



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 inspection

NAME OF PROVIDER: CAMSIS Education

ADDRESS: Stirling House
Cambridge Innovation Park
Denny End Road
Cambridge
CB25 9PB

HEAD OF PROVIDER: Vimunchalee Dulyasittikorn

DATE OF INSPECTION: 10 & 12 July 2023

ACCREDITATION STATUS AT INSPECTION: Candidate

DECISION ON ACCREDITATION:

Accreditation awarded for the full four-year period

Probation accreditation

Decision on accreditation deferred

Award of accreditation to be withdrawn

DATE: 30 October 2023

1. Background to the provider

CAMSIS Education (CAMSIS/the Provider) is a private limited company registered in the United Kingdom (UK) and in Thailand.

CAMSIS is based in Cambridge and also has operations in Bangkok. In Cambridge, CAMSIS offers unaccredited, short courses in business and entrepreneurship. The courses take place in hired premises that form part of a Cambridge University college. Only the provision delivered in the UK is covered by the British Accreditation Council (BAC) accreditation.

CAMSIS aims to create a new generation of skilled human resources. The Provider's core values are to deliver high-quality teaching and training, to make an academic contribution in the field of education and to reduce the social gap in education through projects and scholarships.

CAMSIS in the UK is overseen by the Managing Director (MD), who is supported by a Finance Director (FD) and an Academic Director (AD). The AD manages the day-to-day activity of the Provider.

CAMSIS has been operating since 2022, and the first course in Cambridge began in April 2023.

2. Brief description of the current provision

CAMSIS offers three, in-person, full-time courses. These are the Cambridge Young Entrepreneurs (CYE) course, the University Subject Discovery (USD) course and the School Leadership Programme (SLP).

The courses are not assessed or accredited. The duration of courses varies from one to 14 days. The maximum number of participants on each course is 30. All courses are taught by members of staff of top universities or industry experts.

During the inspection, two courses were taking place. These were the CYE course and the UDS course.

The SLP is intended for participants who are teachers and those have a leadership role in school administration.

The CYE course is intended for participants who are under the age of 18 as well as those over the age of 18 who are interested in business and entrepreneurship. At the time of the inspection, there were eight participants on this course. They were aged between 13 and 17 years old and all of them were from Thailand. The majority of the participants were female.

The USD course is intended for participants who are under the age of 18 and who are considering going on to university. At the time of the inspection, there were 19 participants on this course, all of whom were from China. The majority of the participants were female.

Participants are recruited throughout the year, ready for the start date of their course. The entry requirements depend on the particular course. For the CYE and USD courses, there are entry requirements related to age and an expressed interest in the subject matter of the course. For the SLP course, relevant experience in teaching or administration is required.

3. Inspection process

The inspection was undertaken by one inspector over two days. One day was spent at the delivery premises in Cambridge and one day was carried out online. The inspector undertook a tour of the premises. The inspector held meetings with the MD and the AD. He met with the teaching staff and the participants. He observed live lessons as well as recorded lessons and a course induction. The inspector also scrutinised a wide range of documentation. All requested information was made readily available. CAMSIS co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Stage 2	31 May & 1 June 2023

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<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, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively 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

CAMSIS is well managed, with a clearly defined management structure and well-established lines of accountability and responsibility. The management structure is supported by detailed and comprehensive job descriptions. Both the MD and the AD are closely involved in the day-to-day activities of the Provider and, as a result, their roles are well understood by all staff.

The management team comprises the MD and the AD, both of whom possess the necessary qualifications and experience. They demonstrate a strong understanding of the organisation's goals and target market, and they fulfil their respective responsibilities effectively.

Communication within CAMSIS is efficient, with regular, scheduled meetings that follow appropriate agendas and are suitably recorded. Each staff member has sufficient opportunity to communicate with the managers, who are also based at the delivery venue during courses. The organisation utilises technology effectively to facilitate communication between Cambridge, Thailand and Taipei. As a result, the staff are well-informed and work towards common aims.

