

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** Global Prospects Education

**ADDRESS:** Wolfson College  
Linton Road  
Oxford  
OX2 6UD

**HEAD OF INSTITUTION:** Dr Shidong Wang

**DATE OF INSPECTION:** 30 January, 4 February & 12 February 2019

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 23 May 2019

## PART A – INTRODUCTION

### 1. Background to the institution

Global Prospects Education (GPE/the Provider) is a venture initiated by the owner and Director of Oxford World Limited (Ltd). It is a small organisation managed by a senior management team of three, made up of a part-time Programme Director, full-time Operations Manager and full-time Director of Teaching and Learning. The Operations Manager is supported by an Operations Assistant, who is a permanent member of staff and also acts as an Activity Leader during the programmes

GPE's office is in premises leased from one of the Oxford colleges. GPE has a partnership agreement with one of Oxford's Permanent Private Halls (PPHs). GPE's office is in premises leased from one of the Oxford colleges. GPE has a partnership agreement with one of Oxford's Permanent Private Halls (PPHs) and this agreement reinforces GPE's connections with the collegiate university.

The purpose of GPE's two-week, non-accredited programmes is to offer participants from China the opportunity to study a range of disciplines. These include humanities, the arts and social sciences, science, technology, engineering and mathematics. The programmes enable the participants to experience an introduction to the UK's education, culture and society. Participants have academic lectures at undergraduate level as well as talks, seminars, English language workshops, social events and cultural trips.

In January 2018, Oxford Prospects Ltd established the Global Prospects Education (GPE) brand, with the intention of marketing its programmes to potential participants in countries other than China.

### 2. Brief description of the current provision

GPE's programmes are intended to enhance the education of high-achieving young people who are studying at universities outside the United Kingdom. Each course lasts 13 days and is designed to provide an intensive mix of learning and cultural experiences. Teaching takes place in Oxford college venues, both during term times and in vacations. The course includes English language tuition, as well as subject-specific lectures. Programmes also include a selection of visits including to London, Stratford-Upon-Avon and Windsor, with possibilities also for trips to the ballet, theatre and museums. Accommodation and some meals are provided in Oxford colleges for summer programmes, and local hotels during the winter as well as in a selection of restaurants in the city.

Participants on the Short Programme are primarily undergraduates, with a small minority of postgraduates. The large majority of participants are in the age range 18 to 24, with a few, often postgraduates, who are slightly older. GPE does not accept participants who are under the age of 18. A small number of teachers from home institutions, which send a large number of participants to GPE's programmes, also attend as observers.

There are meetings with Oxford graduates and undergraduates, through which participants gain an understanding of student life in the UK, and the participants work in small groups towards final projects that culminate in oral presentations supported with audio-visual aids. They also have a workshop from a professional film maker and then work in small groups to produce a music video.

During early 2019, an additional cohort of around 35 participants attended a pilot programme for those interested in studying medicine. Many of the core elements from longer established programmes will be included in the eventual programme, with modifications made to subject-specific elements.

Teaching is delivered to groups of different sizes, from the whole programme cohort receiving formal presentations by recognised experts, to groups of up to 16 for English tuition. More generally, they are divided into groups of around 50, each with two Activity Co-ordinators who accompany them.

The programme runs twice in the winter and twice in the summer. At the time of the inspection, there were 117 participants attending the second of two consecutive 13-day programmes, following either the Humanities, the Arts and Social Sciences (HASS) or the Science, Technology, Engineering and Mathematics (STEM) pathway. The majority of the participants were female.

### 3. Inspection process

This inspection was conducted by one inspector over two and a half days. Site visits were made to training venues at St Cross, Pembroke and Somerville Colleges. A day was spent at GPEs office at Wolfson College. Meetings were held with a group of English language teachers, a group of participants, a group of activity leaders, the Director, the Operations Manager, administrative staff and one of the leaders of an academic session. Staff and student records and other paperwork were examined. The Provider co-operated well with the inspector.

### 4. Inspection History

Inspection Type	Date
Full Accreditation	6-7 February 2014
Interim	23 July 2015

## 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

This is a small organisation with a clear line-management structure, which is well defined for staff. The owner of the parent company focuses her involvement on overarching business considerations which relate to financial viability. Academic matters are delegated effectively to the Director and his team.

Senior managers are appropriately qualified and have relevant prior experience. Their individual roles and responsibilities are clear, and the staff work well together to coordinate and communicate formally and informally.

