders are aware of how the Provider has responded.

8.	The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement		
8.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No	
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	☒ Yes ☐ No	
8.3	Action plans are implemented and regularly reviewed.	☒ Yes ☐ No	

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

Comments

The Provider has an effective quality improvement cycle, which includes thorough evaluation of all aspects of its provision. Following the completion of each annual summer school, policies and handbooks are updated in line with conclusions drawn from the review process to better meet the goals of future participants.

Reports are compiled for the partner universities, including analysed feedback from their participants and proposed actions. This forms the basis of discussions with the partner universities to plan for the following year. The outcome of this process for 2018 to 2019 has been a considerable expansion of participant numbers, making possible more specialised programme content that enables participants to select up-to-date niche courses in their disciplines, effectively exploiting the specialisms of trainers and providing learning not currently available at the partner university. This contrasts with the more generic courses delivered in previous years.

Action planning is now a strength of the Provider with progress very effectively monitored though the use of project management software that allows for regular tracking of targets from the initial stages through to completion.

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 academic resources.	☒ Yes	☐ No	☐ NA

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

Comments

The Academic Director is suitably qualified and has substantial experience in devising and delivering study abroad programmes. The allocation of rooms has improved this year as a result of block-booking of teaching accommodation for the whole period. This means that suitable rooms are used consistently for the duration of each module and there are additional rooms available for meetings and self-study.

Trainers are generally allocated to the same role throughout the module. This results in a consistent learning experience. Most resources are provided online and are either made available by trainers or are open to all the participants. Requests for purchases of additional resources are made to the directors and usually approved.

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

The subject areas and content of the courses are negotiated between the partner universities and the Provider. The courses are intended to provide added value to the participants' degree programme. Schemes of work are devised by trainers and checked by directors to ensure coverage of the agreed content.

Assessments are designed in relation to the both the course content and the development of study skills. They take the form of short reports in English and group presentations in which all participants are responsible for an aspect of content and delivery. Participants are trained in giving presentations during the course and regard the improvements in their own performances as one of the most rewarding aspects of their learning. They particularly enjoy the co-operative aspect of preparing for the presentations and the development of independent learning skills which this promotes. Support for this preparation is provided in weekly supervision sessions in which participants have access to a Doctor of Philosophy student to ask questions and further develop their understanding.

The academic backgrounds and particular needs of participants are taken into account in the planning and the delivery of the course. The Provider is formally briefed on the level and existing knowledge of participants from the partner university and this information is effectively shared with trainers so they can pitch the content of the sessions at the right level. Participants are given reading texts and often the lecture slides in advance for all modules to provide an introduction to the content and specific terminology. This supports them in understanding the lectures, which are delivered in English.

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 ☐ 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.	☐ 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

All trainers are tutors at the University of Cambridge or Oxford and have qualifications in line with those roles. Their experience at those universities provides a breadth of suitable experience. The Provider recruits trainers by contacting those with the specialisms requested by the partner universities. Trainers have been appointed to their university positions on the basis of excellent qualifications.

Appraisal of trainers includes regular classroom observations and feedback from participants. They receive developmental feedback on their teaching from formal classroom observations by the directors, and summarised feedback from the participants and partner university staff. Trainers confirm that the feedback is helpful. Currently observation reports cover a suitable range of criteria, which are graded by the observer. This does not provide sufficient detail to allow for the identification of common issues to address and examples of best practice to share.

Rooms are generally organised with participants sitting in groups, and trainers are requested to break up lecture-style delivery with questions and discussion tasks to fully engage all the participants and meet their specific needs. This is monitored and promoted through classroom observations and feedback from other staff members who are present during these sessions.

11.5 However, in the lectures observed, the style of delivery did not always reflect the guidance provided. While trainers have high-level presentation skills and make very good use of technology to support their delivery, much of the delivery was characterised by long periods of trainer talk.

11.6 In the sessions observed, the majority of lectures included long stretches of information giving with insufficient tasks to check understanding and consolidate learning through application and ensure that all participants are actively involved.

There are examples of good practice in the lecture-style sessions, which could be shared to the benefit of all. The supervision sessions are highly effective in engaging participants and providing suitable levels of individual challenge and support.

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

There is an appropriate policy on the acquisition of teaching and learning materials to meet the needs of the participants and trainers. Trainers provide suitable pre-arrival reading texts and lecture slides with links to additional material on the internet, which participants use to prepare for lectures and to review and extend their knowledge subsequently.

All the classrooms are well equipped with information technology and internet access. Participants use their own laptop computers and mobile telephones in class. As a result, participants acquire a range of up-to-date, programme specific resources from which they can continue to benefit after the course.

