BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Chaucer College Canterbury

ADDRESS: University Road
Canterbury
CT2 7LJ

HEAD OF PROVIDER: Professor Mitsutoshi Horii

DATE OF INSPECTION: 11–13 October 2023

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☐ Award of accreditation to be withdrawn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: 25 January 2024

1. Background to the provider

Chaucer College Canterbury (Chaucer College/the Provider) is a private company limited by guarantee and a registered charity. Chaucer College was established in the United Kingdom (UK) in 1992 by the Shumei Foundation, a Japanese education charity that own a private university and three high schools in Japan. Chaucer College offers a number of short courses ranging in duration from one week to five months to its Japanese clientele.

Chaucer College's residential campus is located in Canterbury, Kent in the UK within the larger campus of the University of Kent, with which it has a long-term lease agreement. The Chaucer College campus includes modern teaching and residential facilities.

The Provider's mission is to promote international co-operation, peace and friendship through the study of the English language and to develop participants' intellect and character to help them to realise their full potential.

The Provider has a Board of Directors comprising representatives of the Shumei Foundation and UK-based members with knowledge and experience of UK education and experience of strategic management. The Principal is a member of the Board of Directors and is supported by a senior management team that includes an Operations Manager, Human Resources Manager and Academic Business Manager. The Shumei Foundation has academic and welfare staff who work alongside UK-appointed staff at Chaucer College to enhance the Japanese participants' experience.

Following the COVID-19 pandemic, the Provider introduced more short courses for both Japanese participants and for those from other countries internationally. These courses were primarily linked to English language and business and communication skills as part of its business recovery plan. English language qualifications and academic English skills for adult professionals also continue to be offered.

2. Brief description of the current provision

Chaucer College offers a range of courses for participants who wish to improve their English language skills. The Provider offers a five-month course for Shumei University undergraduates, who gain credits in English Language, and subject options, including Business, Information Technology (IT) and Humanities. These courses count towards participants' university degrees in Japan.

Short courses of three and four weeks' duration are offered to participants studying to become teachers or nurses in order to improve their English language skills. Courses are also offered that prepare participants for English language qualification tests. All courses are offered in person in groups of no more than 15 participants. While some online courses are advertised through the Provider's website, these are not currently being run due to lack of demand.

Short English language residential courses ranging from one to three weeks' duration are offered to participants aged under 18 years. The majority of courses are offered to groups from individual schools or regions, with bookings being managed by the schools themselves or through the use of local agents. The international participants are accompanied by their group leaders.

At the time of the inspection, there were 237 participants. The majority of participants are aged under 18 years, with equal numbers of males and females. Participants on short courses at the time of the inspection are from Italy, Portugal and Poland, while participants on the five-month course are from Shumei University in Japan.

Courses are run throughout the year, with the majority of short courses running over the spring and summer periods. There are no formal entry requirements as courses are tailored to meet the English language development needs and proficiency of individual groups of participants.

3. Inspection process

The inspection was conducted by a single inspector who spent one day on campus and a further day and a half online. Meetings were held with the Principal, members of the Board of Directors, senior managers, tutors, participants, activity supervisors and administrative staff. Two observations of classes were conducted, and the teaching, residential and social accommodation was inspected. A range of documentation was reviewed in advance of the inspection visit. The Provider co-operated fully and positively with the inspection throughout.

4. Inspection history

Inspection type	Date
Full Accreditation	11–12 November 2008
Interim	4 February 2010
Spot Check	4 April 2011
Re-accreditation	29–30 November, 3 & 7 December 2012
Interim	3 December 2014
Re-accreditation	10–11 May 2017
Interim	7 August 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, which 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

Chaucer College has a clearly documented organisational structure that is shared with staff and other stakeholders through the Provider's handbooks and on the website. This ensures that the roles of the Board of Directors are clear and accessible to all.

The Principal and senior managers have clear job descriptions and are all well qualified, with appropriate experience that enables them to discharge their responsibilities effectively. Regular meetings are held at senior management and departmental level, and updates and outcomes are shared through e-mail and the shared drive. This ensures that all staff are kept updated on developments and new initiatives.

The mission of the Provider is clear and made available to all stakeholders on the website, in handbooks and in staff induction materials. The Board of Directors and the Shumei Foundation keep the vision and mission statement under review and ensure that it continues to promote the values of international co-operation, peace and friendship.

A written risk management strategy is in place and this is supported by a clear risk assessment register, which is kept under review by the senior management team and reported to the Board of Directors. The risk register ensures that the Provider can identify and manage potential risks to the business effectively.

