BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: WorldStrides/CBL International

ADDRESS: McGuireWoods London LLP

Fifth Floor

5 New Street Square

London

EC4A 3BF

HEAD OF PROVIDER: Katarzyna Rytczak

DATE OF INSPECTION: 10 & 17–18 August 2022

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☐ Award of accreditation to be withdrawn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: 10 March 2023

PART A – INTRODUCTION

1. Background to the provider

CBL International (CBL/the Provider) is part of WorldStrides. WorldStrides is a global educational travel provider. It is a private company limited by shares with its headquarters in Charlottesville, Virginia in the United States of America (USA). It has a registered, legal address in London. CBL provides short, two-week undergraduate summer courses for international participants in partnership with Oriel College, Oxford, branded as the Summer Institute at Oriel College.

The courses are run at Oriel College, University of Oxford. The courses are administered from the CBL offices in Oxford, where the operations team is based. These administrative offices are located at 2 Edward Street, leased from, and adjacent to, Oriel College but separate from it. CBL has another smaller office in the grounds of Oriel College where participants can find up-to-date information about room changes, trips, excursions etc. The sales and marketing team, which is also responsible for the recruitment of participants, is based in Shanghai, China. CBL also makes use of residential student accommodation from Oriel College, Oxford.

CBL aims to provide a distinctive residential study experience in Oxford to a cosmopolitan participant body from schools, colleges and universities around the world.

The Provider is headed by a Chief Executive Officer (CEO), supported by the Vice-President (VP) for Operations, the VP for Academic Partnerships, the Head of Academic Programmes (UK) and the Marketing Manager. The Head of Academic Programmes (UK) is responsible for running the summer courses at Oriel College, Oxford, assisted by a full time administrator and part-time seasonal employees as tutors and deans during periods when programmes are being delivered. A team in China is largely responsible for recruiting participants and giving technical assistance for the online participants.

The CEO reports to the WorldStrides Board on financial matters and retains direct responsibility for decisions in relation to the content and delivery of CBL's programmes. In addition, the Provider can call on the resources and professional expertise of colleagues in the wider WorldStrides Group in relation to activities such as Human Resources (HR) and compliance.

Early in 2022, WorldStrides reviewed and enhanced its partnership with Oriel College, University of Oxford. As a result, Oriel College has appointed an advisory board consisting of five tutors and fellows of the college who now have academic oversight of the CBL summer programme, its curriculum, assessments and the selection of tutors.

2. Brief description of the current provision

CBL offers a programme of two-week courses over a period of six weeks in the summer. CBL offers live-streamed hybrid courses, with a mixture of both in-person and virtual sessions. Participants select one course for each two-week session. The courses offered include Philosophy, Politics and Economics (PPE), Economics, Law, British Literature and History, and Science, Technology, Engineering and Mathematics (STEM). The programme is designed for undergraduates and recent graduates.

The teaching is provided by tutors from Oriel College and other tutors affiliated with Oxford University and approved by the Oriel College Advisory Panel.

Courses are assessed and participants receive an official academic transcript issued by Oriel College. The academic content of courses is at undergraduate level.

The courses are complemented by a range of trips, cultural activities and evening talks with an extracurricular focus, some relating to the courses of study and others with a cultural, social and recreational focus.

At the time of the inspection, there were 161 participants enrolled on the courses, 15 as in-person participants and 146 online. The total capacity is 600. All participants are over the age of 18 and the majority are aged between 19 and 23 years old. The course has an upper age limit of 28. Almost all the online participants are from China and almost all the in-person participants are European, from a range of European countries such as Germany and France. A small majority of participants are female.

Participants may register and enrol on the programme via the website throughout the year. Online participants typically enrol through their home universities. Entry requirements are related to participants' motivation and objectives from attending the course rather than prior qualifications. However, applicants are required to have at least an intermediate level of English.

