



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Re-accreditation Inspection

NAME OF INSTITUTION: Universidad Chileno-Britanica de Cultura

ADDRESS: Santa Lucia 124
Santiago
Chile 8320222

HEAD OF INSTITUTION: Ms Maria Cristina Briebe

DATE OF INSPECTION: 12-13 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- Award of accreditation to be withdrawn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

1. Background to the institution

The Universidad Chileno Britanica de Cultura (UCBC/the Institution) is a private university established in 2004 and located in the centre of Santiago, Chile. It is a not-for-profit organisation as required by the Chilean Ministry of Education. It has its origins in two other educational organisations which are the Instituto Chileno-Britanico de Cultura (ICB), which was established in 1938 and still operates today as a traditional language school and the Instituto Profesional Chileno-Britanico, which was established in 1982 to provide language teacher training.

UCBC operates as an entirely separate entity but draws its funding from the ICB. These organisations, whilst sharing some premises with UCBC, are entirely separate and the BAC accreditation applies solely to UCBC.

UCBC is led by a vice chancellor, who reports to the Board of Directors. The Vice Chancellor is supported by two pro vice chancellors, one with responsibility for academic provision and the other with responsibility for administration and finance. They are in turn supported by course leaders and directors with specific areas of responsibility.

The aims of UCBC are to train competent professionals through a range of teaching programmes oriented to applied study and to optimise learners' command of the English language, within the framework of the culture associated with English speaking countries.

The higher education sector in Chile includes both private and public universities. Legislation was introduced in 1982 for the establishment of private universities. In 2004, UCBC applied to the Ministry of Education for approval as a private university. This was confirmed in 2006 with course delivery beginning in the same year. The Ministry of Education sets standards for the university sector and measures these through an annual visit to each institution by the Consejo Nacional de Education (CNDE) the National Education Council.

UCBC delivers courses in four key areas which are approved as undergraduate within the Chilean higher education system. These are Teaching English as a Foreign Language (TEFL), Translation English into Spanish, General Primary Education and Pre-School Education. The majority of teaching is in English with the remainder delivered in Spanish. These are courses of four years with compulsory internships for the fifth and final year. The length of part-time courses vary.

UCBC occupies premises at two locations in the centre of Santiago, Santa Lucia campus and Huerfanos campus, located within walking distance of each other. The latter is used almost exclusively for teaching purposes while the former provides administrative offices, the library and some teaching rooms. UCBC recruits high calibre staff who are suitably experienced to fulfil the Institution's aims. Current staffing comprises three full-time, nine part-time and 13 termly contracted teaching staff in addition to seven managers and 13 administrative staff.

2. Brief description of the current provision

UCBC delivers four full-time courses which are all at undergraduate level. These are Teaching English as a Foreign Language, English-Spanish Translation Studies, General Primary School Education with English and Pre-School Education with English. The courses are five years in duration, comprising four years academic study followed by a final one-year internship. Selection is based on achievement of specified grades in the Chilean end of school examinations. At the time of the inspection, the CNDE had withdrawn approval for UCBC to deliver undergraduate degrees so these were legacy programmes, being delivered to learners enrolled prior to the change of status.

In addition, the Institution offers part-time continuing education programmes, delivered both within the university and externally. Continuing education programmes leading to certificates and diplomas are delivered over an academic year, or as courses begin in July or August. All enrolment is on a rolling basis with applications taken until a course is full.

UCBC also offers 120-hour courses in Teaching English as a Foreign Language to adults, leading to the Certificate of English Language Teaching to Speakers of Other Languages (CELTA), awarded by Cambridge Assessment English. These courses are delivered in part-time and full-time modes, the former over four months beginning in March and August, and the latter as one-month courses in January and July.

Staff and learner exchanges with United Kingdom (UK) universities is a key feature of UCBC's provision and it currently has reciprocal arrangements with 11 universities. Seven learners are currently studying at UCBC as part of these arrangements.

UCBC has a total capacity of 1000 learners. It currently has 420 learners, all of whom are adults. Of these, 239 are full-time and 177 are studying on part-time Continuing Education Programmes delivered at the Institution. The majority of learners are female and most are Chilean, with a minority of learners from other countries in the Americas, Europe and Australia. All learners are over the age of 18.

