BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: China UK Development Centre

ADDRESS: Sheraton House

Castle Park

Cambridge

CB3 0AX

HEAD OF PROVIDER: Dr Ruigang Zhou

DATE OF INSPECTION: 15–16 March 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation re-accreditation

☐ Decision on re-accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 19 May 2022

1. Background to the provider

China UK Development Limited was founded in 2012. It formed the China UK Development Centre (the Provider) to work closely with universities, educational institutions, local governments and scholars to provide short, in-person courses to university participants. The Provider's head office is located in Cambridge in the United Kingdom (UK).

The courses aim to enable undergraduate participants in Chinese universities to come to the UK and gain experience of the Cambridge University model of higher education. Since March 2020, the Provider has also offered online research training programmes to allow participants the opportunity to study and benefit from its courses through distance learning.

The Managing Director is supported by the Head of Business and Marketing and the Head of Education and Operations, and reports directly to the Board of Directors.

Staff of the University of Cambridge undertake the tuition of participants. Participants are also supported in both academic and welfare matters by staff from the home university. In addition, the staff from Chinese universities have a quality assurance role in the Cambridge-based provision, helping to ensure that the participants are well matched to the programmes on offer.

In-person courses are run on the premises of six constituent colleges of the University of Cambridge. The participants' accommodation is also provided by the colleges. Online tuition is provided by tutors from a wide range of locations.

2. Brief description of the current provision

The Provider offers two, two-week in-person programmes covering themes from the natural sciences and social sciences. The programmes are not accredited, but participants are awarded a Certificate of Recognition relating to their performance on the programme.

The programmes have a mixture of academic content with strong cultural elements, together with the opportunity for the participants to improve their English language skills.

Since March 2020, the Provider has introduced short online research training programmes. These are not accredited but allow participants to gain a Certificate of Completion.

At the time of the inspection, there were 74 participants undertaking the online programme. All of them are from China and aged over 18 years. The majority are female.

Programmes are run every three to four months, and the recruitment of participants is on a continuous enrolment basis. No in-person courses have been offered in Cambridge since 2019, but plans are in place to offer these in 2023. No entry requirements are set.

3. Inspection process

The inspection was carried out remotely over two days by one inspector. The inspector held meetings with the Managing Director, Head of Education and Operations, Programme Officer and Partnership Coordinator. A wide range of electronic documentation was scrutinised and five online lessons were observed. The head office premises were viewed remotely. The Provider was very well prepared for the inspection and gave full co-operation to the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	10–11 August 2016
Interim	23 August 2017

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the 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, including those working at the delivery venue or remotely.	☒ Yes ☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☐ Yes ☒ No

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

Comments

A comprehensive, detailed and well-documented management structure is in place and ensures that lines of accountability and responsibility are clear and fully understood by staff. The structure is appropriate for the size of the Provider and is highly effective in supporting the day-to-day business of the Provider.

The Managing Director is very well qualified, fully understands his specific responsibilities and is highly effective in carrying out all aspects of the role. He is experienced in managing and developing educational provision and understands the development and education needs of the organisation well.

Communication between management and staff is very well developed. Formal and informal communication opportunities and meetings are scheduled, undertaken and appropriately documented. A wide range of electronic communication is used very effectively to ensure that those working remotely have full access to relevant staff.

The Provider's aims are clearly stated on the website and are incorporated within the employee and participant handbooks.

Risks are regularly reviewed and effective financial planning is undertaken by the senior management team.

1.5 However, there is no formal comprehensive written risk management strategy in place that is regularly reviewed.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ 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	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No

2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes	☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes	☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	☒ Yes	☐ No

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

Comments

Administrators are very well qualified and experienced, and have a clear understanding of their specific responsibilities, which enables them to carry these out very effectively.

The size of the administrative team is sufficient and meets the day-to-day needs of the Provider. All administrative functions are clearly detailed in the organisation chart and are effective in supporting managers.

An appropriate range of suitable administrative policies, procedures and systems is in place. These are effectively implemented, updated and shared with staff and participants through the employee and participant handbooks.

Systems for the collection of data and its collation are very well developed and effectively support the administration of the Provider. The system to record participants' and staff's personal details is appropriate and regularly updated. Relevant personal details are accurately recorded.