3. Inspection process

This was a hybrid inspection undertaken by one inspector over three days, with one day onsite in Oxford and the other two days online. The inspector met with the Head of Academic Programmes (UK), the Head of Finance, the Head of Sales, a group of participants and a group of tutors. In Oxford, the teaching and residential premises and both offices were inspected. Various lessons were observed, including a range of recorded online lessons. A wide range of relevant documentation was scrutinised. CBL co-operated fully during the inspection process.

4. Inspection history

Inspection type	Date
Full accreditation	21 & 27–28 August 2013
Interim	27 August 2014
Re-accreditation	2–3 August 2017
Supplementary	21 February 2018
Interim	11 September 2019

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 that includes financial planning and that is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The courses in Oriel College are run by the Head of Academic Programmes (UK). Her role is clearly outlined in the organisation chart. The team in the United Kingdom (UK) focuses on the recruitment of staff and the delivery of the programme. The team works to detailed job descriptions and undertake their roles effectively. As a result, the management structure is clearly defined, documented and understood and CBL is effectively managed.

The Head of Academic Programmes (UK) is appropriately qualified, suitably experienced and effective in carrying out the role. She has been in position for over three years and has wide experience in similar programmes. As a result, she understands her specific role and is effective in carrying it out.

CBL has established a variety of appropriate means of communication. The various teams meet remotely at least once a week. These are formal meetings, working towards an agenda and with minutes taken, and resulting in specific action points. The staff also communicate effectively via online video and email.

CBL has a written mission statement, that is available on the website and effectively guides its policies and operation.

There is also an appropriate written risk management strategy that includes financial planning and insuring against risks. A variety of financial cash-flow forecasts, for both costs and income, are made for the next three years. These forecasts enable CBL to keep track of financial risks effectively. Insurance is taken out to mitigate other identifiable risks.

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

The administration of CBL is effective. The staff who handle the administration of the courses have appropriate experience relating to their respective roles. They work to detailed job descriptions and, therefore, understand their roles and responsibilities well. As a result, the courses are effectively administered.

The size of the administrative team is sufficient for the current number of participants. The staff based in China handle the administration associated with participant recruitment effectively. The staff in Oxford are responsible for the recruitment of tutors, members of the welfare team and the administrative staff who deal with the running of the programme.

The administrative support provided is clearly defined and documented in detailed job descriptions. It is also suitably outlined in the employee handbook. As a result, all staff are aware of the administrative support available to them.

Administrative polices, procedures and systems are suitably detailed and well documented. The staff dealing with HR matters effectively disseminate this information to all staff through the company portal as well as the employee handbook.

Data collection supports the administration effectively. Data is taken from the initial enrolment forms and stored digitally. Consequently, this information can be collated and used as required by management and staff.

Comprehensive personal records for both participants and welfare staff are kept in well-organised digital folders. These are appropriately detailed for CBL's purposes. The details for the tutors are held with Oriel College, Oxford, as the tutors are full-time members of Oriel College. Appropriate systems are in place to update the records periodically.

An appropriate data protection policy is in place that ensures that all data is stored and maintained securely.

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

CBL has effective policies in place for the recruitment of suitably qualified and experienced staff. Prospective staff receive the necessary information they need so that they can decide whether they are suitable for the position for which they are applying. Appropriately detailed job descriptions are in place to help with this decision making.

Prospective staff are informed in advance that they will require an enhanced Disclosure and Barring Service (DBS) check even though participants under the age of 18 are not enrolled . All self-employed staff have signed contracts. All staff, including those teaching online, have a face-to-face interview.

Other suitable pre-employment checks are made prior to appointment. These include the checking of qualifications and references. Tutors are already employed by Oriel, the partner college, so their qualifications and experience are verified by Oriel. As a result, staff recruitment is well managed.

3.4 Formal observations of teaching do not yet take place. However, temporary staff are appraised during the summer and full-time staff receive an annual appraisal.

A new system is being put in place for the regular review of the performance of all staff, including regular, scheduled course delivery observations for tutors. This will be done in co-operation with Oriel College and will be carried out by a member of the advisory panel against set criteria outlined in a pro forma. The observations are to be followed by a short professional dialogue focusing on strengths and development points.