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.	☒ Yes	☐ 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.	☐ Yes	☐ No	☒ NA
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.	☐ Yes	☐ No	☒ NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	☐ Yes	☐ No	☒ 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.	☒ Yes	☐ No	☐ NA
13.6	Participants have appropriate access to trainers outside class time.	☒ Yes	☐ No	☐ NA

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

Comments

The approach to on-going assessment takes into account participants' understanding of the content, use of English, confidence in participating actively in class, development of presentation skills and participation in teamwork. All these aspects are assessed through the presentations. The participants start from different levels of subject knowledge, with some taking a course in their home university major, while others choose to try something new. This makes formal testing of subject knowledge inappropriate.

Participants receive constructive individual feedback on their assessed presentations. This focuses on suitability of content and on a range of presentation skills, including voice and body language. Clear targets identified in oral and written feedback enable them to improve with regard to their subsequent performance. On some courses, participants also produce a report summarising an aspect of learning. This is used as a basis for checking their understanding of the subject and to develop report writing skills. Currently there is no process for the standardisation of marking. This does not impact on the value of the programme for the partner universities, as their focus for awarding credits is on full participation in the programme. However, standardised marking would produce useful data for quality assurance purposes.

Additional support is available to all participants in supervision sessions. It is very rare that a participant needs to change course, but it has happened when they have opted to try a new subject that proves to be too difficult. In such cases, College Directors act promptly to arrange their transfer to a more suitable course.

Trainers are available outside class time to answer participants' questions and participants have opportunities to revisit points on which they need further clarification in supervision sessions. As a result, they are very positive about the level of support they receive.

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 RQF 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

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

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

Comments

Welfare support is comprehensive and provided by a range of suitable staff under the direction of the Academic Director, who is suitably experienced in the role. Within the three colleges, participants have regular access to the College Directors, College Managers and, in most cases, to staff from their own partner university. Staff who speak Korean are also available. For most issues, the participants make initial contact with the fellows. They are of a similar age and are best placed to deal with many practical issues. Participants and staff are also in contact via a mobile telephone application which is monitored at all times. They can also go to the porters' lodge of their respective college for practical or emergency assistance. The lodges are manned twenty-four hours a day.

The participants only stay for three weeks and are closely supervised by staff to ensure that they are safe. Despite the participants being adults, there is a curfew which ensures that they are sufficiently rested for the following day's activities and are not out in the city centre late at night. The participants are happy with his arrangement.

Participants confirm that they receive appropriate advice before the start of their course. This is provided via their home university and in their own language. It includes information on what to bring and what they can expect to do during the course. The vast majority travel to the UK together with a partner university staff member. On arrival they receive a thorough induction regarding their course, the college and their accommodation. They meet CLGG staff, the fellows and the college porters, who provide information on staying in the college accommodation and essential health and safety information.

Induction information is also covered in the participant handbook, which is provided before departure. This includes how to complain, the policy to avoid discrimination and the procedure on dealing with abusive behaviour.

The Provider has a procedure for dealing with radicalisation and extremism and has completed an appropriate risk assessment. The Academic Director is suitably trained in this regard and trainers receive relevant training through their college.

18.   International participants are provided with specific advice and assistance

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

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

Comments

Partner universities provide preparation sessions for the participants, based on their previous experience of sending participants and on the updates provided during regular visits from the directors and staff of the Shanghai office. Participants confirmed that they had attended meetings. Some had been shown videos and all had been given opportunities to ask questions.

Travel arrangements are made by the participants' universities and the Provider so that they are accompanied up to the point of arrival in the college. Participants had found the induction useful and were aware that they have access to ongoing advice via the fellows and other CLGG staff. This enables them to fully benefit from their time in Cambridge.

The information sent out to participants considers different cultural contexts and prepares them well for unaccustomed food and cultural practices. Participants stated that they had been helped to find suitable restaurants that met their dietary preferences.

19.   The fair treatment of participants is ensured

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

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

Comments

The application form has clear information on fees and appropriate contractual terms and conditions. In practice, there are very few direct applications, so most contracts are between the Provider and the partner universities. The participants study on full scholarships from their universities which cover travel costs and the fees, these are inclusive of accommodation and organised activities.

Participants are informed of the Provider's complaints policy, which is published in the participant handbook, together with BAC's own complaints' procedure. Participants know who to talk to if they have any complaints and concerns and confirm that any issues are addressed promptly.

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

All participants are accommodated in the colleges' halls of residence. These are open to inspection under the National Code of Standards for Assured Accommodation. All accommodation is clean, safe and either of an adequate or good standard. Participants questioned said that the residential accommodation was good. Inspection findings confirm this view.