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 team is appropriately experienced and qualified to carry out its roles effectively. Detailed job descriptions provide clear information on duties, responsibilities and reporting lines. Appropriate supervision and support ensure that staff are able to carry out their duties efficiently.

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider. Administrative roles are clearly defined and documented in the staff handbook and in guidance documents issued to visiting staff who are accompanying participants, and also explained as part of participants' induction. As a result, the administrative functions are clearly understood by staff and visiting group leaders, who can access support as required.

Policies and procedures are clearly documented and regularly reviewed by the administration team and the senior management team to ensure their currency. Updates are available to all staff through the central shared drive. Staff awareness of policy updates is supported through staff notices. Key policies are shared on the website and in staff and participant handbooks. This is effective in ensuring a shared understanding of the Provider's procedures.

The Provider has clear, well-understood and effective systems for data collection, storage and management. The majority of files are held electronically and are accessible through a shared drive, with appropriate coded access to ensure confidentiality. Any hard-copy information is stored securely in locked cabinets in the administrative offices. Authorised staff are able to access data as required to compile reports for senior managers. This ensures the effective administration of Chaucer College and ongoing monitoring of its performance.

All participants' information and trainer records are detailed and regularly updated by the Human Resources (HR) and administrative staff. Participant records record information from the detailed application form, and trainer records include their Continuing Professional Development (CPD) and performance information. The regular updating of information ensures that all safeguarding and development requirements are met.

Chaucer College has a robust security system in place, as well as policies clearly outlining its data protection protocols, in line with the Data Protection Act 2018. Controls include data encryption, secure storage and measures to prevent any unauthorised access or data breaches. This ensures that data and information on participants and staff are protected at all times.

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

The Provider has a clear and appropriate safer recruitment policy that sets out the procedures for the recruitment of new staff. Staff are required to provide details of their qualifications and experience, and two references are sought prior to any appointment. All staff attend an interview, including staff on short-term contracts.

Seasonally employed tutors who work on short courses sign a performance level service agreement that clearly sets out their responsibilities, including to maintain a high standard of teaching. As a result, all staff are suitably qualified and experienced to deliver the courses to the required standards. Staff records are checked and updated as appropriate and securely stored, with access monitored by the HR Manager.

No tutors are recruited to work remotely.

All staff have performance reviews, which in the case of contracted teaching staff includes the outcomes of teaching observations. Staff on self-employed performance agreements are also observed teaching, and any development needs identified are appropriately supported. Weekly meetings provide an effective means of monitoring staff performance and ensuring that appropriate teaching methods are employed and that staff adhere to teaching guidelines to maintain consistency of delivery. However, not all such meetings are formally recorded.

All permanent staff, including managers, have an annual appraisal that includes the identification of areas for development. Chaucer College supports staff to undertake additional training and CPD as appropriate. Staff confirm that they feel well supported in effectively developing their knowledge and skills, which enables them to successfully meet the responsibilities of their role.

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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 information and images on Chaucer College's website provide an accurate picture of its location, premises and facilities. Potential participants, teachers and parents are able to view videos of, and read testimonials about, the range of learning experiences offered. As a result, potential participants can make an informed decision as to the appropriateness of the facilities in meeting their needs.

4.2 Whist information provided on courses is comprehensive, not all information, including the dates shown on the fees' information form, are up to date to ensure all information on costs is accurate.

Course information is clear and accurate, with detailed information being provided for longer courses and an outline of the shorter courses, including activities. The information provided enables potential participants to gain a clear idea of course content and associated activities.

Chaucer College's seven key policies and terms and conditions of enrolment are readily available on the website to all potential applicants and stakeholders. This provides additional clarity about the Provider's regulations.

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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

Group leaders and agents play a central role in ensuring that the residential courses meet the needs of participants. Course descriptors are available on the website, and additional evidence is provided to agents and group leaders on request. For longer courses linked to Shumei University provision, clear course descriptors are provided.

In the case of closed groups where only participants from a single school or country are taught together, courses are tailored to meet any specific requirements identified or requested by schools or agents on behalf of the group. Group leaders, agents and school representatives ensure that short courses are suited to meeting the participants' needs and that these are discussed with the Provider.

Courses have no formal entry requirements and participants are not required to complete a formal application process.