The Director attends key elements of programmes, and other senior staff are on site during classes. Activity Leaders and participants have contact numbers for the Operations Manager and the company's office on their identification (ID) badges. All participants and relevant staff belong to prearranged social media groups, and these are used for routine communications, updates and as the first line of contact. These channels work effectively, so that support can be provided speedily, should any organisational or welfare issues arise.

#### 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

The administrators are experienced and work within appropriate and agreed job descriptions. The culture of the organisation is an open one, which encourages effective communication and discussion.

GPE is run by a small team whose members are based in a shared office, next door to the Director's office. Key documentation on participants, class attendance and staff are available through a secure shared drive. The data collection system is effective and suitable for the scale of GPE's operation. Staff are familiar with the responsibilities of their colleagues to the extent that they are able to cover during periods of absence.

Appropriate policies and procedures on terms of employment, expected standards and compliance with statutory requirements, are laid out in a staff handbook, and written guidance is also given to freelance lecturers.

**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**

Staff are appointed through an appropriate formal process, which includes provision of a job description, completion of a written application and two interviews. Qualifications claimed are verified and full records retained securely.

Annual performance appraisals are structured around an initial self-evaluation by the member of staff, which then forms the basis for a discussion with his or her manager. As a result of that action any training needs are identified. These are noted through an informal exchange of e-mails, rather than recorded on the appraisal paperwork, which means that they may not be readily accessible for reference at the following year's appraisal.

**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 type="checkbox"/> Yes            | <input checked="" 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**

Printed and online publicity materials emphasise that courses operate in Oxford College buildings, where participants will also be accommodated. Other information about the resources and facilities is accurate.

4.1 It is not explained that residential accommodation on the winter programme is in hotels, and that participants on those courses do not live in Oxford Colleges. Their experiences are therefore significantly different from that of participants on summer programme and as advertised.

The website has an outline of the programmes offered and there is more detail on typical content and lecturers in a supplementary leaflet. These materials are clear and well-presented. Information on course content is accurate and comprehensive.

**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"/>
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"/>
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"/>
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**

There are no formal academic requirements for participation in GPE's courses, other than currently being a university student in China.

English language ability is assessed through a test that is set by GPE's English teachers and sat by participants in their home institutions. This is then marked by the English teachers in Oxford and a decision is made on the strength of each individual's English language ability. This assessment is used to confirm participation and then to stream individuals into one of three cohorts for the language sessions in Oxford.

GPE works with a single partner as its recruitment agent in China. He is an Oxford graduate and knows GPE's programmes well. He regularly attends sessions in Oxford and liaises with GPE on issues relating to individual applicants and evaluation of recruitment activities. He maintains contact with applicants throughout the process, giving them a readily available local source of up-to-date information.

Participants report that the information they receive before arriving in Oxford is accurate and prepares them well for their time with GPE. Inspection findings confirm this view.

**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
6.3	Participant absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Pre-arrival and induction materials are clear that attendance is mandatory at all lectures, classes, workshops and organised social events. Attendance is checked at the start of each session, either by an Activity Leader or English language teacher as appropriate, and any absences are reported immediately to senior GPE staff for follow-up.

During the winter programme, Activity Leaders meet participants at their hotels and travel to the teaching venues with them. They follow up immediately, through the hotel reception, if any participants do not join the group when it is time to depart.

Contact with participants is maintained through social media groups and mobile telephones, with UK mobile SIM cards included in arrival packs to ensure that participants can be contacted easily and promptly, when necessary.

Records of any absences are well maintained and are checked before certificates of completion are issued.

**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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants complete detailed evaluation questionnaires on their programmes before leaving Oxford. Additional feedback is gathered from them informally by the recruitment partner in China. He also contacts their home universities for feedback, which he relays to the GPE team in Oxford. The questionnaires used are detailed and give opportunities for free text comments, as well as graded evaluation. Information collected is retained securely in the GPE office, so that any trends over time can be identified.

The Director of Teaching and Learning meets the teachers from China who are observing each programme to ask for their feedback on the delivery and content. The Director of Teaching and Learning has individual meetings with the English language teachers after each group of programmes to review that element of the provision. Informal feedback is collected by Activity Leaders during the programme and fed back both for immediate action, where appropriate, and for consideration in the overall review process.

Feedback is reviewed after each programme, at regular management meetings, and action points identified. Points raised may relate to academic or logistical matters and are allocated to the relevant responsible managers for follow up. Action points are reviewed at subsequent meetings to ensure appropriate follow up has taken place.