Managerial and administrative staff are suitably supported in their Continuing Professional Development (CPD). Much of this CPD is on-the-job training, for example relating to the use of new software or processes and procedures. In addition, quarterly HR reviews take place and these result in initiatives relating to CPD. For example, there has been recent CPD regarding cybersecurity and other mandatory training takes place. Consequently, staff are able to develop their professional skills very effecttively.

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

CBL's publicity materials provide an accurate description of the provision. The text on the website is factually accurate and is comprehensive in nature. The photographs provide an authentic depiction of the location, the premises, the classrooms, the dining facilities and the areas for relaxation. As a result, the details of the programme that participants can expect when they attend are accurately represented.

Comprehensive, accurate and up-to-date course information is available on the website. This includes the course outline, course availability, course credits, prerequisites, fees payable and an example of a weekly timetable.

A suitable range of key policies is provided on the website, although some policies are difficult to find and, therefore, lack accessibility.

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 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/or disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

CBL takes good care to recruit suitable participants. The prospectus contains sufficient detail to enable participants to decide whether the courses are in line with and likely to meet their expectations and needs.

Entry requirements are clearly stated on the website. These relate to levels of participants' motivation and their objectives in attending, educational background and future aspirations. Applicants are advised to have a good level of English language proficiency so that they are able to understand and deal with academic subject matter. Tutors and participants confirm that participants have an appropriate level of English for the courses. Inspection findings support this view.

All applicants are already at least undergraduate students and can access the assistance of the university co-ordinators from their home university, usually in China, when filling in the application. The home universities will not allow anyone to go forward with an application if they do not meet the requirements for the course.

Prospective participants are provided with sufficient information to ma an informed decision. They also have the opportunity to speak to the Provider's staff by telephone to discuss the courses, including any issues, prior to registration. As a result, applicants are appropriately informed of the nature and requirements of the programmes.

CBL replies to all applications in a timely fashion, usually on the same day.

The Provider makes use of one educational agent, who has worked for the CBL for many years. The agent uses promotional material supplied by CBL and is monitored appropriately. Therefore, the agent works well as part of the participant recruitment process.

CBL has an effective system in place to identify participants with additional educational needs. Applicants fill out a detailed information form, which provides an appropriate opportunity to self-identify any learning support needs. These needs are effectively communicated to the tutors so that they can plan appropriate support.

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

The attendance and punctuality policy is clear, appropriate and disseminated effectively prior to participants' arrival via the website, the student handbook and again at induction. Participants are expected to arrive punctually to class and to meet the minimum attendance requirement set by the Provider, in order to receive the certificate of participation and achievement. As a result, attendance rates are very high.

Teaching assistants fill in attendance register promptly at the beginning of each lesson. The registers are collated, checked and filed each day.

Appropriate action is taken in response to participant absence. When a participant is marked absent from an in-person lesson, they are contacted by telephone so that they can be located and arrangements are put in place for their swift return to the classroom if appropriate. If the missing participant is studying online, a teaching assistant will contact them immediately.

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

CBL has effective systems to monitor its own standards. It has effective feedback systems designed to gather feedback on all aspects of the provision, both during and after the course. As a result, the Provider is effective in monitoring standards with a view to continuous improvement.

Participants provide feedback on the activities, the lessons and the staff. Feedback is also obtained from the participant's home university, where relevant and tutors share their feedback via a questionnaire.

The various forms of feedback are consolidated into an end-of-programme report each September, in preparation for an annual strategy meeting. The reports include the Provider's performance reviews and a suitable analysis of the feedback. This end-of-programme report informs the discussion at the strategy meeting, which in turn feeds into a suitable annual action plan.

The feedback is presented to Oriel College at regular meetings and is reviewed appropriately in an official feedback session at the end of the programme.

In-programme feedback is responded to quickly and directly so that the participants know what has been done. CBL also reports back directly to the participants about responses to their feedback, through the participants' home universities

Action plans include actions to be performed by specific staff members within a specified timeframe. Progress against these actions is closely monitored by management. As a result, CBL has an effective system in place to ensure it continuously improves its provision.