CAMSIS has an appropriate mission statement that outlines its objectives and guides its operations effectively. The mission statement is effectively communicated through the Provider's website and in the staff and participant handbooks. This ensures that all staff members are aware of, and work in alignment with the same goals.

CAMSIS has implemented an effective risk management strategy. The strategy includes thorough financial planning, incorporating various volume assumptions and detailed costings that are continually updated. The strategy includes the effective identification, assessment and monitoring of the potential operational, legal and reputational risks. As a result, risks are clearly identified and appropriate steps are taken to mitigate their effect.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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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	Administrative policies, procedures and systems are up to date, thorough, 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 in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The MD has overall responsibility for the day-to-day management of the administration. Other members of staff are assigned specific roles in finance, marketing and academic direction. These staff members are qualified or experienced in their respective positions and diligently fulfil their duties as outlined in detailed job descriptions. As a result, the administration operates effectively.

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider. With the aid of well-utilised technology, staff are able to handle the administrative tasks associated with the programmes effectively. The tutors confirm that they are effectively supported by the administrative team. Inspection findings confirm this to be the case.

The administration of the Provider is well supported by comprehensive policies and procedures that are widely communicated to the staff. These policies and procedures are thoroughly documented in the staff handbook, ensuring the smooth operation of the administration.

CAMSIS possess a robust Information Technology (IT) infrastructure that facilitates the efficient functioning of the administration, including in the collection and management of data. Software is in place to track participant enrolment and attendance. Communication and collaboration tools such as video conferencing further support the smooth running of the administration.

Staff and participant records are appropriately maintained and contain sufficient detail. Adequate systems are in place to ensure the records remain up to date.

CAMSIS ensures the effective protection of staff and participant data, which is collected and stored digitally. Full access to the data is limited to the MD and AD. As a result, data management is secure.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

3.5 Managerial and administrative staff are appropriately supported in their continuing professional development. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The staff recruitment policy is appropriate and effectively meets the organisation's staffing needs. Prospective staff members receive sufficient information to enable them to assess their suitability for the position for which they are applying. This aspect of staff recruitment is suitably supported by detailed job descriptions for every role, ensuring clarity and transparency. Part-time self-employed staff are provided with appropriately signed performance level agreements. Consequently, the management of staff recruitment is effective.

Staff, including both teaching and non-teaching staff, are recruited from the MD's and AD's professional network within Cambridge University. As a result, the tutors are known to them personally prior to employment. The future policy is that all tutors' qualifications and previous employment history will be checked before the commencement of employment.

3.2 However, at the time of the inspection, experience and qualification checks for tutors are not carried out and recorded.

No tutors work remotely.

A suitable process is effectively implemented for the regular performance reviews of staff. The reviews take place at least once a year and are suitably supported by appropriate documentation that highlights strengths and areas for development. For tutors, this process involves classroom observations and subsequent professional discussions about the quality of teaching and learning. Consequently, all staff have the ability to develop their skills within their roles.

Managerial and administrative staff receive appropriate support for their Continuing Professional Development (CPD). CPD activities are appropriately directed towards supporting the development points that are identified through staff annual appraisals.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

4.1 Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. Yes No

4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

4.3 The provider's key policies are accessible through the website. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The promotional materials present an authentic portrayal of the facilities. The website and downloadable brochures contain genuine photographs depicting the actual college grounds, the designated classrooms and the residential accommodation. In addition, a video of the inaugural course shows lessons and activities taking place. Participant testimonials are also included on the website. Consequently, participants have a good understanding of the nature of the resources and services being offered.

Extensive information about the courses is readily accessible on the website. This includes a detailed course outline and a schedule of the programmes. Additionally, an interactive chat application is available to facilitate the acquisition of further information. As a result, participants and their families can make well-informed decisions regarding the suitability of the course to meet their specific needs.