3. Inspection process

The inspection was carried out by two inspectors and took place over two days. The inspectors held meetings with the Vice Chancellor and the Board of Directors, senior academic and administrative staff, teaching and administrative staff and learners. A range of documentation was reviewed. A tour of the premises was undertaken at both locations and teaching observations were also undertaken. All information requested was provided promptly and the Institution co-operated fully with the inspectors.

4. Inspection History

Inspection Type	Date
Full Accreditation	7-8 September 2015
Interim	25 November 2016

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 institution.

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 institution 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is very effectively managed. The management structure is clearly defined and documented.

Robust oversight is provided by a well-qualified and appropriately experienced board of directors, who meet regularly and are in frequent communication with the Vice Chancellor. Board members have long-term involvement with the Institution and work closely with the Vice Chancellor for the purposes of strategic planning. They ensure that the Institution's finances are properly managed and that it is compliant with Chilean law and Ministry of Education directives.

Leadership and management roles and responsibilities are appropriately documented. The Vice Chancellor and the Leadership Team are suitably qualified and experienced. They carry out their roles effectively and work well together. Communication between leaders and managers is facilitated by regular, formal meetings in which actions are agreed and progress against targets is suitably monitored. Communication is a strength throughout the Institution.

2. The administration of the institution 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 institution. | <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 institution. | <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 Partially Met Not Met

Comments

Administrators are suitably qualified and experienced with a very clear understanding of their responsibilities.

There are sufficient administrators for the size of the Institution and the team is effective in ensuring the smooth day-to-day running of operations. Roles are clearly defined in job descriptions.

All necessary administrative processes are well recorded and carried out efficiently. Policies and procedures are well disseminated and understood throughout the Institution. There have been no updates to key policies and procedures as the Institution may not make changes while delivering the legacy courses. Policies and procedures are disseminated and accessed effectively through appropriate handbooks and the online portal.

Data collection and collation systems are effective. Reports on attendance, retention, assessment and achievement rates for each course are readily accessible and up to date.

3. The institution employs appropriate staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has an appropriate recruitment policy which is consistently implemented. As a result, staff are well suited to their roles.

Qualifications and experience are checked prior to confirmation of employment and all staff undergo an appropriate check for criminal records. Records of some checks and performance reviews are not kept in staff files.

There is a suitable system for reviewing the performance of academic staff within the boundaries of what is permissible under Chilean law. Managers confirm that they are informally appraised and that this results in very good opportunities for Continuing Professional Development (CPD).

3.3 Plans for the formal review of administration staff have not yet been implemented.

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

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|-----|---|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the institution'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 Partially Met Not Met

Comments

Information published on the website and in printed brochures is accurate and images accurately represent the Institution. The information provided is also suitably comprehensive and up to date.

The Institution has very well-designed web pages for prospective study abroad learners from the UK, with an accurate and appealing interactive summary of the application process and the benefits of studying at UCBC. Videos of former study abroad learners talking about their experiences enable UK learners to make informed decisions on whether to apply to the Institution.

5.	The institution takes reasonable care to recruit and enrol suitable learners for its courses			
5.1	Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
5.2	A formal application process ensures that learners 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	Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
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
5.5	Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements are clearly specified in course descriptions and publicity material. These include high grades in the Chilean high school certificate. They must also pass the Institution's English language entry test.

There is a formal application process and learners' qualifications are verified by the Institution. Admission policies vary according to the type and level of study. The Institution is no longer recruiting for undergraduate programmes. CELTA admission requirements conform to awarding organisation guidelines. UCBC graduates applying for CELTA courses are all allocated an interview.

All enquiries receive a response within one working day and learners confirm that they received good information, advice and guidance during the application process. On arrival, learners complete a thorough diagnostic assessment which tests their language skills, and those who need it are given suitable additional support.

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

6.1	There is an appropriate, clear and published policy on learner 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 learners, collated centrally and reviewed at least weekly.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
6.3	Learner absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The level of attendance required by CNDE is 70 per cent and this is clearly published in the appropriate policy and is known to all learners. Additionally, the Institution has a suitable cut-off point for admitting late learners into class, in these cases latecomers are marked as absent for the session.