Clear rules of behaviour for residences, including rules for safety, are provided in the participant handbook. Fire evacuation procedures are covered in the first day induction by the college porters. All accommodation has appropriate fire notices and signage. There are very high levels of security with entrance to each college via the porters' lodge and doors into buildings and rooms requiring to be unlocked. Participants are given appropriate advice on safeguarding their possessions. As a result, they confirmed they feel safe in their accommodation.

Fellows and administration staff are accommodated in the residences to help participants with any questions or difficulties and to support them in settling quickly into college life.

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

The social programme is a notable strength. The Provider organises several interesting social activities which all participants attend. These include a formal dinner in the halls of residence, punting on the river Cam and a music evening. Other activities are offered for small groups and are responsive to participants' interests. These are organised by fellows, who have a good knowledge of inexpensive or free things to do in the city.

Information and booking of activities are provided to all participants though the mobile telephone application. This also tracks levels of participation and allows for responsiveness in planning. Across the provision there is a large number of fellows with different interests, so the range of opportunities is wide, with something available for all participants.

The activities are low risk and fellows are provided with suitable training on conducting trips.

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 academic or non-academic purposes of a temporary or occasional nature.	☐ Yes	☐ No ☒ NA

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

Comments

The Provider has access to suitable University of Cambridge premises for the duration of the summer programmes each year.

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 secure, clean, spacious and well maintained. They provide good quality environments for training, learning and recreation in line with their year-round function in the university.

Access is via the porters' lodge and is suitably restricted.

Appropriate regard is paid to health and safety issues, which are the responsibility of the regular college premises staff. General guidance on health and safety to participants, staff and visitors is provided effectively, through inductions, handbooks and clear signage. The signage throughout the premises is adequate..

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/or 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	
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 and other learning areas provide adequate accommodation. The Provider books more rooms than are actually required so that they can select the most suitable rooms for each class.

All rooms used for lectures and the assessed presentations have suitable equipment and facilities, including data projectors and whiteboards.

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	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	☒ Yes	☐ No	

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

Comments

Additional classrooms are available for self-study, and each student bedroom includes a suitable desk and internet access.

Most trainers have access to their own office in the college, as well as other rooms booked by the Provider, for the purpose of preparation.

All three colleges provide suitable facilities for relaxation and consumption of food and drink. For participants, most meals are provided in the college dining rooms and they also have access to a small kitchen in the halls for preparation of drinks and snacks.

Participants can store personal possessions in their bedroom, while the majority of staff have storage in their own offices. Those who do not can use other lockable rooms.

There is at least one general office for staff in each college and further rooms are available to hold staff meetings.

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 standard

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

A clear and effective management structure, which results in the successful operation of CLGGs courses.
Well-designed administration systems that allow for effective recording and retrieval of a complex range of information.
Robust quality assurance processes which result in detailed reviews of all aspects of the provision.
Highly effective action planning, resulting in timely implementation of development plans.

Actions Required	Priority H/M/L
2.4 The Provider must ensure that all key procedures are documented and that all staff are aware of how to access the latest versions of policies and procedures.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

A well-planned course provision which is very responsive to participants' interests and partner university requirements.
Recruitment of enthusiastic, expert trainers who deliver up-to-date courses.
Highly effective supervision sessions that develop participants' learning and English skills and deepen their understanding of the subject matter.
Well-written assessment methods which focus on key elements of learning and promote development of skills.

Actions Required	Priority H/M/L
11.5 The Provider must provide appropriate support to enable trainers to plan lecture sessions in ways that that will meet the different learning needs of participants.	☐ High ☒ Medium ☐ Low
11.6 The Provider must ensure that trainers employ effective strategies in lectures to actively involve all participants and to check their understanding of concepts and course content.	☐ High ☒ Medium ☐ Low

PARTICIPANT WELFARE

Provider's Strengths

The provision is devised with a strong focus on student welfare, ensuring that participants are comfortable, safe and confident in an unfamiliar environment.
Participants have access to a wide range of staff for support and are clear how to access this.
Fellows provide participants with exceptional insight into life in Cambridge and involve them in enriching activities that build their confidence and language skills.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's Strengths

All premises are of a suitable quality and provide good environments for training and learning.
Participants have access to very good facilities for self-study and relaxation.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Provider is recommended to provide clear guidelines to trainers on planning the delivery of lectures taking into account the challenges for participants of assimilating spoken information in a markedly different second language.

The Provider should further develop the trainer observation process to generate more detailed information on the strengths and areas for development in teaching.

The Provider should devise a means of sharing best practice among trainers to enable them to better meet all the participants' needs.

The Provider is recommended to introduce a measure of standardisation in assessment across the provision to produce suitable data on student achievement for use in course review and evaluation.

COMPLIANCE WITH STATUTORY REQUIREMENTS