High levels of participant satisfaction are indicated by the links that have been established with a number of home universities in China which regularly recommend GPE programmes to their students.

As participants are only on courses for 13 days, it is not realistic to gather, evaluate and respond to their feedback formally during this period. Informal feedback on what has been done is provided during the course when possible.

**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 Provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement including obtaining large amounts of feedback from stakeholders.

The information from these sources is collated and considered by the senior managers in their monthly meetings. Areas of strength and those where there is potential for improvement or modification are identified. Actions are

agreed and allocated to an individual on the minutes of the meeting, for review at the next monthly meeting. This results in a progressive development of the academic and extra-curricular elements of the programmes offered.

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Director of Teaching and Learning holds a master's degree in Education and is a qualified teacher of English as a Foreign Language. She identifies appropriate lecturers for individual subject sessions and has built a good relationship with the team of English language teachers.

Members of the GPE management team regularly sit in on lectures, and always when a new speaker is engaged. They assess the suitability of format and content for GPE's participants and will provide feedback to lecturers.

Timetabling includes consideration of travel time between venues, managing breaks for a large group of participants and feedback from previous courses. Rooms used are appropriate to the nature of the session being delivered.

Participants work in streamed English language classes with an individual teacher throughout their programme, providing consistency. The Director of Teaching and Learning puts together content for each course, informed by details supplied by GPE's recruitment agent regarding the specific interests and current studies of participants. She takes an overview of the programme's planning and delivery to ensure consistency.

Participants are not expected to do research or other preparation that require access to academic resources. They have internet access in teaching venues and at accommodation, which they can use to support any background reading they wish to do. Lecturers draw on academic resources from their home institutions when preparing sessions.

### 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 type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" 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

Courses are designed and delivered in ways that allow participants to meet their learning goals. The courses are not assessed formally.

Topics to be covered in lectures are identified by the Director and Director of Teaching and Learning in discussion with home universities and informed by information supplied on the major subjects that each participant is taking at her or his home institutions. Course content will therefore supplement the academic work that each participant is undertaking on their main degree programme in China. There is a single programme on each stream (HASS or STEM), and some participants have indicated that they would welcome choice at some points in the programme.

Participants are encouraged to raise questions in lectures. They are set preparatory work for English lessons, which is to research and prepare a group presentation and make a short music video. The participants recognise and welcome the approach to learning used which encourages them to discuss and query themes raised by tutors. They indicated that this helps them to develop their analytical and independent thinking skills. Subject-specific sessions all take the form of lectures, with other pedagogic methods not used.

Tutors are briefed on the general profile of participants in advance of their sessions, so that they can include relevant examples which helps to provide context for the group. Exercises set in English language classes, such as planning a personal statement to use on an application to a UK university, are designed to be of potential use for the participants.

**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**

Subject lectures are delivered by academics, either from the University of Oxford, or sometimes from other higher education institutions. They are briefed by the Director of Teaching and Learning on the expectations and level of the group. Activity Leaders sit in all subject lectures and expected to provide feedback to the Director of Teaching and Learning on the extent to which participants were engaged. The Director of Teaching and Learning may also conduct observations and discuss these with the tutors involved.

The teachers of English as a foreign language are a small team of very experienced individuals who support each other in their teaching practice and in the development of materials. They meet as a group once a year to discuss the overall content and method of approach used in the sessions they deliver. Each teacher will have a meeting with the Director of Teaching and Learning after they have contributed to the summer or winter programmes to review them and provide their input. During these meetings, participant feedback is reviewed as part of consideration of any possible adjustments of the English language component of future programmes.

It is explained to the participants in induction that they are encouraged to discuss and debate ideas presented to them. Lectures all include a question and answer sessions. English language sessions include review of work that participants have prepared in advance, with peer-to-peer support and critiquing encouraged. Thus, the atmosphere in classes is one of dialogue, supporting an engaged and dynamic learning environment.

**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**

Materials that are requested by trainers for use in classes are provided. These are mainly handouts and other printed material, as there are no practical sessions included in the programmes. Other background information may be distributed to participants online.

The Provider has invested in cameras and other video equipment that participants can borrow when working on their music video project.

**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 type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" 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**

Participants receive feedback on two group projects completed during the course, one a presentation and the other a short music video. These projects encourage creative collaboration and are popular with the participants, who value the opportunity to develop new skills and the feedback they receive.

