

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**ORGANISATION:** Cambridge International Academy Ltd

**ADDRESS:** 20 Station Road  
Cambridge  
CB1 2JD

**HEAD OF ORGANISATION:** Dr Jonathan Robert Fearon-Jones

**DATE OF INSPECTION:** 16-17 August 2017

**ACCREDITATION STATUS AT INSPECTION:** Candidacy accreditation

### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 19 October 2017

### **1. Background to the organisation**

Cambridge International Academy (the Provider) is a private limited company, established on 30 June 2015, by the Director and Project Director. Both Directors have experience of introducing British education to an international market and its learners. They also have expertise in relation to working in China and the United Kingdom (UK).

The Provider's registered address is a business centre in Cambridge and this is also their mailing address. However, the company runs a virtual office with staff members working off-site in different locations. Accommodation is rented at the business centre, as and when required. The Provider has temporary access to Clare College, University of Cambridge for training purposes.

The Provider aims to offer courses which enable its students to gain an insight into what it is like to study at one of the world's leading universities.

### **2. Brief description of the current provision**

The Provider offers short courses of two weeks in length for international participants, who wish to experience studying at a British university. These courses are divided into the 15+ Oxbridge Candidates Course, which includes modules on admissions to Oxford and Cambridge Universities and the 15+ Aspiring Candidates Course for participants planning to apply to study at Oxford and Cambridge Universities in 2017 and 2018.

Both courses include modules on Public Speaking, British Parliamentary Debating and taster sessions from a selection of subjects. These include the History of Art, Biology, Business Studies, Chemistry, Computer Science, Economics, Film Studies, Geology, Mathematics, Media Studies, Natural Sciences, Philosophy, Psychology and Sociology. Taster sessions are arranged in accordance with the choices indicated on the application forms.

The Provider delivered its first course in February 2016. At the time of the inspection, the 15+ Oxbridge and 15+ Aspiring Candidates courses were being held. Twenty nine participants from China attended, the majority of whom were female. Most participants were over the age of 16.

The Provider offers courses in February and August each year with enrolments taking place on an ongoing basis throughout the year.

### **3. Inspection process**

The inspection took place over one and half days and was carried out by one inspector. A meeting was held with the Director and Project Director. The premises in Clare College, University of Cambridge were inspected and a lesson on Debating on the Oratory module was observed. The inspector also had a meeting with seven participants from the Oratory module. Various documentation was scrutinised. The availability of the information provided to the inspector was good and the organisation co-operated well throughout the inspection.

## 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 provider.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

- |     |   |   |
|-----|---|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                 | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

There is a clear organisation chart with accompanying descriptions of job roles and responsibilities. The senior members of the management team have extensive knowledge and experience of working with educational institutions in the UK and abroad. Their job roles reflect this, with the Director leading in academic affairs and the Project Director being responsible for the overall operation of the programme.

As the organisation is small, communication is immediate and comprehensive between the Directors and the Programme Coordinator. Therefore, any issues that arise are resolved promptly.

#### 2. The administration of the provider is effective

- |     |   |   |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider.     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The Director and Project Director have previous long-standing experience in offering English courses. They have worked with Cambridge International Exams on the introduction of the International General Certificate in Secondary Education (IGCSE) and A Levels into China and Cambridge Regional College in the past.

The Project Director is responsible for the overall operation of the programme and liaises closely with the Programme Coordinator to ensure the effective day-to-day running of the Provider. The Programme Coordinator collates all data, for example registers, on a daily basis and shares this information with the Director and Projector Director. All data is carefully and securely recorded on the Provider's laptops.

The Provider's administrative offices are adequate in size and include sufficient resources for the effective administration of courses whilst they are in progress.

3. **The provider employs appropriate managerial and administrative staff**

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

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

**Comments**

3.3 Due to the small size of the organisation, a system for regularly reviewing the performance of its staff is not required at this stage as performance feedback is provided on a day-to-day basis. However, with the recent appointment of a Programme Assistant, a system for reviewing the performance of its staff will be introduced.

