



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **RANDOM SPOT CHECK INSPECTION (Short Course Provider)**

**PROVIDER:** CL Global Group Ltd

**ADDRESS:** 10 Wellington Street  
Cambridge  
CB1 1HW

**HEAD OF PROVIDER:** Mr Allen Hao

**DATE OF INSPECTION:** 8 August 2018

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation 27 September 2018

## **PART A - INTRODUCTION**

### **1. Background to the provider**

CL Global Group Limited (Ltd) (CLGG/the Provider) was incorporated on 2 April 2015 as a private limited company. It was established by its two Managing Directors.

CLGG offers study abroad summer courses, which are designed for first or second year business studies undergraduate students at Chinese universities. The programmes are held at three University of Cambridge colleges. These are Corpus Christi, Saint Catherine's and Lucy Cavendish, where this inspection took place. These summer school courses have been run in Cambridge, under the CL Global Group Ltd name, since 2016. Similar courses are also run in other countries, such as the United States of America (USA), Japan and Italy. BAC only accredits the provision offered in the United Kingdom (UK).

One of the Managing Directors has overall responsibility for running the summer schools in Cambridge, whilst the other Managing Director focuses on the provision offered in the USA. The Managing Director in Cambridge is supported by a Programme Director and an administrative team, which is made up of Cambridge University graduate and undergraduate students, called Fellows.

The Provider aims to provide a route to learning and inspiration, connect the best education resources globally and to offer opportunities for students from China in order to encourage internationalisation.

The three Cambridge colleges act as the hosts for the programmes. They provide the students' accommodation, breakfast, most lunches and some of the dinners. The Cambridge colleges also provide the tuition and study facilities and assist with the identification of programme speakers. Corpus Christi and Saint Catherine's colleges are located in central Cambridge and Lucy Cavendish College is approximately one-mile walking distance to the northwest of central Cambridge. The Provider also has a registered office address in Cambridge, which is the address of their accountants.

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

The specific content of the study abroad programmes in the UK is determined by the requirements of the students' home universities in China, which want the subjects covered to align with their own courses. It typically focuses on a range of subject areas including business studies, finance including real estate finance, investment, economics, engineering and entrepreneurship and innovation. Within these subject areas, various topics are covered such as law and international relations. The students' home universities in China recognise the courses for credits into their own degree programmes.

The programmes also include sessions on British culture, including literature and the history of Cambridge, and various excursions for example to the Stock Exchange and a car manufacturing factory. The destinations for the excursions depend on the specific interests of the students. In addition, the students have opportunities to ask questions to help with their understanding of the subject and have access to academic supervision and learning support from Cambridge University Doctor of Philosophy (PhD) students.

In 2018, nine student cohorts have studied at Corpus Christi, eight at Saint Catherine's and six at Lucy Cavendish. This amounts to approximately 700 students. Each cohort size is around 30 students. At the time of this inspection, there were 220 students in total studying at the three colleges. They were all from China and over the age of 18, with an age range of 19 to 22. The majority were female.

### **3. Inspection process**

The inspection was carried out over half a day by one inspector. The inspector met with the Managing Director, the Programme Director and the team leader for the fellows. Various documentation was scrutinised and a review of the classrooms and the office space was carried out.

### **4. Inspection history**

Full inspection: 12-13 August 2015

Interim inspection: 25 July 2016

## PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the provider

### 1. Significant changes since the last inspection

The provision has been expanded. The duration of the programmes has been extended from two and a half weeks to three weeks. New courses, for example in entrepreneurship and innovation, have been introduced and the Provider now also uses speakers from Oxford University in addition to those from Cambridge University. By starting programmes earlier, CLGG has been able to increase its overall student capacity.

The Cambridge Programme Director, who had recently been appointed at the time of the previous inspection, is still involved but in an advisory capacity and, therefore, with less involvement than previously. The Provider has recruited more Cambridge fellows to help with the administration of the programmes this year.

### 2. Response to actions points in last report

There were no action points in the last report.