Course brochures and course outlines provide clear and sufficient information about the courses to enable participants and their parents, along with school staff, to make informed choices. Information for the Japanese students is provided by Shumei in Japan and is part of their broader programme of study. Participants, parents, schools and agents are able to contact the Provider, which will provide additional information as needed and ensure that any additional needs are catered for. Most applications for course are made by agents on behalf of schools and groups or by Shumei University staff for selected undergraduate students.

All enquiries are promptly responded to by the Provider within two days of receipt, including requests for any additional information or guidance on courses and facilities. Chaucer College ensures that agents are well briefed and able to answer questions from parents and applicants relating to its courses and facilities.

Overseas agents are recruited through marketing events for short-course providers and recommendations from other providers, and references are sought. All agents are fully briefed, and their performance is monitored through the number and quality of participants they recruit. This forms part of the Provider's ongoing risk management and self-evaluation process. Feedback from agents also informs the ongoing review of their performance. Thus, Chaucer College and its applicants can be confident that agents are acting in their best interests.

Information about special educational needs and/or disabilities is sought as part of the application process, and where disclosed, appropriate adjustments and support arrangements are put in place. This ensures that all participants fully benefit from their time and studies at Chaucer College.

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

Chaucer College has a clear attendance policy, which is included in course handbooks and made available to group leaders and participants as part of their induction. This ensures that all participants are aware of the requirements.

Accurate attendance records are kept for all classes, and live electronic registers are accessible to the Head of Academic Programmes and the student services team, who review them in real time.

Prompt actions are taken to follow up any absences. The whereabouts of participants is quickly confirmed. This is effective in ensuring their safety and well-being.

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 senior management team regularly reviews all aspects of the Provider's performance through the monitoring of participant recruitment, and feedback from participants, group leaders and agents. Reports are produced quarterly for the Board of Directors. These cover all aspects of performance, including stakeholder feedback and finances. This provides a detailed overview of Chaucer College's performance.

All participants are required to complete an end-of-course survey, and agents provide feedback after each course based on the feedback they have received from participants. All surveys and feedback are analysed for each course, allowing the senior management team to evaluate performance effectively and identify areas for improvement.

As appropriate, actions are taken in response to both end-of-course surveys and feedback, as well as feedback received during the delivery of courses. Actions are communicated to participants through their tutors and group leaders, and to agents as appropriate.

Feedback from staff to the Head of Academic Programmes in weekly meetings is discussed by senior management. Chaucer College's actions as a result of feedback ensure that it continues to meet the needs of its participants, staff and other stakeholders.

Chaucer College produces quarterly reports, including data analysis, and the resulting action plans capture the Provider's key priorities. An annual overview of performance is presented to the Board of Directors, which influences financial planning and the priorities set for the maintenance and enhancement of quality and standards. Action plans allow for progress to be monitored and evaluated effectively.

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

The Head of Academic Programmes is highly qualified and experienced in the management of course delivery and of academic staff. Regular daily and weekly meetings ensure that tutors are supported and that any concerns are quickly identified and managed appropriately.

Classes are clearly timetabled and allocated to appropriate rooms to accommodate the size of each group, with timetables provided to participants, tutors and group leaders at the start of each course. Thus, all participants know where they should be, when, and what to expect.

Tutors are allocated to classes based on their subject knowledge and previous teaching experience. Regular drop-in and formal teaching observations ensure the consistency and quality of teaching across all courses. As a result, the Provider ensures good-quality teaching and active participant engagement across all courses, with a clear focus on English language skills development.

Individual course delivery is supported by a range of teaching resources that are available to tutors on the shared drive. Tutors are able to customise resources and lesson plans to suit the level and age range of the participants. The

Head of Academic Programmes checks and approves any new resources. The use of approved resources is effective in ensuring that the nature and level of content across the range of provision are appropriate for the participants.

Clear and appropriate procedures are in place for the acquisition of teaching resources. The Head of Academic Programmes is allocated a budget for teaching resources, and all requests from tutors are reviewed and decisions made based on the enhancement of teaching and learning and the promotion of participant engagement. This approach is effective in supporting a high-quality learning experience across all courses.

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

Chaucer College's courses are designed to meet the English language development needs of the participants and to reflect any cultural aspects of the individual cohorts. For example, for Japanese cohorts, there is a focus on oral communication skills, including for groups of student teachers, student nurses and first-year participants from Shumei University. All courses are regularly reviewed and revised based on feedback from participants, tutors and group leaders to further support participant engagement and active learning, and to reflect current knowledge and practice, as appropriate.