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 that 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

Course management is effective. Course delivery is managed effectively and is well planned. The Head of Academic Programmes is well qualified and has considerable experience within education. She is constantly available to deal with the management of trainers and any unexpected operational issues.

Courses are timetabled and rooms are allocated appropriately. Teaching rooms are spacious and are suitable in size for the number of participants. Individual classes are always held in the same classroom for the sake of consistency.

Classes have the same tutor for the duration of the course. As a result, there is consistency in the learning experience.

Tutors develop the courses themselves, but all materials, curricula and syllabi are approved by the Advisory Board of Oriel College. Tutors confirm that this is a suitable process to ensure the effective standardisation of materials across the provision and inspection findings confirm this.

A suitable procedure is in place for the acquisition of teaching resources. Participants and tutors confirm that the courses are appropriately resourced. The inspector agrees with this judgment.

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 planned and designed to enable participants to succeed. The tutors develop the courses themselves under the oversight of the Advisory Board of Oriel College. Courses are updated at the end of each programme, informed by participant and tutor feedback. Consequently, the courses fulfil the needs of the participants.

Courses are designed to align learning objectives with the knowledge participants need in the final assessments. As a result, success rates are high.

Tutors design the course materials themselves. This enables tutors to match the course materials to the specific level of study and needs of the participants.

Resources, materials and in-class activities are sufficiently well matched to learning aims to enable participants to achieve the course objectives and be successful on the course.

Lesson observations show that tutors focus on learning aims appropriate to the intended learning outcomes established for the courses.

Daily free-study periods, usually entailing research, appropriately support the development of Participants' independent learning skills.

Tutors receive appropriate but limited information regarding the participants prior to the start of the course. The information includes the participant's employer, university and country of origin, but little about their objectives or their prior knowledge of the subject. Any self-identified additional support needs are provided. Inspection lesson observations demonstrate that tutors take additional needs into account in their lesson planning and delivery.

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, 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 experts in their fields. Most come from Oriel College and have been recommended by Oriel College Advisory Board. The minimum requirement expressed in the job description for tutors is a doctorate level of qualification and two years of university teaching experience. Lesson observations during the inspection show that tutors are effective in delivering the courses.

Tutors are with the Provider for a very short length of time making continuous professional development impractical. However, the tutors all receive professional development opportunities with Oriel College.

Tutors effectively support the different learning needs of the participants. They recognise that English is not always the the participants' first language and adapt their vocabulary and speed of delivery accordingly. Tutors spend time establishing the participants' level of experience within the subject area at the start of the course and adapt the course content accordingly.

In the in-person classes, class numbers are small. Tutors, therefore, have time to focus on individual participants. They use effective strategies to involve all participants, for example by nominating participants for particular responses or activities in class.

Tutors use a suitable range of techniques to check for understanding. They encourage discussion. Online lessons are conducted one to one and online tutors make use of a suitable range of techniques to engage the participant and to check understanding.

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

Assessments for each course take place at the end of the first week and a week later when the course ends. This schedule of assessments and the procedures for the assessments are suitably available on the website in advance of the course.

Ongoing assessments accurately align with the material and criteria of the final assessment.

Tutors monitor the result of the first assessment and intervene in a timely fashion if required.

Tutors inform participants directly how their progress relates to their target level of achievement.

Participants who are not progressing sufficiently are given additional assistance.

Tutors provide appropriate, timely and effective oral feedback to the participants in the classes on an individual basis. The feedback is developmental in nature. As a result, participants understand what they need to do in order to make further progress.

Most participants take the courses online, with suitable additional email communication with their tutors. Those who participate in person have appropriate opportunities to speak with their tutors during the breaks and at the beginning and end of classes.

Every online lesson is attended by a trained teaching assistant and every lesson is recorded. This effectively prevents cheating and plagiarism. In other lessons, the tutors invigilate actively.

The syllabus is explained and realistic deadlines are set during the first lesson. Any coursework is scheduled in advance. Students are given timely advanced notice of any required revision periods.

Prompt action is taken if a participant misses deadlines or if work is below standard. Tutors have time at the end of the week to remedy the situation.