Attendance is recorded on both paper and electronic registers. The central record is monitored carefully. Whenever an individual's attendance drops below 85 per cent they meet with the Academic Manager. Reasons for absence are investigated and, where appropriate, support is provided to get the learner back on track.

The majority of issues with attendance usually occur in the first year of degree programmes, as learners encounter practical obstacles. There are no new learners this year so attendance and retention levels are high.

7. The institution regularly obtains and records feedback from learners and other stakeholders and takes appropriate action where necessary

7.1	The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
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the institution's provision, including formal learner representation where appropriate.

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| 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 institution's response to the feedback to the learner body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution regularly obtains feedback from learners through questionnaires and satisfaction surveys. This feedback is collated and analysed and the results are e-mailed to learners. This data informs the Institution's quality assurance processes, including the appraisal of lecturers.

Learners also make their views known to the Student Union, which represents them in discussions with university leaders and report back on their responses. Learners feel that their views are taken into account and readily provide examples of changes that have resulted from their input. The Institution does not systematically publicise the actions it takes, for example, through notices or electronic means.

Staff give feedback through formal meetings which are held three times per term and additionally through regular interaction with line managers and senior leaders, who operate an open-door policy. Feedback is also obtained through communications with partner universities and organisations that offer the final year work placements and other organisations with which it has agreements.

8. The institution 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 institution's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Systems for monitoring and periodically reviewing all aspects of the Institution are thorough and very effective. An annual institutional analysis process scrutinises information regarding academic and non-academic services, infrastructure, finance, commercial factors, teaching and learning and alumni. Reports are compiled which result in actions that are recorded in the General Development Plan (GDP) held by the Vice Chancellor. Progress towards these actions is monitored regularly and recorded on the GDP through to completion.

There are ongoing electronic records with detailed analysis of learner progress at course level, individual attendance percentages, learner satisfaction results, retention, achievement and completion rates for each year. The information gathered allows managers to make improvements to the provision.

8.2 However, there is no overarching report showing overall year-on-year trends for the whole organisation.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1	There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.3	The allocation of tutors to classes provides for a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Academic Management Team is suitably qualified and experienced. Areas of responsibility and lines of reporting are clear. As a result, management of course provision is very effective.

All courses are delivered in appropriate rooms and timetabling of classes and allocation of tutors are consistent.

Learning resources are acquired in response to requests from staff in line with the university's policy. Inspection meetings and review of the library resources confirm that these are appropriate.

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

10.1	Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required to achieve stated learning outcomes or for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.6	The academic or professional backgrounds and particular needs of learners 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 Partially Met Not Met

Comments

Courses are highly student-centred, focusing effectively on developing the knowledge and skills they will require for their chosen career and for assessments. Schemes of work accurately reflect the content specified in course descriptions. Lesson plans include relevant objectives and are appropriately structured to meet them. Assessments are designed in relation to specifications to ensure that all course objectives are met.

English language lessons focus on learning outcomes established by the external awarding body and suitable practice is provided to prepare learners for their examinations.

Learners are encouraged to develop independent learning skills through workshops, group work and individual presentations.

A calendar of assessments is sent to all learners at the beginning of the semester and learners confirm that they receive appropriate reminders about upcoming deadlines.

The academic background of all degree programme learners is similar as they enter direct from school, having met the entry requirements. Where particular needs are identified, the Institution has appropriate mechanisms for providing support. International learners on study abroad placements confirm that tutors employ suitable strategies to compensate for the difference in their first language.

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

11.1	Tutors are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Tutors 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 teaching staff incorporate regular classroom observation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
11.4	Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Tutors respond to different learning needs of learners 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	Tutors employ effective strategies to involve all learners 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 Partially Met Not Met

Comments

Tutors are very well qualified and experienced in their fields, for example there are professional translators delivering the translation degree course. As it is a teacher training institution, staff have good awareness of effective teaching skills and strategies, which support successful delivery of the course content.

11.3 The appraisal process for core teaching staff cannot include classroom observations by managers because this does not conform with Chilean employment law for higher education. Therefore, this key indicator is not applicable.