Key policies, such as the complaints policy, the safeguarding policy, and health and safety policies are readily accessible through the website.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

CAMSIS takes good care to ensure the recruitment of suitable applicants for its courses. The application process is comprehensive and includes enquiries about the applicants' future educational and career aspirations. To assess the compatibility of participants with the CYE and USD courses, CAMSIS requires the submission of participants' current school Grade Point Average (GPA) and school transcript. For the SLP course, CAMSIS asks for evidence of a participant's leadership position before confirming their place on the course. Consequently, participants are enrolled on courses that meet their needs.

Entry requirements are clearly stated on the website. Entry requirements for the CYE and the USD courses relate to age and expressed interest. For the SLP, entry requirements relate to applicants' status within a school. The courses include appropriate language support, so there is no need for a formal language requirement.

There is a formal and highly effective application process. Applicants to the course make a formal application through the website and send details in support of their application. The applications are formally assessed by the AD prior to an offer of a place on the course. As a result, only participants who meet the entry requirements are accepted onto the courses.

Detailed information about the courses is readily available on the Provider's website. Applicants can easily access the course outline and programme schedule. Additionally, they have the opportunity to discuss the courses through the chat function on the website or by contacting the office in Bangkok. As a result, participants are able to make a good judgement on the suitability of the course for their own particular needs.

Initial application enquiries receive automated responses, ensuring very quick response times. This enables all applicants to have full access to the necessary information before registration.

CAMSIS collaborates with a select number of registered agents in Thailand, India and China in order to recruit participants. All agents utilise the same comprehensive and accurate briefing materials found on the website. A suitable procedure is in place to monitor and evaluate the performance of these agents.

Applicants have the opportunity to self-identify any additional needs they may have during the application process. This ensures appropriate assistance can be provided prior to participants' arrival.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<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 regularly 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 is 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

The attendance and punctuality policy is clearly communicated in both the participant and staff handbooks, ensuring its wide dissemination. The policy is also highlighted during the participant induction. As a result, the attendance rates are very high indeed and classes start on time.

The attendance policy mandates the maintenance of precise and secure records for each session. These records are gathered centrally and regularly reviewed.

To date, there have been no instances of absences. Given the small number of participants and the residential nature of the courses, any absences will be immediately noticeable by the individuals accompanying the participants and by the MD and will be quickly followed up. Each participant is required to carry a mobile telephone with them at all times. Consequently, participants can be swiftly contacted in case of any absence.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	The feedback is reviewed by management, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

CAMSIS has established very effective systems to oversee its own standards and evaluate its performance. Consequently, it is able to continually enhance its operations effectively.

CAMSIS seeks feedback from participants, parents, management, tutors and welfare staff. These include participant assessments that cover a wide range of different aspects of the programme, including the teaching and learning and the activities.

The tutors also provide feedback and the participants' parents are also contacted for their views on the programme. Among other aspects, the parents provide feedback on the orientation evening held prior to the course, their views on the usefulness of the courses, and the overall programme arrangements. As a result, all stakeholders have the ability to influence the nature of the provision through their feedback.

The feedback is appropriately recorded and analysed by the MD and the AD in order to identify strengths, areas for development and long-term trends. These results are discussed in an annual meeting of management and tutors.

Feedback is reviewed by the MD and AD after each course. Action points are recorded. These action points are specific, and it is clear that action points result in improvements. For example, changes were made to the social programme as a direct result of participant feedback.

CAMSIS has a policy of directly and promptly responding to feedback. So far, CAMSIS has been able to provide feedback to the participants of the first CYE course at daily meetings.

With regard to annual reporting, appropriate systems have been established to consolidate feedback, action plans, performance reviews and other relevant data into an annual report that is used to enhance the quality of the provision. A wide range of feedback is already being gathered, recorded and analysed, and action points for development are already being identified.

CAMSIS maintains an action plan that is based on the feedback. Specific tasks are assigned to designated staff members, with set timeframes for completion. These actions are evaluated by the MD and AD. In this way, CAMSIS aims to embed effective, continuous improvement to enhance its provision.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

- | | | | |
|-----|---|---|-----------------------------|
| 8.1 | There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Training sessions are timetabled and rooms are allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.4 | The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.5 | There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The course management team consists of the MD and AD. They are both well qualified and experienced. Together they have overall responsibility for the management of the courses, and they are effective in carrying out those responsibilities.

