

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**NAME OF PROVIDER:** New Beacon Group

**ADDRESS:** Stafford Education and Enterprise Park  
Weston Road, Stafford  
ST18 OBF

**HEAD OF INSTITUTION:** Professor Richard Li Hua

**DATE OF INSPECTION:** 9-10 April 2019

**ACCREDITATION STATUS AT INSPECTION:** Accredited

**DECISION ON ACCREDITATION:**

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

DATE: 16 July 2019

### 1. Background to the institution

The New Beacon Group (NBG/the Provider) is a privately-owned provider that was incorporated in the United Kingdom (UK) in August 2016. It is owned by a consortium of Chinese investors led by a Chairman, who is based in Beijing, China. The Provider has a President and a recently appointed Dean of the Business School and Director of Programmes and Operations. These roles are based in the UK and provide. These roles are based in the UK and provide the link between the Provider and the Chairman, the investors and the Chinese market. NBG offer courses for participants who wish to enter UK universities

NBG operate from a 46-acre campus in Stafford, United Kingdom that was purchased from Staffordshire University in November 2016.

The aim of NBG is to work closely, under a contract with Northern Consortium UK (NCUK), to offer university preparation courses for international participants. NCUK is a consortium of UK universities, which, through successful completion of its qualifications, gives international students guaranteed access to universities worldwide. From September 2018, NBG offers an NCUK programme for Chinese participants, who spend three months in the UK and study for NCUK's International Foundation Year (IFY).

The President of NBG has overall executive responsibility for operations and staffing. Responsibilities for academic affairs, programme development and quality enhancement are devolved to the Dean of the Business School and the Director of Programmes and Operations.

There is currently a Planning and Resources Committee, which meets on a monthly basis to review the development of the campus. The recommendations made by this committee are submitted to the Finance Committee, which agrees any initiatives. An Academic Committee reviews educational developments and reports to the Planning and Resources Committee. The NBG board meets bi-annually to review and endorse progress and developments.

### 2. Brief description of the current provision

The Provider offers a range of programmes, on a short course credit bearing basis, to Chinese participants who come to study on face-to-face modules over a three-month block on the campus. These modules include Business Studies, Economics and Maths. Participants also study English for Academic Purposes (EAP) to support their academic reading, writing, speaking and listening. The courses are delivered under the brand name of China Connected. Courses on offer include Business Chinese Mandarin, Doing Business in China and Living and Working in China.

In addition, the Provider plans to offer a range of Continuing Professional Development (CPD) and Executive Business Development (EBD) modules on programmes that link to the professional qualifications offered by the Chartered Institute of Personnel and Development (CIPD), the Chartered Institute of Marketing (CIM) and the Chartered Institute of Logistics and Transport (CILT).

The advantage for participants is that, on successful completion, they are guaranteed a place on an appropriate undergraduate programme of study at one of the 16 partner universities of NCUK.

At the time of the inspection, there were eight Chinese participants on the NCUK university preparation course, the majority of whom were male.

### 3. Inspection process

The inspection was carried out over two days by one inspector. The inspection comprised of meetings with the President, the Dean of the Business School and other senior managers and administrative staff. Interviews were held with the teaching staff and all course participants. There were three classroom observations over the two days. The inspector scrutinised a range of documentation and the premises and facilities, including the accommodation building, were inspected. Information was made readily available and all the staff co-operated well and had a positive attitude towards the inspection.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Stage 2 Inspection	19 June 2018

## PART B - JUDGMENT 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 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.                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

NBG has effective oversight. The management structure is clearly defined, documented and understood and all staff know to whom they report. The organisation chart makes this clear with understandable lines of accountability. There are good channels of communication across the management structure and from the managers to their teams.

The team members work very well together in order to meet the targets set. The President, Dean of the Business School and Director of Programmes and Operations work very closely together in order to monitor all aspects of the Provider's performance. They are all experienced academics and have extensive experience of leading academic institutions in the UK and abroad. Managers fully discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources.

Senior managers are easily accessible to all staff and participants. There is a Planning and Resources Committee which meets regularly and is attended by all key staff to enable the effective communication of operational and strategic information. Minutes of meetings held by the Planning and Resources Committee confirm the high priority given to the quality and standard of education.

#### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Administrative staff are very well qualified. At the time of the inspection, there were more administrative staff than needed for the number of participants because the President of NBG is preparing the organisation for future expansion. The senior administrator works very closely with the senior managers to ensure the smooth running of the Provider. As the senior administrators have worked in a number of educational organisations and their job roles are well defined in their job descriptions as well as by their managers, they understand their roles well. This enables them to give appropriate and effective administrative support to managers and teaching staff.

Comprehensive policies and procedures are in place and are well understood by all staff and are available in the staff handbook. All policies and procedures are also available to staff electronically. There are good administrative systems in place for data collection and collation and these are sufficiently well developed to allow for the future expansion of the organisation and to accommodate larger participant cohorts and more staff.

The Staff Handbook is comprehensive and contains all the necessary information including disciplinary procedures, code of conduct and performance capability. NBG has made good use of the policies and procedures of NCUK, to ensure that their own processes conform to accepted standards.

The bespoke database management system, that is based on an electronic spreadsheet, provides an effective data collection and collation system to assist in monitoring and evaluating the participants' 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

- Met     Partially Met     Not Met

**Comments**

The policies and procedures for the recruitment and continued employment of staff have been created by the experienced Human Resources Director. They are fit for purpose and ensure that staff are suitably qualified and experienced for their roles. Staffing needs are identified by the senior managers and advertisements are posted on the website and in other local media. The human resource director verifies the experience and qualifications of employees on appointment by checking qualifications, requesting references and checking previous employment history and right to work in the UK.

There is a line manager appraisal process that involves the identification of professional development needs and future role development.

Training needs are identified and appropriate continuing professional development is provided on an on-going basis. There is a probationary period for new staff that includes regular performance reviews. The probationary and appraisal policies are up-to-date and relevant to the needs of the staff and the organisation.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

- Met     Partially Met     Not Met

**Comments**

Publicity materials are accurate and well presented. They are professionally produced and are of an excellent quality. The materials clearly represent the location, facilities and the services offered and appropriately promote the location as attractive to overseas participants.

Publicity on the courses offered is comprehensive, accurate and up to date and participants receive detailed and clear information on the course and the individual modules.

The website could be utilised more effectively to better promote the courses on offer.

**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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.2	A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The group present at the time of this inspection is the first cohort of participants on the programme. All the participants are from China. The senior managers expect that NBG will recruit from other countries in due course. The formal application process is conducted in China by both Mandarin and English-speaking personnel. The procedure for participant enrolment is rigorous and includes initial assessments carried out during the pre-enrolment period. Entry requirements, that are stipulated by NCUK, are applied to all participants and all are expected to achieve a minimum overall equivalent band score of 5 on the International English Language Testing System (IELTS). A face-to-face interview is held in the offices in China or through an online meeting to demonstrate that applicants meet the published entry requirements.

The provider replies to enquiries promptly and, because there are Mandarin speakers at NBG, they accurately brief stakeholders and agents on the nature and pre-requisites of the programme and how they prepare participants for study at UK universities.

Overseas recruitment agencies are carefully selected, monitored and evaluated. The agents are known to some of the senior managers of NBG when the managers worked at other UK universities that had overseas links.

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

6.1	There is an appropriate, clear and published policy on participant attendance and punctuality.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Policies and procedures to monitor attendance, including making timely contact with participants missing classes, are clearly shown in the Student Handbook. Participants are well aware of the policies on attendance and the Provider's expectations regarding punctuality.

An electronic tracking and management system is in place and records of attendance are kept securely by the senior administrator. All attendance and punctuality issues are followed up in a timely manner by the Director of Operations who interviews participants and explains the consequences if they fail to attend.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 7.3 | The feedback is reviewed by management and action is taken where necessary.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participant feedback is obtained in a number of ways. Informal discussions take place with teachers on a regular basis and teachers find this to be helpful in providing and receiving feedback on the content and delivery of the programme. There is also a formal written evaluation of the participant experience. This is carried out through participant representatives and mid-course feedback. There is participant representation through the election of two participant representatives, one male and one female, for each course. All participants are members of the Provider's Student Council. The council meets with teachers and managers to discuss progress on the programme. This represents good practice. There is also an end-of-course formal evaluation by means of a questionnaire.

Teaching staff meet regularly with the Director of Operations to feed back on the progress of the course and the participants as well as to review the teaching materials.