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

- 4.1 Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

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

**Comments**

The website is professional and accessible. It gives clear information about the different courses it offers and what participants can expect when studying with the academy. The information on the website includes the course timetable, fees, dates of courses and academic content.

The Provider produces printed publicity materials in English and Chinese. Its website is in English.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- |     |   |  |
|-----|---|--|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.                               | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

**Comments**

Prospective participants require two letters of recommendation from their school teachers and they also have to write a personal statement in English. Participants also have to provide information about examinations they have taken, for example International GCSEs or International English Language Testing System (IELTS) Level 6. They must also provide their latest school reports. If participants meet the entrance requirements they are offered a place. However, if they do not meet the entrance requirements, but they have good recommendations, they are offered an online interview after which the Directors decide whether to offer the prospective participant a place. This is a robust and appropriate process, which ensures that participants are suitable for their programmes.

The Provider maintains links with an educational management company in China which runs international programmes for state schools in China. The company also circulates information about the Provider's courses in the schools it works in. The management company also helps with arranging flights and pre-training before arrival, visa handling and it selects the group leaders who accompany the participants during their stay in the UK.

Staff members use a Chinese social media application to monitor the course, and offer support to participants, while it is in progress. An evaluation is completed at the end of each course.

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

- |     |   |  |
|-----|---|--|
| 6.1 | There is a clear and published policy on participant attendance and punctuality.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

**Comments**

The organisation's policy on attendance and punctuality is included in its terms and conditions. Participants have to confirm and sign that they agree to the policies and procedures prior to their enrolment. The Information Booklet provided at the beginning of the course also includes the attendance and punctuality policy. As a result, participants are clear about the attendance requirements.

7. **The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body.  Yes  No

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

**Comments**

The Provider's partner organisations in China feedback informally by e-mail in a continuous loop of discussion while a course is in progress. This information is then used to adapt the course for the next time it is offered.

Participants complete an online survey about their experiences of the course and the results of the survey are disseminated to participants through a Chinese social media application.

8. **The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.  Yes  No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed.  Yes  No

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

**Comments**

An administration meeting is held fortnightly and action points are allocated to each of the Directors. These are reviewed at the following meeting to ensure that actions have been addressed.

Minutes of each meeting are circulated to members of the administration team to ensure that all are kept fully informed of the actions that need to be taken.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Programme management is effective

- |     |  |                                      |                          |                          |
|-----|--|--------------------------------------|--------------------------|--------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

#### Comments

Prior to the start of the course, the Provider prints all the workbooks created by its trainers. They provide all teaching resources while the course is in progress.

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

- |      |   |                                      |                          |                                     |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |

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

#### Comments

Participants receive excellent feedback on their performance and progress. Feedback is given to the participants about their personal statements. They also undergo a mock university interview and they receive immediate feedback orally and in writing. Participants also create a five minute film in groups of three and they receive on-going oral feedback on their creation of storyboards and films.

During the Debating lesson, participants received immediate informal feedback from the trainer after their debates had concluded. This feedback focused on the clarity of the participants' points, their body language and whether they had successfully rebutted the opposition's points. The participants also received written feedback on their arguments after the lesson.

Prior to the start of each course, trainers are given information about the participants' particular study focus and this informs their lesson planning.

The Provider does not currently gather information regarding specific educational needs. This information could be shared with the academic staff to ensure that appropriate additional support is provided.

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

- 11.1 Trainers are appropriately qualified and experienced.  Yes  No
- 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.  Yes  No
- 11.3 The appraisal procedures for trainers incorporate regular classroom observation.  Yes  No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.  Yes  No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.  Yes  No

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

**Comments**

Trainers have a wide range of teaching experience in a number of disciplines including Science, Geography, Mathematics, Study skills, Debating, Interview Skills and training for university admissions. Many are also studying on doctoral degree (PhD) programmes at universities in the UK. Most of the trainers employed by the Provider are employed by, and undergo training at, other educational institutions. The Director observed each trainer on the summer course. These observations are fully documented.