Short-course participants do not undertake any formal assessments. Shumei University participants have end-of-course examinations for their English language proficiency and their subject options, with the curriculum learning outcomes and level set by Shumei University. Schemes of work and lesson planning are effective in ensuring that the learning outcomes are met, including the development of independent learning skills through the preparation of presentations and formative assessments that support achievement. This results in the university participants being very well prepared for the examinations.

Course materials are developed and presented to meet the needs of the different age groups and level of English language skills, as well as the curriculum content and level of the university course provision. All materials are developed or tailored to support participants in meeting their learning outcomes, including building English language competence.

For short international courses, participants are grouped according to age and language proficiency, resulting in an engaging and enjoyable learning experience. Courses for Shumei University participants are tailored to meet the academic and professional needs of the group. As a result, courses are appropriate to the backgrounds and support needs of the 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

All tutors have appropriate qualifications, subject knowledge, teaching experience, and pedagogical skills to deliver courses effectively and to meet participants' needs, including English language teaching qualifications.

The performance of all tutors is regularly reviewed, including through consideration of participant feedback. Where training and development needs are identified in relation to pedagogy, appropriate access to sharing of good practice and additional internal or external training are encouraged. The CPD needs of all academic staff are recorded, along with training undertaken to support the monitoring of the resulting enhancement of teaching and learning.

All courses are tailored to the different needs of each group of participants, taking account of the participant information provided, to ensure that content is both accessible and meaningful. Staff are conversant with a range of cultural needs and ensure that all participants are learning in a context that they can understand and that supports active participant engagement.

All tutors focus on active learning and participant engagement, allowing them to check on individual participants' understanding through monitoring the learning activities. As a result, there are high levels of satisfaction with the courses, and participants confirm that they feel well supported. Inspection findings confirm this view.

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

The short international courses and the English language courses for professional groups do not include any formal schedule of assessments or assessment criteria. Only the five-month Shumei University course has assessment requirements. Its assessment schedule and requirements are made available to participants and tutors in the course descriptors and course material. Documentation provides clear guidance on assessments, including timings and criteria, ensuring that participants are aware of all aspects of the assessment process.

Formative assessments that reflect the learning outcomes and course content are included for the Shumei courses. Participants are made of aware of their progress through regular tutorial reviews. Participants who are not making satisfactory progress receive additional support and guidance as appropriate, which is effective in supporting their continuing engagement and progress.

Advice and support are provided on alternative programmes for Shumei University participants who are not making satisfactory progress. These participants, therefore, have comprehensive information on alternative pathways.

Shumei University participants receive ongoing feedback on their progress that meets their individual needs. Participants on short international courses receive feedback on their activities, which provides appropriate individual encouragement and guidance. All feedback is provided very promptly, which is effective in promoting participant engagement.

Tutors are available to participants outside scheduled classes. Appointments can be made for additional support sessions if needed. As a result, participants are able to obtain additional support to enable their progress and achievement.

Shumei students are provided with appropriate guidance on the risks and penalties associated with plagiarism. The Provider effectively promotes academic integrity as part of teaching and tutorial support.

Participants on the Shumei University course are provided with clear deadlines for their assessed coursework as part of their course information, and participants confirmed that these were clear and helpful. Where participants fail to meet submission deadlines, prompt action is taken to discover the reason, and additional help and support are provided. Participants whose work is not of the appropriate standard receive additional guidance to support them in meeting the assessment criteria.

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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

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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

The Provider has appropriate facilities and clear examination procedures for meeting Shumei University's examination requirements, which ensures the integrity of the examinations effectively.

There are no internal awards.

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 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

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. Chaucer College's Head of Student Services is the Designated Safeguarding Lead and, along with all members of the student services team, has received appropriate safeguarding and welfare training.

Participants are provided with clear information and advice and guidance as part of their induction, as well as in the participant handbook, which they receive before starting their course. Advice and guidance on welfare support are also provided as part of the induction for both participants and staff. As a result, all participants and staff have a clear understanding of the welfare support available.

Emergency and out-of-hours contact information is provided to all tutors, group leaders and participants, with information also included in handbooks and on notices in residential accommodation. This ensures that participants are clear about the support available, which they confirmed is clear and easily accessible.

Clear policies on dealing with bullying, harassment and discrimination are outlined in all handbooks, along with the actions that are taken to deal with any such incidents. Tutors and activity leaders carefully monitor participant interactions and alert group leaders and student services of any concerns. As a result, participants are well protected from abusive behaviour.