Issues identified are passed to the relevant manager to deal with. The issues raised to date, such as the provision of comfortable sofas and repairs required to the on-campus launderette, have been resolved in a timely manner.

NBC communicates the progress of these issues through a poster which identifies problems participants have identified and what steps have been taken by the provider to rectify them. The Director of Operations has also fed back on any issues or concerns to the participant group. Both the poster and the personal feedback by the Director of Operations were appreciated by the participants and have been very effective.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Academic Committee monitors and reviews all aspects of the Provider's performance through an effective self-assessment process. This process is effective as, even at these early stages of delivery of the programme, the Academic Committee have made improvements and adjustments to the programme.

Feedback on each taught module is collated into a report that informs the creation of an action plan at the end of each course. There is a process of continuous quality enhancement across all aspects of the provider's operation culminating in the self-assessment report and the creation of action plans.

Although the programme has not yet completed one cycle, senior managers and teaching staff review progress on a continuing basis, enabling them to make small adjustments to the programme. This is an effective process as issues are dealt with as they arise. Any concerns are added to the self-assessment report and are actioned at the end of the programme.

## 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Director of Programmes and Operations and the other senior curriculum managers have extensive management and curriculum experience gained in UK universities and working in China and the Near East. As a result, programme management is effective.

Classes are timetabled and classrooms with appropriate resources are appropriately allocated. Individual study time is also timetabled, and rooms are allocated to help participants to use their time effectively.

Trainers are allocated to teach their own area of expertise in the NCUK's IFY. Classes are organised to give a consistent learning experience and delivery is monitored through classroom observation and levels of participant achievement. This allows participants and teaching staff to get to know each other quickly which helps the participants to settle into their studies effectively and build a good learning relationship with their teachers.

Course books follow the IFY curriculum. Resources such as the library and other academic resources, including computers, have been set up in a learning resource centre. All resources below a certain cost ceiling can be purchased immediately, with the Director of Operation's authority. All other resources are authorised by the senior management team.

### 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |                             |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The IFY course is designed to give participants the knowledge and skills and the English language ability to enable them to pass the final examinations and to enter a UK university.

All lessons observed had intended learning aims or outcomes displayed and these were discussed with participants to ensure understanding. The learning aims and outcomes focused on the requirements of the IFY course.

The IFY course is structured in a way that allows the participants to progress logically and develop their understanding of the course content. Participants' progress is continually assessed through formative assessment exercises designed to test knowledge and apply newly gained information and analytical skills. Participants find this process helpful and said that it helped them to understand the content.

To share and advance their knowledge and understanding, participants are directed to work independently and in small groups. As a result, this develops participants independent and group learning skills.

Specific English language needs are catered for by the study of an English for Academic Purposes (EAP) module to support participants to develop an academic vocabulary through academic reading, writing, listening and speaking. The small numbers in the sessions allow the teachers to provide personalised support throughout the sessions.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.6	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Trainers are well qualified in the subjects they teach and have experience teaching in schools and higher education institutions. Some have extensive experience of teaching in the Far East and China. Trainers have a high level of academic knowledge as a result of their academic qualifications and their experience of teaching their subject. They also have a good understanding of and sensitivity to the needs of the Chinese participants.

The appraisal process for trainers incorporates regular classroom observations by the Director of Operations and trainers are supported in their professional development needs through the appraisal discussions. This is highly effective as trainers and managers can discuss the effectiveness of the teaching and learning in a collegiate and supportive way. Trainers, in their planning and delivery of lessons, provide a range of learning opportunities including small group work, whole class exercises and individual work to support a range of learning preferences. Participants are encouraged to engage in active learning exercises to help the understanding of the course's learning objectives and of the new concepts that are covered. Initially participants found this difficult as their learning experience to date had not included this, but they were beginning to appreciate this way of learning and understood that they would need to be able to learn in this way when they went to a UK university.

All trainers are highly skilled in their teaching. A Continual Professional Development (CPD) programme for all academic staff is being developed to further enhance the quality of the learning experience.

## 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

All participants have a suitable course book to support their learning. The learning materials are also available electronically along with other recommended reading. The library, that has a basic range of books, is in the process of being updated. A resource centre with computers is also available.

All teaching rooms are equipped with interactive whiteboards and computers. Trainers are supplied with appropriate hard copies of all the teaching materials and have access to the library and on-line resources.