In the Oratory module, participants debate various subjects in a session. This engaged all the participants throughout the session. Participants also covered the structure of, and language used in, debating. The trainer was knowledgeable about the subject and was able to give the participants clear guidance about how they could improve their debating skills. As a result, participants make good progress and develop their skills appropriately.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

**Comments**

Participants are given workbooks and a notebook for most of the courses they attend. All workbooks are printed by the Provider prior to the start of each course. Participants use their own laptops and are provided with access to the University of Cambridge wireless connection.

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

- |      |   |                                      |                          |                                     |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                                     |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.    | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.                       | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |

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

**Comments**

During the Debating lesson, comprehensive oral feedback was given to the debating teams. Their strengths were recognised and areas for further development were clearly identified and suggestions were made by the trainer about how these could be addressed.

Participants are assessed during their mock interviews and film productions. The criteria are included in the workbooks they receive at the beginning of their studies.

Formative assessment is carried out continuously and trainers are involved with the participants on a daily basis. Trainers are accessible to participants outside class time and they often provide them with their e-mail addresses. If an intervention is necessary, it is made promptly and resolved satisfactorily.

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

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

**Comments**

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- |      |   |                           |                          |                          |
|------|---|---------------------------|--------------------------|--------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

**Comments**

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

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate.  Yes  No  NA
- 16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.  Yes  No  NA

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

Comments \_\_\_\_\_

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**INSPECTION AREA - PARTICIPANT WELFARE**

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.  Yes  No  NA
- 17.2 Participants receive appropriate advice before the start of the programme.  Yes  No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme.  Yes  No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support.  Yes  No  NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.  Yes  No  NA
- 17.7 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.  Yes  No

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

Comments \_\_\_\_\_

Participants are given contact numbers for the Director, Programme Manager and Programme Assistant at the beginning of the course. In addition, participants, the administration team and the group leaders, who accompany the group from China, are in constant contact through a Chinese social media application. Participants confirmed that staff were easily contactable and very supportive.

Prior to their arrival in the UK, participants undergo an induction session in China with one of the partner organisations. They are also given an information booklet upon arrival in the UK.

Both the Director and the Project Director have undergone training in Safeguarding and the Prevent strategy. All UK staff have undergone appropriate Disclosure and Barring Service (DBS) checks. The group leaders are selected by the partner organisations in China. They speak fluent English and accompany the participants while they are residing at Clare College.

18. **International participants are provided with specific advice and assistance**

- |      |  |   |
|------|--|---|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Participants are accompanied by group leaders and a member of the the Provider's administration team throughout their stay. The Project Director speaks Cantonese, Mandarin and Teo Chew and is available to participants and group leaders at all times.

19. **The fair treatment of participants is ensured**

- |      |   |   |
|------|---|---|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Participants are informed of the complaint procedure at enrolment. It is also included in the information booklet and shown on the organisation's website. Information about BAC's complaints procedure is also given at the same time and there is a link to BAC's website on the Provider's website.

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

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.  Yes  No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.  Yes  No  NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.  Yes  No
- 20.4 A level of supervision is provided appropriate to the needs of participants.  Yes  No
- 20.5 Separate accommodation blocks are provided for participants under 18.  Yes  No  NA

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

**Comments**

Participants stay in residential accommodation at Clare College, University of Cambridge for the final part of the course. Female participants are accommodated in single rooms on two floors in one wing of Clare College while the male participants were accommodated in twin rooms across three floors in another wing of Clare College.

All rooms have en-suite bathrooms. Two group leaders stayed in the same wing as the female participants and a member of staff resided in the same wing as the male participants, which included the participant who was 15 years old. The on-site staff are available 24 hours per day.

The residential accommodation is clean, safe and secure and, during term time, it is used by full-time students attending degree courses at Clare College. The premises are maintained to a high standard by the University of Cambridge. Participants are able to lock their rooms.