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

CBL clearly states that its courses are set at undergraduate level. Participants are typically already undergraduates at their home university. The CBL certificate is co-signed by Oriel College, Oxford, which has oversight of the academic aspects of the courses.

CBL does not award credits for its programmes. However, credits may be granted by the participants' home universities. The workload is equivalent to six European Credit Transfer System (ECTS) credits or three USA credits for each session. CBL makes all the necessary documentation and information available for an application for credits.

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

CBL complies with the requirements of Oriel College Advisory Board in terms of the security and administration of assessments.

Effective procedures are in place for maintaining security and managing the administration of assessments.

Appropriate procedures are in place for participants to appeal against their marks. These procedures are outlined in the Students' Handbook.

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

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

Participants receive appropriate welfare support. There is a named member of staff responsible for participant welfare. The staff member is closely supported by other appropriate members of staff in this role. The support staff are also suitably trained or experienced. The welfare staff members are available on site during the programme.

Participants receive suitable practical information through the emails that are sent prior to the start of the course, the student welfare pack and the student handbook that are sent in advance. These include appropriate information about the relevant rules and regulations, the courses and the social programme. Participants are invited to request any additional information they may require by telephone. Detailed information is also available on the website, including a useful Frequently Asked Questions (FAQs) section. As a result, participants are appropriately prepared for the start of their courses.

Participants receive a suitably detailed welcome and orientation induction. This covers information about what constitutes appropriate participant behaviour, including appropriate behaviour whilst studying online, as well as course details and practical accommodation matters. The induction is support by a handout with additional information.

Participants are issued with the emergency 24-hour contact telephone number that is printed on their identity cards.

CBL has a set of rules and regulations that are appropriately disseminated to the participants prior to and upon arrival. These include an outline of the policy to avoid discrimination. A procedure for dealing with abusive behaviour is outlined as part of the induction programme. These policies are regularly reviewed to ensure that they are maintained up to date. Participants confirm that they feel safe from bullying.

CBL has a suitable policy and risk assessment in place to address the risks of radicalisation and extremism. Staff have undertaken appropriate training. A clear process is in place for participants and staff to raise any concerns should these arise. As a result, participants are appropriately protected from the risks associated with radicalisation and extremism.

A suitable e-policy is in place that outlines the steps CBL takes to keep staff and participants safe online. This includes an online code of conduct covering on-site use of social media and devices. The policy is reviewed regularly.

All participant data from the enrolment process, including emergency telephone numbers, is collected and recorded securely in a suitable database. Appropriate staff can access this information quickly should the need arise.

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 continues 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

International participants receive appropriate advice prior to their arrival. This advice is contained in the preparation emails, the welcome pack and the student handbook. It includes advice regarding the dress code, travel to the venue and how to access local healthcare. Consequently, international participants are appropriately prepared for their arrival.

International participants receive a suitable induction. This includes an appropriate introduction to the local area before they start their course. It also includes information about local transport, local places of worship and local places of interest. As a result, participants from outside the UK are able to settle quickly into their studies.

Specific advice for international participants is continuously available during the course from the student welfare team.

CBL gathers information about participants' cultural and religious requirements during the enrolment process. This information is passed to staff and tutors so they can take this information into account when planning the provision.

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 are enrolled under fair contractual terms and conditions that are easily accessible and clearly outlined on the website. These include suitable refund arrangements in the event of cancellation and an appropriate cooling-off period.

A fair complaints policy is also assessable through the website and in the student handbook. The complaints policy sets out in detail how to make a complaint and the various stages of the complaints procedure.

The complaints policy contains a link to the British Accreditation Council'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 is fit for purpose, well maintained and suitably supervised. CBL uses residential student accommodation from Oriel College, Oxford. Participants have their own private study bedroom and their own bathroom. The study bedrooms are located in secure premises. The rooms themselves are regularly cleaned. They are of a standard that fully meets the needs and requirements of the participants.

All accommodation is open to inspection by any relevant authorities.