Effective safeguarding arrangements are in place for those participants who are aged under 18 years. All staff and tutors are required to undertake safeguarding training to ensure that participants have appropriate access to advice and guidance as needed and are kept safe at all times. A safeguarding register is kept, which is regularly reviewed and updated when additional training is undertaken. All staff have Disclosure and Barring Service (DBS) checks, which are recorded in a secure register. As a result, all staff are aware of their safeguarding responsibilities and the trained staff and safety precautions in place ensure that participants are safeguarded effectively.

A clear policy and risk register are in place to protect participants and staff from the risks associated with radicalisation and extremism. All staff are required to undertake appropriate training as part of their induction. The training provided ensures that all staff are aware of the risks and are able to take appropriate action.

Clear guidance is provided to staff and participants on the appropriate use of social media, and it is made clear that no photographs can be taken or posted to social media sites without written permission from Chaucer College. Safeguards are in place to prevent participants from accessing inappropriate materials online. The policy and implementation of online controls are effective in preventing participants from viewing unacceptable material and ensuring the safe use of social media and portable devices such as telephones, tablets and cameras.

Details of participants' next of kin are kept secure electronically and can be readily accessed by appropriate staff in the event of any emergencies. The contact details of agents for each cohort are also kept, and agents are informed of any issues so that they can provide information to any parents who do not speak English as their first language.

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

All international participants receive clear advice and guidance on traveling to the UK and onward to Chaucer College. The large majority of participants travel in groups accompanied by their group leaders, who make appropriate travel arrangements, notifying the Provider of the proposed arrival time.

All participants receive an appropriate induction that covers both facilities and activities available at Chaucer College, and information on the surrounding area. Induction includes information on British customs to support participants when they undertake external visits and activities and visit places of interest in Canterbury.

Information to support all participants is available throughout their time at Chaucer College from tutors, activity leaders and student services. Participants confirmed that they receive clear and helpful information and that they are aware of where they can gain any additional information they may require. Inspection findings confirm this view.

Chaucer College makes appropriate arrangements to take account of participants' cultural and religious requirements. Prayer rooms are provided, and dietary preferences and needs are met. The recognition of cultural requirements and preferences helps to ensure that participants are comfortable during their time at Chaucer College.

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

The contractual terms for course enrolment are made clear on the website, along with appropriate refund arrangements and cooling-off periods. Most bookings are made by agents or institutions, and Chaucer College provides additional clarification as required to ensure transparency and fair treatment.

The clear complaints policy and procedure are included in handbooks, which are provided to participants before they start their course.

Appropriate reference is made to the BAC complaints procedure, which participants are able to access should they not be satisfied with the outcome of the Provider's own procedures.

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 for participants and group leaders is of a good standard and meets their needs. All accommodation is open to external inspection, including by the local authority, and all safety aspects are regularly inspected and certificated to ensure a safe environment.

Clear fire safety procedures and fire safety equipment are provided in all residential buildings, along with clear instructions on the use of fire extinguishers for group leaders. A fire safety drill is undertaken with all new participants to ensure that they are aware of the evacuation procedures, evacuation routes and marshalling points. The measures effectively ensure that health and safety measures are clear to participants, group leaders and staff. Fire evacuation drills are organised to ensure that participants understand what they need to do in the case of a fire.

All participants are supervised by group leaders in their residential accommodation. Male and female participants are housed in separate buildings with resident group leaders. No participants aged under 18 years are accommodated in the same building as those aged over 18 years, as part of safeguarding arrangements. As a result, the accommodation arrangements are appropriate and fit for purpose.

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

Shumei University students are permitted to have a home-stay accommodation experience for up to two weeks during their stay at Chaucer College, should they choose to do so. Home-stay accommodation, which is approved by Chaucer College, provides a safe and comfortable living environment with a family, and all accommodation is located within easy commuting distance of Chaucer College by public transport. Participants are accompanied on their initial journeys to ensure they understand Canterbury's public transport system.

All home-stay accommodation is inspected by Chaucer College and subject to regular checks by a member of Chaucer College staff to ensure that standards are maintained. All host families are required to undergo a DBS check to ensure the safety of the participants.

Clear contracts setting out terms and conditions are in place with host families prior to any home-stay placements. Families receive appropriate support and advice both before and during placements to ensure their understanding of the participants' requirements and any additional needs. As a result, participants are provided with friendly accommodation with hosts who understand and can meet their requirements.