A suitable alternative approach has been adopted, which includes consideration of student feedback, line manager evaluation of tutor record keeping and outcomes of peer observations. Tutors confirm that the peer observations are helpful, if infrequent. Currently these peer observations are conducted by arrangement between departmental colleagues. This means that opportunities for identifying and sharing good practice between departments are missed. External tutors are observed by managers and the resulting reports provide thorough evaluation. They include grades against clear and appropriate criteria and are appropriately focused on the student experience.

Provision of CPD meets the needs of the Institution and academic staff. Training days are provided two or three times per year and focus on a particular theme, such as assessment. They may include contributions from external experts. Training includes practical activities and gathering ideas from tutors for developing institutional procedures. CPD sessions are also provided on an ad hoc basis by internal or external staff. These may be in response to common issues identified through learner feedback. As part of informal appraisal procedures, good performance is rewarded by entitlement to academic benefits, for example, a visit to one of the partner universities in the UK to update subject knowledge, or time to complete higher qualifications.

All teaching is interactive and includes a mixture of listening, speaking, whole group and small group or pair work. Learners demonstrate high levels of confidence and motivation. They are happy to collaborate or to lead on delivery of part of a session. Most tutors nominate learners systematically during question and answer stages, to ensure full participation and check understanding of all learners. In most sessions, technology is used well to support learning.

12. The institution provides learners and tutors with access to appropriate resources and materials for study

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution provides very good learning resources. The library is excellent. It is well stocked with up-to-date books and online materials as well as a good range of relevant academic and professional journals.

There are suitable numbers of computers available for self-study. In addition, learners have access to an online English language course from a reputable commercial publisher, which is accessible in the library or on their own devices. This is particularly helpful for those who need additional practice to achieve the English level required to pass each year of their course.

13. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Learners are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<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 learners 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	Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.7	Learners have appropriate access outside class time to tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners are sent a schedule of assessments shortly after the beginning of each semester. The procedures and assessment criteria are provided in writing and individual grade requirements are explained. Assessments are proportionate in number to course hours and dates are agreed at departmental level to ensure they are suitably spaced.

Learners confirm that they receive the assessment grades and detailed oral feedback on their performance promptly and that they are aware of their progress and areas for development. They consider the feedback and suggestions on how to improve to be a strength of the provision. They have good access to tutors for academic support outside class, either face to face or electronically.

Learner performance is regularly monitored by academic managers, who make timely interventions made to get weaker learners on track. This is done through an individual tutorial meeting to identify the reasons and provide support such as further reading or free access to additional language classes. Where appropriate, the learner is paired up with another from the third or fourth year of the same course, who acts as a mentor. Learners confirm that they have good access to their tutors outside of classes.

For assignments written at home, tutors may use software to check for plagiarism, but this is not systematic. The Regulations for Regular Students document cites cheating in examinations or assessments as a violation of disciplinary rules and specifies appropriate sanctions and procedures to manage this.

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

14.1	For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
14.2	For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
14.3	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
14.4	For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

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

Comments

CELTA, and the international English language examinations taken by learners on degree programmes are awarded by Cambridge Assessment, an awarding body recognised in the UK and internationally.

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 and evidence that learners 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 Partially Met Not Met NA

Comments

The Institution's legacy degree awards are recognised by the CNDE as comparable in level to degrees from other Chilean universities. The achievement of specified learning outcomes is monitored throughout the course. Additionally, pedagogy learners now take a national diagnostic test of learning outcomes set by the Ministry of Education of Chile. Rates of achievement on degree courses are high.

Consistently high levels of UCBC graduate employment in related professions evidence that the awards are accepted for the purpose of employment within Chile, while CELTA is recognised as an initial teacher training qualification internationally.

A proposal to introduce external moderators in the assessment process for degree courses is no longer feasible as it is not possible to change the delivery of legacy provision. CELTA courses are externally moderated. External assessor reports demonstrate that internal and external grading are closely aligned.

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

16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA

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

Comments

The Institution is an accredited centre for Cambridge Assessment English examinations. Its examination security and administration procedures follow awarding organisation guidelines and it is subject to unannounced audits of its procedures by the organisation.