Appropriate policies and security systems ensure that this information and data are well protected.

3.　The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes	☐ No	
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes	☐ No	
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes	☐ No	☐ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes	☐ No	
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes	☐ No	

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

Comments

A comprehensive range of policies and procedures for the recruitment of suitably qualified and experienced staff is in place, and these are regularly reviewed. They are appropriate and are used effectively to ensure that all previous experience and qualifications claimed during the recruitment process are verified before employment.

A face-to-face online interview is included in the recruitment process for all staff who will be working remotely. Detailed and accurate records of the recruitment process are maintained.

A formal staff performance management policy is in place, which is detailed in the staff handbook and appropriately implemented. An appropriate schedule of course observations is in place and these are carried out effectively. Opportunity for self-reflection is provided and action or developmental plans are completed and used to effectively to bring about improvement.

A suitable policy to support the Continuing Professional Development (CDP) of managerial and administrative staff is in place and is appropriate to meet their needs. As a result, staff receives appropriate training to ensure that they have the skills needed to meet the changing needs of the Provider.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**		
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
4.3	The provider's key policies are accessible through the website.	☒ Yes	☐ No

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

Comments

The Provider's website is well-developed and accurately details the Provider's location and ownership. It provides a comprehensive, up-to-date and accurate description of the range of courses and services on offer. All key policies are fully accessible through the Provider's website.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and they can discuss any concerns before registration.	☒ Yes ☐ No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

Detailed procedures to ensure that the specific course on which the participant is registered will meet their expectations and needs are excellent. Clear and appropriate entry requirements for each course are set at an appropriate level and clearly detailed in the course descriptions on the Provider's website, marketing literature and application forms.

A formal and rigorous application process ensures that participants meet the set entry requirements and that all claimed qualifications are verified. Each participant is interviewed and selected based on their previous academic and English language achievement and their future academic requirements.

All participants are provided with comprehensive information prior to the start of the course so that they can make a informed judgement on its suitability, or raise any concerns. All application enquiries are responded to in a timely manner.

Appropriate policies and effective systems are in place to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance. The application process allows participants to declare any specific learning difficulties and physical disabilities. Wherever possible, appropriate arrangements are made by the Provider to meet any participant's declared needs.

6.	There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

A detailed and clear policy on participant attendance and punctuality is effectively shared in the staff and participant handbooks. The policy is further covered in the staff and participant induction processes and details how it affects the final mark for the certificate awarded at the end of the programme. There is a clear process for recording and monitoring attendance. All absences are followed up promptly.

7.	The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☐ Yes ☒ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	☒ Yes ☐ No

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

Comments

The Provider's performance is effectively reviewed and monitored by well-established management systems that systematically consider all aspects of its business. Evaluation systems are effective and inform improvement planning to ensure that the necessary resources are available to meet the developing needs of the Provider.

7.2 An appropriate range of mechanisms for obtaining feedback from participants is in place. However, feedback from partner stakeholders is not collected on a regular basis.

Participants are invited to provide feedback on the course content, resources and the quality of teaching. Feedback is effectively recorded and analysed, and an action plan is completed as required. The action plan is used effectively in the planning of subsequent programmes.

Appropriate mechanisms for reporting to the participants what the Provider has done in response to their feedback are in place and effectively implemented. This includes regular written feedback to participants, administrative and training staff and where appropriate email feedback to partner stakeholders.

Detailed reports are compiled annually and include the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans. As a result, the Provider has a clear overview of its performance and development needs.

Formal action plans are completed, implemented and regularly reviewed, with outcomes clearly reported to management. As a result, the management team is fully aware of whether any identified actions have been successfully completed.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes	☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes	☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes	☐ No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes	☐ No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes	☐ No

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

Comments

Programme and course management and development are excellent. Programme Directors and course management teams have extensive experience of delivering online and short in-person courses. They provide clear and effective oversight of the delivery and development of the curriculum. As a result, the content and delivery of courses are up to date, regularly reviewed and meet the needs of the participants.

Teaching sessions are appropriately timetabled and the teaching rooms hired for in-person sessions are in high quality venues in Cambridge University. Rooms used are suitable for the courses being offered and for the number of participants.