All home-stay placements are actively monitored by student services staff and by tutors to ensure home-stay participants' well-being. Regular feedback is received from participants, and any concerns are promptly addressed, ensuring that participants have a rewarding home-stay experience.

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

All courses include a programme of activities. The activities include social activities, sports, competitions and games, and excursions to local areas of interest. Participants confirm that the social programme is engaging and that they can make suggestions about activities they would enjoy which are then included, where possible. Inspection findings confirm this view.

All information on social activities is included in the course details and posted in the dining hall area for all participants to view, allowing them to select the most appropriate activities.

All courses include the programme of activities as part of the price of the course.

All activities are supervised by activity leaders who are suitably qualified to ensure the safety of the participants. Risk assessments are completed for each activity and excursion where appropriate. As a result, participants' safety is effectively managed.

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

Chaucer College has a long lease agreement with the University of Kent that expires in 2089. As a result, the Provider has secure tenure of its premises, which include residential, teaching, administrative and social accommodation that is appropriate for its provision.

No external premises are used for course delivery.

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 Provider's campus is secure. Entry is through the porters' lodge and identification must
be shown by staff and participants. All visitors are required to sign in and be escorted to further ensure the security of
the premises.

All areas, including teaching rooms, offices, social and residential accommodation, and the grounds, are well
maintained and regularly cleaned, providing an attractive and comfortable environment for participants and staff.

No hazardous areas are used for teaching or other activities.

Guidance on health and safety is provided as part of induction for staff, group supervisors and activity leaders. Clear
posters on notice boards provide health and safety information, including for visitors.

Signage throughout the campus is clear. All buildings are clearly named, and classrooms are labelled. Further
information about the location of activities and classes is displayed on notice boards to ensure that participants can
find the information easily.

Generous circulation space is provided in the well-maintained grounds, which include sports activity areas, and in the
dining hall and recreation rooms. Staff have well-appointed staff rooms, and there are suitable areas provided for
receiving visitors that provide appropriate comfort.

All buildings have toilet facilities, which are kept clean and are sufficient for the numbers of participants and staff. All
areas are well heated and ventilated to provide comfortable study and social settings. As a result, the premises are
safe, secure and comfortable.

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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

Teaching areas provide good, spacious accommodation for classes of various sizes. Classrooms are equipped with
movable tables, which allows for a number of different configurations, including small-group work and larger, whole-
class activities. The flexibility of the rooms allows staff to plan and deliver a variety of activities for each course.

Suitable rooms are available for conducting the assessments and examinations that are part of Shumei University's
provision, and these comply with the university's examination regulations.

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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

Participants have access to a number of areas for personal study. These include library areas, classrooms when not in use, study bedrooms and social areas. All participants have access to free internet connectivity, which is accessible throughout Chaucer College's campus. Computers are provided in library areas for the use of participants. As a result, participants have access to a range of areas and facilities to support their private study.

There is a staff room where tutors are able to prepare and mark work. The staff room also provides tutors with a space in which they can relax, consume refreshments and informally share information that supports their teaching.

All meals are provided for participants, and there are also kitchen areas in the accommodation blocks where participants can store food and prepare snacks. Cookers and sharp cooking utensils are only available to participants aged over 18 years for the preparation of hot meals.

Rooms are available for staff to hold meetings, including the boardroom, offices and classrooms when not in use, providing ample space for staff to meet as required.

Administrative offices are spacious and appropriately equipped. They provide a suitable environment for the effective administration of the Provider.

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

Effective recruitment policies and procedures ensure that all staff have appropriate qualifications and experience to support high-quality teaching and learning.
Regular team meetings ensure that there is ongoing monitoring of all aspects of Chaucer College and that areas for development are effectively identified, reviewed and actioned.

Actions required	Priority H/M/L
4.2 The Provider must ensure that its website includes current information in relation to fees.	☒ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Well-qualified and experienced staff work as a team to provide a high-quality learning experience for all participants.

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

PARTICIPANT WELFARE

Provider's strengths

Clear information provided to participants both in advance and as part of induction ensures that they make full use of the facilities and stay safe.
The effective academic management takes account of cultural needs in the design and delivery of courses to meet the needs of individual participant cohorts.
The social programme is responsive to participants' needs and interests.

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

PREMISES AND FACILITIES

Provider's strengths

Well-maintained premises provide a comfortable environment for staff and participants.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Provider is recommended to ensure that all weekly meetings are recorded and the outcomes are shared.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Miranda Hobart	Lead Inspector