Preparatory work is set for English language sessions and this is reviewed and discussed as part of the class. This work includes tasks which the participants could potentially encounter, such as preparing a personal statement for an application to a master's course at a UK university.

If requested, the Director of Teaching and Learning will provide a short report to a participant's home university on their activities during the course. The courses are not formally assessed.

**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 (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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
- Met     Partially Met     Not Met     NA

**This standard is judged to be:**

**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.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

**Comments**

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            | <input type="checkbox"/> NA            |
| 17.2 | Participants receive appropriate advice before the start of the programme.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |  |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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 type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |  |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Pre-arrival information provides appropriate advice and guidance on how to prepare for the programme, written with the expectation that this will be the first trip outside China for many participants. GPE's partner in China answers queries raised by individual participants during their preparation for their stay in Oxford. This pre-arrival information is reinforced with more detailed information supplied on arrival in the participant handbook, by Activity Leaders and during briefings on the first morning of the programme.

Course participants are recruited through a contracted partner in China. The partner frequently visits the programmes and keeps in regular touch with GPE, to ensure that he can provide up to date information to applicants. He also gathers information on the particular needs and interests of individual participants, which is supplied to GPE several weeks before they arrive in Oxford, to allow time for any specific arrangements to be made.

Emergency contact details of GPE staff and information about the emergency services are included on the reverse of the participants' ID badges that they are asked to wear at all times on the course. They also have access to assistance through GPE's social media groups or through their hotel reception or College Lodge, depending on where they are staying.

Guidance on appropriate behaviours is included in pre-arrival materials. Policies, including the avoidance of discrimination and on the handling of any abusive behaviour, are included in the participant handbook and discussed in the induction programme. The Operations Manager is available, either in person, or by electronic means through telephone or GPE's social media groups, to advise any participant with individual concerns.

17.7 There are no arrangements in place to protect participants from the risks associated with radicalism and extremism.

**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**

GPE has built up experience of the needs and expectations of participants from China and provides good information prior to and on arrival to address their most common practical and logistical queries. Induction reinforces practical issues, including the use of the bus passes and provision of meal vouchers.

Activity Leaders are with the group throughout the day and available to answer questions that arise. The advice and induction include information on any cultural differences.

To mark Chinese New Year, which took place during the period of the inspection, GPE added a group celebratory meal in a local Chinese restaurant to its normal programme.

**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                           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

writing at the start of the course.

19.3 Participants are advised of BAC's own complaints procedure.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants have individual contracts with GPE's partner in China. GPE has a contract with the partner to provide programmes for those participants, including academic content, accommodation and social and cultural events. GPE has no direct contractual relationship with participants.

Refunds can be provided, but participants are encouraged to rebook for an alternative programme if they find that they are unable to attend on the dates to which they originally commit. As participants' contracts are with the partner in China, refunds are provided by him, when appropriate.

The complaints procedure, which is included in the participant handbook, is clear and transparent. It includes information on BAC's complaints procedure, to be used if concerns cannot be satisfactorily resolved through GPE.

**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**

Residential accommodation is booked in advance, in colleges during the summer or at a hotel for the winter programmes which take place during an Oxford term. The residential accommodation in the Oxford colleges and hotels is fit for purpose and provides appropriate facilities for the participants. It is appropriately supervised and maintained.

**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

### 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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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 fees charged for GPE's programmes are all-inclusive, with outings, social events and vouchers for meals provided. Attendance at social events and on outings that form part of the programme is mandatory. These events are structured to provide participants with experiences of a range of historic and cultural aspects of life in the UK. These are well-received by participants.

Participants have one free day in the middle of the 13 day course and are given advice in their welcome materials on travel and activities that might be of interest. The Activity Leaders, whom they see regularly, also provide advice and answer individual queries.

Items included in the social programme are chosen on the basis of feedback from previous groups and specific preferences expressed by members of each cohort, during the application and booking process. These requests are passed on through GPE's partner in China several weeks before participants arrive and are accommodated wherever possible.

Activity Leaders are trained in all aspects of their role, including managing the movement of large groups of people. Each coachload of participants has at least two members of GPE staff accompanying them throughout any outing, at least one of whom has escorted that trip before and so is familiar with the logistical arrangements. On trips which have not been undertaken before, members of GPE staff responsible for organisation and planning will be present, in addition to Activity Leaders.