## 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

During class time, trainers give feedback to individual participants on their work and help them to build their knowledge and understanding by providing contextualised examples to which participants can relate.

NBG use the courses and assessment schedules of NCUK as well as their own interim assessments. All the procedures and assessment criteria are available to participants and trainers in advance of the course in course booklets and detailed learning module booklets.

Participant are continually referred to the learning outcomes and the level of attainment that is expected. They are provided with opportunities to undertake individual and/or group work to support them in their progress. The trainers also include groupwork to help participants understand that this method of learning will be common at university.

Assessment outcomes are continually monitored by the Programme Management Committee. Although the programme has not completed a full cycle, this monitoring has been effective in identifying participant progress and providing prompt intervention if needed. The formative learning assessments provide helpful information for both participants and trainers. Their outcomes are used by the trainers to support the progress of individual participants and to identify early opportunities for intervention where appropriate.

The aims and objectives of the sessions are addressed at the beginning and end of all lessons. Participants are given individual study tasks to ensure they are meeting the aims and objectives whilst strengthening their learning.

Trainers are available at the end of classes to discuss any difficulties with learning or understanding. They are also available to be contacted by e-mail. Participants find this very helpful and are appreciative of the time trainers are willing to spend to help them with their studies.

**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**

The provider offers the NCUK International Foundation Year Course which is examined externally by NCUK and is recognised as an international route into UK university study.

**15. There is a clear rationale for courses leading to unaccredited or internal awards (this does not apply to the provision of certificates of attendance only)**

15.1 There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level.  Yes  No  NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA

15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  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.  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**

NBG complies with all NCUK's requirements regarding the administration and security of all examinations and assessments. All materials are secured correctly in locked storage and there is an appropriate single keyholder.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

A member of the administration team is the designated pastoral support officer responsible for participant welfare. She is a Mandarin speaker and is available to the participants at all times. The designated pastoral support officer has received training and support from managers to help her understand her role and the support needs of the participants.

The induction procedure is comprehensive and appropriate to prepare participants for their studies.

The participants have a telephone number that they can call at any time. Furthermore, other appropriate members of NBG's staff, including the academic tutors, provide co-ordinated and personal tutor support as well as pastoral support when required. The participants feel very well supported. Inspection findings confirm this view.

All the policies, procedures and measures to prevent bullying and discrimination are appropriate and sensitive to cultural and linguistic diversity. NBG's code of conduct is also given to the participants.

The policy to prevent radicalisation and extremism is very good. Risk assessments are carried out and appropriate references are provided to online resources that staff can use to further their knowledge and understanding. The policy is updated each year. It is included in the staff and participant handbooks. Staff are given training on the risks associated with radicalisation and extremism as part of their induction and participants receive useful information regarding radicalisation and extremism at induction.

**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="checkbox"/> Yes	<input type="checkbox"/> No
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Appropriate information, advice and guidance are provided to participants before they leave China for the UK. Previously, the Director of Academic Partnerships, who speaks Mandarin, was responsible for providing participants with specific advice and assistance prior to arrival in the UK. This role is fulfilled by other Mandarin-speaking members of staff. Additional advice and guidance are provided during the induction in the UK.

This enables participants to settle quickly with minimal disruption to classes.

Participants are taken on a tour of Stafford as a part of their induction so that they can acquaint themselves with the local area. There are good links established with the Stafford University Chinese Society where the participants can attend interesting events.

The designated pastoral support officer is also available for the participants throughout the course. Individual participants' support needs are accurately identified and appropriate additional support is provided that takes into account cultural and linguistic diversity. There are designated prayer rooms and prayer mats provided for participants.

**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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Participants are advised of BAC's own complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Participants are enrolled under NCUK's regulations and terms and conditions. The terms and conditions and the complaints procedure meet requirements. The refund policy is fair. The Student Handbook contains relevant information on the complaints and appeals procedures. Participants are also informed of the independent complaint's procedure that is available through NCUK.

Participants are advised about the BAC complaints procedure. However, it is not referred to in the Student Handbook or on the 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	A level of supervision is provided appropriate to the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Separate accommodation blocks are provided for participants under 18.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Accommodation in the halls of residence is appropriately managed and registered in accordance with national requirements. The residential buildings are of a good quality.