There is an appropriate procedure for conducting internal examinations outlined in the document called security of examinations and their administration. All relevant staff are trained in these procedures. The written academic appeals procedure is appropriate and well publicised. Learners confirm that they know how to contest their grades if they consider them to be unfair.

17. There is appropriate provision of advice for learners intending to proceed to employment or higher/further education

17.1 Learners have access to advice from an appropriate staff member on further study and career opportunities. Yes No

17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

Careers advice is offered by course tutors and by alumni, who maintain a close relationship with the current learners. The Institution organises talks on career opportunities, such as teaching in international schools within Chile or teaching abroad. UCBC has professional links with an organisation that has twelve international schools in Chile and this provides a useful source of information and recruitment for graduates.

The Institution has an agreement with an online job portal that gives its learners exclusive access to suitable jobs. An external alumni social media page is also a source of recruitment. As a result, most learners secure a job within six months of graduation in an area related to the subject of their degree.

The Institution also promotes continuing education among the alumni, offering them generous discounts on UCBC courses.

INSPECTION AREA - LEARNER WELFARE

18. Learners receive pastoral support appropriate to their age, background and circumstances

18.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. Yes No

18.2 Learners receive appropriate advice before arrival. Yes No

18.3 Learners receive an appropriate induction and relevant information upon arrival. Yes No

18.4 Learners are issued with a contact number for out-of-hours and emergency support. Yes No

18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

18.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input checked="" type="checkbox"/> NA	
18.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Student Welfare Officer is a qualified social worker. She is based in the Student Affairs Department and operates an open-door policy enabling learners to talk to her at any time. She is well known to the learners as she manages the Student Support Services, organises extra-curricular activities and is an advisor to the Student Union.

Learners receive clear information from the admissions department to enable them to select the most appropriate course and understand the demands that will be made of them. Learners consider this information to be comprehensive and helpful.

The well-structured induction familiarises learners with the personnel of their department, their course, the Institution's facilities and the opportunities open to them, for example, the study abroad programme. They are also given health and safety information and informed of who they need to approach for various forms of support

Most learners live with family in Santiago, but they are given a contact number for out of hours and emergency support. The Institution provides all learners with insurance which covers them for their time on the premises, for travel to and from the Institution or for any academic activity connected with the Institution, such as internships.

The Institution has a policy to avoid discrimination and a published procedure for dealing with abusive behaviour, which conforms with Ministry of Education guidance.

A suitable policy and risk assessment are in place to mitigate risks to learners from radicalisation and extremism.

19. International learners are provided with specific advice and assistance

19.1	International learners receive appropriate advice before their arrival on travelling to and staying in the country.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	International learners receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Information and advice specific to international learners continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	Provision of support takes into account cultural and religious considerations. Where possible, learners have access to speakers of their own first language.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Chilean learners going to the UK for study abroad placements receive a suitable induction before departure and financial support from the Institution while they are at the partner university.

International learners attending UCBC on study abroad programmes receive suitable pre-course advice. Initially the home university provides information and a link to the Institution's excellent study abroad web pages. They are given information on terms and conditions and a booklet about studying in Chile written in Spanish and English. Those who are accepted meet up with returning learners in their home universities and establish contact with learners from other partner universities who are going out to UCBC at the same time so that they already have a group of associates on arrival.

On arrival, international learners have a comprehensive induction, which includes information on Chilean culture and local information. Current international learners emphasised how much they appreciate the friendly welcome and the support they receive in finding accommodation. As a result, they settled into their courses quickly and feel comfortable in their new environment.

International learners have access to the same support services as other learners. They are all Spanish speakers, but most staff in the Institution can also speak English. They say they feel particularly well cared for as senior staff make a point of informally checking how they are getting on.

20. The fair treatment of learners is ensured

- | | | | |
|------|---|---|-----------------------------|
| 20.1 | Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Learners 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 |
| 20.3 | Learners are advised of BAC's complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Fair contractual conditions are made clear in pre-enrolment information provided to learners.

The Institution has a fair complaints procedure, which makes clear reference to the BAC complaints procedure. Information on these procedures is provided during induction and learners confirm that they are aware of both.