## 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 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 Provider rents offices from an Oxford college, with an annual, renewable lease. It uses lecture rooms and other teaching spaces in four colleges, booking these as required for the numbers of participants and topics to be covered.

**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**

Teaching and office space is provided on college premises. The premises are secure and well-maintained, with adequate ventilation, heating and toilet facilities. Health and safety information is provided in each building and teaching rooms are clearly signed. There is adequate space in which participants can spend breaks between sessions.

GPE's office is within a larger building, with access to a communal kitchen and other shared space, such as a bookable meeting room. It is well appointed with heating, lighting and provision of toilets.

**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
25.3	There are facilities suitable for conducting the assessments required on each course.	<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**

GPE uses, wherever possible, recently built or refurbished teaching spaces. The Operations Manager is familiar with the resources available in Oxford colleges and books space that is of high quality and appropriate to the nature of sessions that will be taking place. The Provider uses lecture rooms and other teaching spaces in four colleges. These spaces are well equipped with audio-visual equipment and designed for lectures or other forms of teaching.

Large group sessions are delivered as lectures, with a question and answer session to follow, while English language classes are in a seminar format, which encourages active engagement from all participants. Rooms are booked and allocated with these different styles of teaching in mind and are appropriate to them. Lectures are held in conventional, purpose-built lecture theatres, with English language classes in smaller seminar rooms.

**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
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26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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**

Participants are not expected to undertake any formal private study for the course, other than some writing in English, although they do have access to space should they require to do any personal research.

Lecturers are hired to deliver single sessions whilst English language teachers teach for longer blocks, but neither are expected or required to be at the teaching venue at other times. They are self-employed and prepare their sessions elsewhere, where they have resources and space to support their work.

Lunches are provided for participants in college halls.

Participants have secure storage in their residential accommodation and both staff and participant possessions can be left with the lodge of the college in which sessions are being conducted, if necessary.

Staff meetings at GPE's offices can be held either in one of their own offices or in a separate meeting room on site. Administrative offices and resources are adequate for the size of the current team.

**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

Performance appraisal processes are transparent and based on a structured self-assessment by the appraisee.

The recruitment partner in China has good knowledge of GPE's programmes and has built up a respectable relationship with key universities there. He handles pre-enquiries efficiently and gathers feedback from participants and accompanying teachers. The resulting processes are efficient for the applicants and reduce burdens on GPE's Oxford office.

An effective system of pre-arrival English language tests is used to stream participants for their classes in Oxford.

Social media groups are set up by GPE in advance of a programme and all participants join these during their induction. These operate as an effective channel of communication between the organisers and participants throughout their stay in Oxford.

Actions Required	Priority H/M/L
4.1 The Provider must update its online and printed publicity materials to clarify that residential accommodation on its winter programmes is in hotels, rather than Oxford colleges.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

The English language teachers are a small team of very experienced individuals who structure their sessions round relevant uses of English, such as the completion of an application to study at a UK university.

By involving Activity Leaders in classes, GPE can ensure that participants engage with sessions. The Activity Leaders will also trigger questions, if necessary, and can provide feedback on sessions and speakers to the management team.

The small group presentation and production of a music video are engaging activities and encourage collaboration. They also form the basis for constructive developmental feedback.

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

### PARTICIPANT WELFARE

#### Provider's Strengths

The Activity Leaders work well together as a team, combining friendliness with the ability to direct participants should it be necessary.

High levels of awareness of Chinese cultural considerations are demonstrated while also actively encouraging participants to engage with English culture.

Costs of all trips, travel within Oxford and a SIM card, to ensure that each participant can easily be contacted, are included in the initial fee. This makes administration more straightforward and avoids complications with individuals having to gain access to money in the UK.

Actions Required	Priority H/M/L
17.7 The Provider must conduct an assessment of the risks associated with radicalism and extremism and put an appropriate policy and training in place.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

**PREMISES AND FACILITIES**

**Provider's Strengths**

Logistics of moving large groups are managed well.	
The Provider selects teaching spaces of a high standard that are well suited to the delivery of the various sessions.	
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 staff appraisal forms include space to record action plans and development priorities for the following year so that they serve as a complete agreed record on which to base the next appraisal.
Considering the wide range of degree programmes participants are taking, the possibility of introducing parallel, optional classes at some points during the programme should be explored.
Consideration should be given to introducing more varied pedagogic techniques, so that not all subject sessions are lecture-based.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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