The allocation of tutors to classes provides for a consistent learning experience and is monitored carefully to ensure a consistent and high-quality experience for the participants. Tutors clearly set out the aims and objectives of the course

and proposed delivery methods and assessment. The Programme Directors monitor courses carefully and provide clear and useful feedback to the teachers on their performance.

Clear policies and procedures for the acquisition of teaching and learning resources are in place and effectively implemented. As a result, appropriate learning resources are developed for both online and in-person courses, with the content and style of the materials monitored to ensure consistency and that they are of an appropriate standard. Other delivery resources for in-person courses are hired, as required, from the relevant venue.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☐ Yes ☐ No ☒ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

Courses are carefully designed to ensure that they cover the knowledge and skills that are required to meet their stated learning outcomes. The course design and content reflect current knowledge and practice, and the content is reviewed by Programme Directors and course management teams before being delivered.

Courses have a clear structure and appropriate learning objectives, which meet the needs of the participants. A detailed course document is provided to participants that details relevant subject coverage, assessment and detailed timelines.

High-quality course materials are used and are well presented and sufficiently comprehensive to enable participants to achieve the course objectives. Participants are effectively encouraged during the course to reflect on their current skills level, and the programme is designed to develop the participants' independent learning skills.

The application process effectively discusses with the participants their current knowledge of the subject matter of the course prior to their enrolment. This information is taken into account in the planning and design of the course to ensure that it meets the needs of all participants.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☐ Yes ☐ No ☒ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No

10.4	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

Tutors are very well qualified and experienced and have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses very effectively.

The tutors are chosen for their specific knowledge, experience and qualifications in relation to the subject matter of the course. Tutors are supported in their continuing professional development by their home universities.

Tutors respond very effectively to the different backgrounds and particular support needs of participants in their delivery of the course.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**	
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☒ Yes ☐ No ☐ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☒ Yes ☐ No ☐ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	☒ Yes ☐ No ☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☒ Yes ☐ No ☐ NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☒ Yes ☐ No ☐ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☒ Yes ☐ No ☐ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☒ Yes ☐ No ☐ NA

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

Comments

All assessment criteria and dates are available in advance to the participants through a course assessment guide.

Formative assessment takes place throughout the course and helps individual participants and tutors to monitor progress, with timely interventions should a participant be making unsatisfactory progress.

Participants' performance is regularly discussed so that they know how they are progressing, and any additional support can be provided if needed. Participants also have access to tutors outside class time via e-mail.

Appropriate policies and procedures are in place to discourage academic misconduct, including plagiarism, and participants are provided with clear information.

Prompt action is taken and appropriate advice is given to all participants who fail to meet the academic requirements of a course or miss deadlines.

12. **The provider offers courses leading to accredited awards granted by recognised awarding bodies**

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

Comments

13. **There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**

13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes	☐ No ☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes	☐ No ☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes	☐ No ☐ NA

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

Comments

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

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes	☐ No ☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes	☐ No ☐ NA
14.3	For internal awards, there are 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

15. **There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**

15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☐ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and 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

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INSPECTION AREA – PARTICIPANT WELFARE

16.　Participants receive welfare support appropriate to their age, background and circumstances

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☐ Yes ☒ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

Participant welfare and support are excellent and effectively meet participants' needs. Staff members responsible for participant welfare are clearly identified, suitably trained and accessible to all participants for advice and counselling.

A comprehensive range of information and advice and guidance is provided to participants prior to the commencement of their course. This includes detailed information regarding the content and aims of the course, as well as, for in-person courses, relevant details of the venue, its location and local transport links.

Participants receive an appropriate induction at the start of their course. A comprehensive participant handbook provides information relevant to promoting and maintaining their well-being. An emergency contact number, together with other key staff contact numbers, are provided.

Policies and procedures to avoid discrimination and for dealing with any abusive behaviour, including cyberbullying, are in place and implemented effectively.

A suitable policy and effective arrangements protect participants from the risks associated with radicalisation and extremism. Appropriate risk assessments have been undertaken and staff have received relevant training.

16.8 An e-policy that references existing staff and participant codes of conduct and covers participants' on-site use of social media and devices is not in place.