Fire safety and other health and safety procedures are covered effectively in the participant induction. Appropriate procedures for fire safety are displayed on the walls by each entrance to the accommodation. Fire drills take place at least once a week.

All appropriate precautions are taken to ensure the safety of participants. Security staff are present in the porter's lodge 24 hours a day. As a result, the participants confirm that they feel safe. Inspection findings confirm this.

The level of supervision provided meets the needs of the participants. Welfare staff are allocated to each residential block and so are always within readily available and accessible.

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 reinspection 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 is 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

Participants have access to a comprehensive social activity programme. This includes afternoon and evening activities, outside trips and full-day excursions. The programme provides good opportunities to learn more about the local area and the culture of the UK. It also encourages participants to mix with each other and get to know each other.

The social programme is responsive to the wishes of the participants. Feedback on the social programme is systematically obtained. Participants share feedback on each activity and the programme is adjusted accordingly. In addition, participants provide feedback informally direct to activity supervisors and the welfare staff.

Activities within the social programme are included in the course fee. As a result, all participants can join in and take advantage of the social activities that are provided.

Appropriately qualified, experienced staff supervise the social activities. Activities are appropriately risk assessed. As a result, participants are safe when engaged in the social programme.

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

CBL has an appropriate, formal written agreement with Oriel College for the sole use of the administrative offices in Edward Street, the office in the grounds of Oriel College and the classrooms.

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

Access to the premises at Oriel College including the CBL office there is provided via the porters' lodge, which is supervised at all times. In addition, the entry point is permanently locked and requires a key fob for entry. The area is also under Closed-Circuit Television (CCTV) supervision. The administrative offices in Edward Street have one secure point of entry. Consequently, all the premises are safe and secure.

All the premises are well decorated and maintained. The college employs a team of professional cleaners, who maintain the buildings, including the teaching rooms, in a good state of cleanliness. The gardens and other communal areas are also very well maintained. The administrative offices in Edward Street are also well kept.

Suitable general guidance on health and safety is included in the staff and participant handbooks and reinforced during the inductions. This guidance includes advice on fire and other emergency evacuations. Appropriate information is given to visitors regarding what to do in the event of a fire or what to do if they feel unwell.

There is adequate signage for the display of general information and the signage that is provided outside clearly identifies the premises.

Circulation space is adequate. The premises including the administrative offices in Edward Street have suitable areas in which to receive visitors.

Toilet facilities run all the premises are clean and appropriate in number. Ventilation and heating are adequate in all rooms.

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

Training rooms are suitable for the courses offered. The different courses have different class sizes. CBL matches classrooms appropriately on the basis of the size of these classes. All the training rooms are spacious and well appointed.

Training rooms are appropriately equipped. They have good audio-visual equipment and dependable wireless connectivity.

The furniture allows for a range of teaching approaches, to include individual, pair, group or whole class work. This supports the tutors' ability to offer a range of activities in order to fully engage all the participants in their lessons.

The onsite course assessments that are used are undertaken in the classroom and no additional facilities are required. The assessments for online participants are undertaken on a one-to-one basis by online remote invigilators who ensure that the participant complies with the relevant assessment rules.

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

CBL provides suitable additional facilities. Participants have individual study bedrooms in which to carry out private study. They have wireless access to internet resources, as well as the academic resources supplied by their tutors.

Teaching rooms are available for tutors to prepare work before and after the lessons. They can also use space within the administrative offices in Edward Street if required.

Staff and participants can make use of the plentiful outside spaces and well-kept gardens for work or relaxation. The premises are located in the centre of Oxford, and so are close to a variety of food outlets.

The administrative offices in Edward Street contain a number of individual rooms in which senior managers can hold private meetings. There are suitable rooms available for full staff meetings if required.

The administrative offices in Edward Street are conveniently located and appropriately resourced. They are fully equipped as offices with printing and photocopying facilities 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

Senior managers have an appropriate understanding of the specific requirements of online learning. They are suitably qualified and experienced and understand how to design and run an online course.

Senior managers have effective oversight of the logging of trainer and participant submissions and interactions. Appropriate reminders of the expected level of interaction are sent to the tutors should the interaction levels and submissions fall below expectations.