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.  Yes  No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.  Yes  No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement.  Yes  No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.  Yes  No

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

**Comments**

The Provider offers home-stay accommodation through an appropriately registered agency. The agency carries out an assessment of the home-stay hosts and accommodation, which includes verification that the hosts have undertaken appropriate DBS checks. Information about the host family is given to the participant and their family before they arrive in the UK. Home-stay accommodation only will be offered for the Provider's February courses as rooms are not available in Clare College during term-time.

Appropriate systems are in place to deal with any issues arising relating to the home-stay for example, a change of home-stay accommodation or specific dietary requirements. Participants are also encouraged to feedback about their accommodation throughout the course and prompt action is taken by a member of the team to resolve any issues which may arise.

Staying with host families is seen as an integral part of the experience as the participants like to take part in typical English family activities, which they can do when living with host families.

Participants would benefit from more detailed information about what to expect from the home stay.

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.  Yes  No
- 22.2 The social programme is responsive to the needs and wishes of participants.  Yes  No  NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.  Yes  No  NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.  Yes  No  NA

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

**Comments**

All activities offered to participants are included in the price of the course. The relevant activities include an outdoor team building camp, punting on the River Cam and visits to universities in London, Bath, Bristol and Oxford. A formal dinner is held on the final evening of the course. Participants also have access to a social area in Clare College and take part in organised activities such as quizzes, pool, football and computer games.

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## INSPECTION AREA - PREMISES AND FACILITIES

### 23. The provider has secure possession of and access to its premises

23.1 The provider has secure tenure on its premises.  Yes  No  NA

23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature.  Yes  No  NA

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

#### Comments

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The Provider has appropriate access to Clare College for training purposes.

### 24. The premises provide a safe, secure and clean environment for participants and staff

24.1 Access to the premises is appropriately restricted and secured.  Yes  No

24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors.  Yes  No  NA

24.4 General guidance on health and safety is made available to participants, staff and visitors.  Yes  No

24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No

24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

24.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

24.8 There is adequate heating and ventilation in all rooms.  Yes  No

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

#### Comments

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The training rooms and laboratories used by the Provider belong to the University of Cambridge and adhere to the university's policies and procedures regarding health and safety and signage.

All of the premises are well-maintained and offer a high level of comfort so they provide a good learning environment.

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

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No  NA
- 25.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

The training rooms vary in size and offer appropriate space to cater for groups of 15 to 60 participants.

All training rooms are appropriately equipped with projectors and screens.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No  NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No  NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No

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

**Comments**

Refreshments are provided for participants and staff on-site during the courses.

Participants have good access to wireless connectivity.

While the courses are in progress, the administration team maintains an appropriate office area. The office is also used for staff and other private meetings while courses are in progress.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

The Provider benefits from the communication and administration advantages of a relatively small academic organisation.

Senior managers are experienced and well qualified.

Recruitment and enrolment to courses is carefully managed.

Actions required	Priority H/M/L
3.3 The Provider must set up a formal system for reviewing the performance of its staff given its planned growth in staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

The trainers are highly qualified, experienced academics from a wide range of disciplines.

The programme of studies has been designed to respond to the needs of the participants attending the courses, each course being specifically designed with their future studies in mind.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Participants are well supported during their stay in the UK.

The management team is visible, easily contactable and well organised.

In addition to lectures and subject tasters, the participants are offered the opportunity to experience a wide range of social activities while they are in the UK.

In view of the age of the participants, they are accompanied by two Chinese group leaders and a member of staff at all times.

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

## PREMISES AND FACILITIES

### Provider's strengths

The learning facilities offered by Clare College and Hughes Hall at the University of Cambridge are a key positive feature of the courses.

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

## RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

It is recommended that the Provider adds a question to the application form to ask if participants have any specific learning needs so that information can then be shared with the academic staff to ensure that appropriate additional support is provided.

It is recommended that the Provider develops a brief guide, written from a participant's perspective, so that participants are better informed about what to expect when they arrive in the UK regarding their accommodation and British customs.

## COMPLIANCE WITH STATUTORY REQUIREMENTS