Arrangements for collecting, collating and storing contact details for participants are appropriate and staff can quickly access the information if needed.

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes	☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes	☐ No
17.4	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

Comprehensive information is provided to international participants undertaking in-person courses prior to their arrival. Full details of the travel arrangements, together with detailed advice on the requirements for visiting the UK, ensure that they are suitably prepared for their trip.

On arrival, a comprehensive induction process provides information on the local area and highlights whom to contact should there be an issue.

Support and guidance are available throughout the course from Mandarin-speaking postgraduate participants, based in Cambridge, who provide opportunities for participants to raise or discuss any issues. University staff from China, who accompany the groups, provide additional support where necessary.

The support provided takes into consideration religious and cultural considerations relating to the participants.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes	☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No
18.3	Participants are advised of BAC's complaints procedure.	☐ Yes	☒ No ☐ NA

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

Comments

Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

A clear and fair complaints procedure is in place and is available to all participants.

18.3 Participants are not advised of BAC's complaints procedure.

19.	Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised		
19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	☒ Yes ☐ No	
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes ☐ No ☒ NA	
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☒ Yes ☐ No	
19.4	A level of supervision is provided that meets the needs of participants.	☒ Yes ☐ No	
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes ☐ No ☒ NA	

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

Comments

The residential accommodation, provided by Cambridge University colleges for in-person courses, is of a high standard. Staff live in the same accommodation as the participants and there are also staff in the porters' lodge who support participants at all times. All participants are over the age of 18.

20.	The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed		
20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes ☐ No	
20.2	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	
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No	
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No	
20.5	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

21.	**Participants have access to an appropriate social programme and information on leisure activities in the local area**			
21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	☒ Yes	☐ No	
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes	☐ No	☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes	☐ No	☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes	☐ No	☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☐ Yes	☐ No	☒ NA

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

Comments

There is no formal social programme in place.

In-person participants are provided with appropriate information on local social opportunities, events and other leisure activities that may be of interest to them during their stay in Cambridge.

INSPECTION AREA – PREMISES AND FACILITIES

22.	**The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises**			
22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes	☐ No	
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☒ Yes	☐ No	☐ NA

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

Comments

The Provider has appropriate arrangements in place to ensure that it has access to suitable premises.

Appropriate commercial venues are booked as needed for the delivery of the Provider's in-person Cambridge courses.

23.	**The premises provide a safe, secure and clean environment for participants and staff**			
23.1	Access to the premises is appropriately restricted and secured.	☒ Yes	☐ No	
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No	
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☐ Yes	☐ No	☒ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes	☐ No	
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes	☐ No	
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes	☐ No	

23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The commercial premises hired for the Provider's in-person courses in Cambridge provide a safe, secure and clean environment for participants and staff. Training premises are of a high quality, appropriately secured, and maintained in a good state of repair.

General guidance on health and safety is made available as required. Participants receive information prior to the start of the course and are reminded about health and safety during the course introduction.

Visitors are advised about emergency evacuation procedures by the trainer. Signage, circulation space and other facilities are appropriate. The premises are well lit, with appropriate ventilation and appropriate access to clean toilet facilities.

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

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	☒ Yes ☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☐ Yes ☐ No ☒ NA

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

Comments

The commercial Cambridge rooms that are booked are of good quality and are suitably equipped to ensure the effective delivery of the courses.

Previous feedback from participants confirm that the Cambridge rooms hired were appropriate and of a good size and appropriate layout.

25.   There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☐ Yes ☐ No ☒ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Previous feedback from in-person participants confirms that there are suitable venues for participants to undertake private study, including access to Information Technology. Tutors prepare their training materials before the start of the Cambridge in-person courses. However, amendments can be made to the material using the equipment in the hired rooms if required. There are good spaces in the hired Cambridge commercial venues for participants to relax and for consuming refreshments. The administrative offices are adequate for the effective administration of the Provider and to hold meetings if needed.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes ☐ No ☐ NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	☒ Yes ☐ No