Enhanced Disclosure and Barring Service (DBS) checks are carried out on all personnel whose work brings them into contact with the participants. Although the Provider does not enrol participants under the age of 18, this provides an additional protective measure.

Clear rules and guidelines are displayed on noticeboards and the residents' handbook includes all relevant aspects related to health and safety. Clear notices regarding fire safety are displayed detailing escape routes and assembly points. The staff at the residential block are fully trained to undertake supervisory duties.

**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.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

The planned enrichment activities are of a high quality and appropriate. Leisure opportunities are identified and trips, for example to the cinema visits, are organised for the participants. The participants are also taken on a tour of Stafford, during which they are introduced to aspects of cultural and social life in the UK.

The welfare officer identifies places that she thinks will be of interest. As she has the same cultural heritage as the participants, she is able to share her own experience of life in the UK and how it differs from China. Leisure opportunities in the town are also identified.

The participants are encouraged to become members of the sports centre which is located on campus and which most of them join. Some of the activities that are provided for the participants are related to sports that they would be familiar with in China, such as badminton, tennis, basketball and a range of other ball games. There is also a gym where circuit training and weight training can take place.

The welfare officer makes herself available in the evenings and at weekends to support the participants and make their time in the UK enjoyable.

Participants are also introduced to the Chinese Society at Stafford University and encouraged to take part in the society's activities. All the activities are considered in relation to cost and relevance to the participant group.

A celebratory event takes place for participants at the end of the programme.

## 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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 23.2 | Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

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

#### Comments

Land registry and ownership title deeds confirm the Provider's security of tenure of the premises.

### 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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 24.4 | General guidance on health and safety is made available to participants, staff and visitors.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 24.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information.                                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 24.7 | There are toilet facilities of an appropriate number and level of cleanliness.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 24.8 | There is adequate heating and ventilation in all rooms.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |

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

#### Comments

Access to the campus is appropriately restricted and secured by a gatehouse with barriers to prevent unauthorised traffic entering the site. There is very good security on the premises with 24-hour security staff in attendance.

The maintenance of the fabric of the premises is excellent including levels of heating, lighting and ventilation. The state of repair, decoration and cleanliness is excellent.

Participants, staff and visitors are made aware of the fire evacuation procedures. Policies relating to health and safety, first aid and evacuation procedures in case of fire are clearly displayed in classrooms and communal areas.

Participants and staff have good circulation space. There are many communal areas and the office space, which is used to receive visitors, is a large open space office which has good natural light, is well heated and ventilated and is accessible to all staff and participants.

Washroom and toilet facilities are sufficient in number for all the participants and are available on every floor.

All teaching rooms are heated appropriately and have good ventilation.

### 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
|------|--|---|-----------------------------|--|

25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
25.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The classrooms are very well equipped with up-to-date technology such as interactive whiteboards. The rooms are of a good size and include high quality furniture and facilities. There are secure, quiet rooms suitable for summative assessments and examinations.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The site provides an excellent and safe learning environment. Participants have timetabled access to teaching space and suitable rooms for private study as well as their rooms in the accommodation hall. There is also a library that includes appropriate information technology facilities for participants' use.

Teaching staff have staff rooms that they can use for work and to keep their personal possessions.

There are excellent facilities for participants, staff and visitors. Appropriate areas for relaxation and the consumption of food and drink are available to staff and participants. A new coffee bar was opened during the inspection to cater for participants and staff.

Office accommodation is excellent. There are rooms of different sizes that can be used for meetings of all the staff or smaller meetings, as necessary.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes     No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's Strengths

Excellent senior managers, administrative and support staff with a wide range of knowledge and experience.

Excellent planning for future development that has produced well thought through policies and procedures.

There is a clearly articulated vision for the future of NBG that all staff understand.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Excellent teaching staff with a good knowledge of the curriculum and the needs of international learners.

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

### PARTICIPANT WELFARE

#### Provider's Strengths

Excellent welfare support, including the support provided to the participants in their native tongue, that is highly valued.

Excellent induction support that helps participants to adjust to living and studying in a foreign country.

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

### PREMISES AND FACILITIES

#### Provider's Strengths

The premises have been well maintained by NBG and provide excellent facilities for teaching and learning and the accommodation of participants.

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

### RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the website be utilised more effectively to fully promote the courses on offer.

It is recommended that the provider includes the BAC's complaint procedure in a readily accessible location for students.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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