### 3. Response to recommended areas for improvement in last report

There were no recommendations in the last report.

### 4. Compliance with BAC accreditation requirements

#### 4.1 Management, Staffing and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
<p>The Provider is well managed. The Managing Director has a focus on the quality of the provision and the students' experience whilst at the summer schools. For example, he is looking to ensure that the subjects are covered to a greater level of detail, to introduce more pre-course material so that the students are engaged with the programme prior to arrival and to improve the changeover process between the groups of students.</p>				
<p>There is a clear organisational structure and a summary of the various staff roles is set out in the staff handbook together with useful information about how the programmes are organised. As a result, the staff know what is expected of them and the administrative support available is clearly defined and documented.</p>				
<p>The team leader for the fellows enjoys working for the Provider because there is a good team spirit and good team working. Inspection findings confirm this view.</p>				
<p>Detailed student feedback, including every aspect of the programme and the students' experience, is obtained at the end of every programme. It is provided by the students anonymously to encourage openness. The Programme Director collates and analyses the feedback so that it presents an excellent summary of how the courses have performed over the summer and can be used effectively to provide year-on-year comparisons of the results.</p>				
<p>The feedback is reviewed by the Programme Director, who produces a report, which is sent to the managers. As a result of the feedback, changes are made to improve the provision such as the extension of the length</p>				

of the courses to three weeks. Reports are also sent to the sponsoring universities. There is a stakeholder feedback and CL Global action plan, which is used well to log any actions that are to be taken forward. The action plan does not include deadlines for completion or who is responsible for taking forward the action to ensure effective follow-up of all the actions.

#### 4.2 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
<p>The Programme Director oversees the delivery of the programmes across the three college sites in co-operation with other staff. She provides support to the lecturers and ensures that all the staff are aware of the teaching schedule and the programme for the opening and closing ceremonies. As a result, the programmes are well managed.</p> <p>The students' progress is monitored during the programmes. There are individual written assessments and an overall assessment with a group presentation. An evaluation report for the individual students is produced at the end of the course. The reports include grades awarded by the lecturers as well as qualitative comments on performance. A transcript of the results is sent to the students when they are back in China. Their home universities, which award credits for the programmes studied, also receive a copy. Students receive an attendance certificate at the closing ceremony.</p> <p>In the event that students do not have sufficiently good English language skills, appropriate steps are taken to support them such as the provision of translators. There is a supervision system which allows any students who are struggling to access additional academic support.</p>				

#### 4.3 Participant Welfare (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
<p>The main providers of student welfare support are the team of Fellows. All Fellows are undergraduate students and the vast majority are studying at Cambridge University. Therefore, they can relate to the students well and talk to them about British culture and life at a British university. They also act as a route for the students to provide feedback to the managers, if there are any issues.</p> <p>The student handbook contains useful information about academic matters, safety and security and accommodation. It also contains a suitable policy on discrimination, bullying and harassment as well as a suitably detailed concerns and complaints policy. Although the welfare staff are aware of anti-discriminatory practice, this detailed information is not included in the staff handbook.</p>				

#### 4.4 Premises and Facilities (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>  The premises and facilities at Lucy Cavendish College are fit-for-purpose for the courses being run there.  The student handbook contains useful information about what to do in the event of a fire emergency.				

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

<b>STRENGTHS</b>
A committed team with a focus on providing a high-quality programme and learning experience for the students.

<b>ACTIONS REQUIRED</b>	<b>Priority H/M/L</b>
None	

<b>RECOMMENDED AREAS FOR IMPROVEMENT</b>
The Provider is recommended to add deadlines and the name of the person responsible for taking forward actions to its action plan to ensure effective follow-up.
The Provider should add the policy on discrimination, bullying and harassment to its staff handbook to ensure that all staff are aware of the Provider’s commitment to preventing such behaviour.

<b>COMPLIANCE WITH STATUTORY REQUIREMENTS</b>	
<b>Declaration of compliance has been signed and dated.</b>	<b>YES</b>
<b>Further comments, if applicable</b>	