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

Comments

The General Manager and senior management team have a clear understanding of the specific requirements of online, distance and blended learning. Appropriate data collection and collation systems are in place, which include the logging of tutor and participant submissions and interactions. Appropriate action is taken if set standards of contact fall below expectations. An appropriate process to confirm participant identity is in place. The online activity of participants and trainers is carefully monitored. Appropriate action is immediately taken if there are concerns about cyberbullying or other online risks to participants.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, with responsibility for programme delivery and the management of the trainers.	☒ Yes ☐ No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each participant.	☒ Yes ☐ No
27.3	The allocation of online trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes ☐ No ☐ NA

27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☐ Yes ☐ No ☒ NA

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

Comments

Programme Directors and course management teams are suitably experienced in the delivery of online, distance and blended learning and provide effective management of tutors.

The Provider has access to a sufficient number of qualified online trainers to ensure each participant is provided with appropriate support. Tutors are appropriately allocated to courses to provide a consistent learning experience.

Delivery is effectively monitored to ensure consistency, with the methods used sufficient to attain the stated course objectives and intended learning outcomes. Online programmes use a wide range of appropriate teaching aids and learning resources.

28.   Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

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

Comments

Tutors have an appropriate understanding of the special challenges and demands of online, distance and blended learning. They are properly and continuously updated with respect to the Provider's policies, participant needs, instructional approaches and techniques, and the use of appropriate instructional technology by regular training documents and briefings.

Each trainer's performance is effectively reviewed and monitored via participant feedback.

29.   The enrolment process is comprehensive, transparent and supportive to applicants

29.1	Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No

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

Comments

Clear information is provided to participants prior to the start of their course. This includes the necessary level of digital literacy required to successfully undertake the programme of study.

30.   Online services provided meet the reasonable needs of participants

30.1	Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.	☒ Yes ☐ No

30.2	Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically.	☒ Yes ☐ No
30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility.	☒ Yes ☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms.	☒ Yes ☐ No

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

Comments

The participant handbook provides comprehensive Instructions to participants on how to study and use the learning materials provided on the course. Tutors effectively assist participants to resolve general and/or technical issues, with all enquiries handled promptly and sympathetically.

Any system requirements for courses are highlighted prior to enrolment. Participants have access to appropriate technical advice to assist with technological problems that are the Provider's responsibility.

Peer interaction is encouraged through social media and virtual learning environment platforms.

31. The technology used to deliver the programmes is fit for purpose and effective

31.1	The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.	☒ Yes ☐ No
31.2	The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.	☒ Yes ☐ No

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

Comments

Appropriate and accessible technology is used to support the interaction between the Provider and the participant and to enhance instructional and educational services. This includes the Provider's online learning management system provided by University of Cambridge.

An experienced IT technician is in place to ensure that systems are operative at all times and to provide appropriate support to trainers and staff working remotely.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The Provider has strong and focused leadership that supports the continuous development of the provision and its quality.   A highly effective administrative team ensures the smooth running of the Provider for the benefit of participants and staff.

Actions required	Priority H/M/L
1.5 The Provider must introduce a formal written risk management strategy that is regularly reviewed.	☐ High ☒ Medium ☐ Low
7.2 The Provider must introduce a mechanism to gain feedback from all key stakeholders on a regular basis to inform quality assurance.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Teaching is of a high standard and supports participants' learning and subject skills development.   Tutors are very well qualified and experienced in their subject areas.   Highly effective systems are used to monitor participants' progress and to provide additional support where necessary.

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

PARTICIPANT WELFARE

Provider's strengths

A very well-developed welfare system supports participants effectively throughout their course.

Actions required	Priority H/M/L
16.8 The Provider must introduce an e-policy that references existing staff and participant codes of conduct and covers participants' on-site use of social media and electronic devices.	☐ High ☒ Medium ☐ Low
18.3 The Provider must advise participants of BAC's complaints procedure.	☐ High ☒ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

High-quality Cambridge premises are hired for the delivery of short, in-person courses.

Actions required	Priority H/M/L

| None | ☐ High ☐ Medium ☐ Low |

ONLINE, DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Tutors are very well qualified and experienced in the delivery of online and distance learning.

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

RECOMMENDED AREAS FOR IMPROVEMENT
To be reviewed at the next inspection

COMPLIANCE WITH STATUTORY REQUIREMENTS