CBL verifies the participants' identity using data supplied by the individual participants' home university. All participants in China studying online are undertaking university courses in China and the initial application is made from that home university. It is clear therefore to verify that the participant who is registered on the programme is the same person who attends.

All classes are closely monitored. Every online lesson is attended by a trained teaching assistant and every lesson is recorded. These measures are effective in preventing cyberbullying and mitigating 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, who has 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 learner.	☒ 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

There is a suitably qualified management team with experience of online, distance and blended learning.

Every class has a tutor to deliver the lesson and a qualified, experienced teaching assistant to support them. As a result, each participant can receive individualised instruction and support when required. Tutors are contracted for the entirety of the course so that participants have just one tutor during the course and experience consistency in delivery.

In addition, senior managers monitor the online teaching to ensure consistency in the quality of delivery.

Tutors employ appropriate varied and appropriate delivery methods to ensure that the participants are successful in attaining the course objectives. The lessons are three hours long and include an appropriate mix of lecture delivery for the first part of the lesson and then interactive activities. Consequently, tutors are able to keep the participants engaged.

Online tutors make effective use of teaching aids such as slide shows. In addition, they use pair work and group work. As a result, lessons involve a good level of variety of activities to maintain the participants' interest and encourage progress.

Tutors provide suitable supplementary study materials, such as downloadable handouts in order to foster independent learning.

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

All tutors have had suitable prior experience and, therefore, understand well the special challenges of online teaching.

Tutors reported that they receive appropriate prior advice and support regarding CBL policies, instructional approaches and the use of the available technology. They confirmed that they would welcome additional information regarding the participants' prior knowledge of the subject, and their aims and objectives in taking the course to help them better plan their courses to meet all the participants' needs. Inspection findings confirm this view.

The feedback that tutors provide to participants is continuously monitored by the teaching assistants, who are usually former teachers and have a good level of English.

Performance reviews are scheduled, but have not yet taken place as the first programme has only just finished. These reviews are to be conducted in conjunction with members of the Oriel Advisory Board.

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

Almost all participants are studying at universities in China and already have a very high level of digital knowledge. They are made aware of the digital requirements of the course prior to enrolment.

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

Appropriate instructions and suggestions on how to study effectively online are made available in the student handbook.

Every lesson is delivered by a tutor, supported by a qualified teaching assistant. This ensures the good availability of support of a general nature should the need arise. Issues are resolved in a timely manner.

The technology used is generally robust. If there is a technological problem, suitable technical advice is easily available from the teaching assistant.

CBL encourages peer interaction through its chat group. Each subject group has its own chat group. Tutors also use group work as part of their teaching strategy.

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

CBL uses dependable, established and easily accessible technology to enhance the educational experience.

CBL has access to the services of the information and communication technology departments at WorldStrides and Oriel, Oxford if required. In addition, every lesson involves a teaching assistant who has been trained in the use of the technology. As a result, staff and tutors have access to appropriate support at all times.

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

CBL has a very able administrative team in Oxford, with good support from staff in the USA and China to ensure that all participants benefit from well-administered courses.	
Actions required	**Priority H/M/L**
3.4 The Provider must initiate a system of formal lesson observations.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Participants benefit from tutors who are experts in their field and are enthusiastic about sharing their knowledge. The teaching, learning and assessment is overseen by Oriel College, Oxford and this supports high standards of delivery.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

The social and activities programme is varied and full so that participants can learn more about the culture of the UK as well as meeting others on the programme.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

The courses are held in high-quality premises to the benefit of the well-being of the participants.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The technology used is robust so that tutors and participants can focus on the content of the lessons rather than the technology used to deliver them.
Every lesson has a qualified, bilingual teaching assistant in addition to the tutor to ensure that the tutors and participants have immediate support should they need it.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the website be adapted to make policies more easily accessible.
It is recommended that CBL provides tutors with more information in advance of the course on the backgrounds, experience and aspirations of the participants.

COMPLIANCE WITH STATUTORY REQUIREMENTS