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

- | | | | |
|------|--|------------------------------|---|
| 21.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | A level of supervision is provided appropriate to the needs of learners. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

22. Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed

- | | | | |
|------|--|------------------------------|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution 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 |
| 22.4 | Appropriate advice and support is given to both hosts and learners before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

22.5 Clear monitoring procedures are in place with opportunities for learner 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

23. The institution provides an appropriate social programme for learners and information on leisure activities in the area

23.1 Learners are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No

23.2 The social programme is responsive to the needs and wishes of learners. Yes No NA

23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners. Yes No NA

23.4 Any activities organised by the institution 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

Extra-curricular activities are organised by the Student Welfare Officer, who is suitably qualified and experienced for her role within the Student Affairs Department.

Activities are held on site and are free of charge.

Learners are consulted on what activities to offer. Examples of activities provided include language classes and yoga classes. International learners, who are more reliant on their membership of UCBC for their social life, confirm that activities generated by their fellow learners provide them with ample opportunities to exploit their free time.

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

24.1 The institution has secure tenure on its premises. Yes No NA

24.2 Where required, the institution 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 Institution has secure tenure of its premises and has access to a hall at the nearby National Library for degree ceremonies.

Events, such as conferences, with large numbers of delegates are held in suitable hired rooms in local hotels.

25. The premises provide a safe, secure and clean environment for learners and staff

25.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to learners, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	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
25.6	There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate temperature control and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Premises at both locations have secure and restricted access and are clean and well maintained.

All users of the premises are provided with a health and safety leaflet in English and Spanish, which includes instructions for fire evacuation.

Signage throughout the premises is clear and appropriately located. There are sufficient, well placed notice boards for the display of safety and general information.

There is sufficient space for all activities and appropriate temperature control and ventilation.

26. Training rooms and other learning areas are appropriate for the courses offered

26.1	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
26.2	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
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

The premises provide good environments for teaching and learning. Training rooms are appropriate in size and are suitably equipped, including the laboratories used for translation classes.

Facilities for conducting assessments are fit for purpose.

27. There are appropriate additional facilities for learners and staff

27.1	Learners 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
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	Learners 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

27.4	Learners and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
27.5	There are individual offices or rooms in which academic staff 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	
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners have good access to suitable facilities for private study, which include an excellent library. Appropriate numbers of computers are available for learner use in the library and in language laboratories.

Staff rooms provide sufficient space and facilities for lesson planning, marking, relaxation and eating. There is a cafeteria for staff and learners, which provides reasonably priced meals. A snack area in the Huerfanos campus has been made available in response to learner requests.

Staff and learners have access to personal lockers.

There are sufficient individual offices and meeting rooms for the needs of the Institution.

Administration offices are appropriate in size and well equipped for the effective administration of the Institution.

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

Institution's Strengths

Highly qualified and experienced staff.	
Effective review and strategic planning processes.	
Regular and comprehensive collection of data from all relevant sources is used successfully to improve provision.	
Good lines of communication throughout the Institution	
Actions Required	Priority H/M/L
3.3 The Institution must implement an effective system for regularly reviewing the performance of administrative staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 The Institution must analyse its data to produce overall reports enabling comparison of year on year trends to encourage further improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Teaching that promotes high levels of participation and effectively develops targeted skills.	
The content of courses is very well matched to the needs and professional aspirations of learners.	
Consistently high rates of achievement, resulting in progression into relevant employment for most learners.	
An excellent study abroad programme, which provides high quality opportunities for both UCBC learners and learners from partner universities in the UK.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER WELFARE

Institution's Strengths

Very good provision of information to learners.	
Comprehensive provision of support.	
A caring ethos throughout the organisation, which ensures all learners receive a high-quality learning experience.	
Very good arrangements for receiving international learners.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's Strengths

Good facilities for learner self-study and relaxation

Specialist teaching areas and the library are very well resourced.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Institution publicises its responses to learner views to ensure that all learners are aware of actions taken.

The Institution should consider systematically collating human resource information on staff in a single location to facilitate procedures such as appraisal and CPD planning.

It is recommended that the Institution extends its peer observation programme to further promote the sharing of good practice.

The Institution should consider making consistent use of plagiarism detection software for submission of assessed written assignments.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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