Classes are appropriately timetabled, and the timetables are publicised on the Provider's website. Classes are held in appropriately sized training rooms, all of which are spacious and appropriate for the size of the class.

Each course lasts for two weeks. Individual tutors teach solely to their specialism. Consequently, participants may have five or six tutors during their short time with CAMSIS. Participant feedback shows participants prefer having a range of tutors to having one tutor for the whole course. Each class is assisted by a bilingual welfare assistant called a chaperone. Every lesson is observed by either the MD or the AD. This ensures that consistency and high standards are maintained.

The tutors develop appropriate course materials. All course materials are checked by the MD or AD prior to delivery. This ensures standardisation.

Tutors confirm that any training materials they request are promptly acquired. The procedure is for tutors to specify their requirements and for the management to approve the request. Tutors also confirm that they have access to the appropriate quality and quantity of resources. Inspection observations confirmed this.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. Courses are planned and designed by the tutors, who are current academics at Cambridge University. As a result, participants benefit from courses that are relevant and up to date.

Documentation shows that the courses are to be reviewed at the end of each session and at the end of the year. As a result, courses will always remain up to date.

There are no final examinations or assessments and the courses are not designed for specific levels of study.

Tutors are skilful in presenting the materials so that they are able to stimulate and engage the participants. The lessons are effectively delivered, in sufficient detail, to enable the participants to achieve the stated course objectives. As a result, participant satisfaction rates are high.

There are no assessment objectives or statement of intended learning outcomes established by awarding or examining bodies.

CAMSIS has a clear commitment to encouraging the development of independent learning. This is evident in the observed lessons, all of which encourage wide-ranging discussion, which fully engage the participants. Participants in the discussion groups also highlighted that they are encouraged and enabled to develop independent learning skills. Inspection findings support this view.

The courses are designed so that the needs, professional backgrounds and wide-ranging abilities of all the participants are taken into account. Small classes and a wide variety of teaching strategies, including Individual, pair work and group work, enable all participants' support needs to be addressed.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

- | | | | |
|------|--|---|---|
| 10.1 | Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 10.3 | Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | 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

The tutors have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively. Tutors are experts in their field. Their curricula vitae demonstrate that they are highly qualified and have recent, relevant experience. Lesson observations and participant feedback show that tutors are effective in delivering their courses.

Tutors' lessons are observed and the observations are followed by a professional discussion about the quality of teaching and learning. Consequently, the tutors have access to practical opportunities for continuing development to further their teaching skills within their roles at the Provider.

Class sizes are small. In the CYE course, for example, the class of eight participants was divided into two groups of four with a tutor for each group. This enables tutors to focus on individual participants and their particular support needs.

Tutors motivate and engage the participants. They prepare their lessons carefully. They design and make use of up-to-date and relevant materials. Tutors use a good mix of whole-class, group, pair and individual teaching. Lessons are well paced.

Tutors carefully check that concepts have been fully understood before moving on. They allow sufficient opportunities for participants to ask questions or ask for clarification. As a result, participants engage fully and there are high levels of satisfaction with the tutors.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<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 courses are not assessed and there are no target levels of achievement. Once the participants are registered on a programme, it is not possible for them to move to an alternative programme.

Feedback and additional support are given on an individual basis to all participants, as required. During lessons, tutors provide effective and timely feedback to individual participants. The feedback is customised to address their specific requirements and delivered in a constructive manner. Tutors have a supportive rapport with the participants so that participants find it easy to ask for help and further clarification. CAMSIS has purposefully kept class sizes small and the ratio of tutors to participants is very high. Much of the class work is individual or paired project work. As a result, tutors are readily on hand to offer immediate oral feedback regarding additional ideas or alternative approaches. For example, in the CYE course, in a lesson focused on setting up a business, the tutor was able to comment on the marketing ideas already being proposed and to guide the participant to consider alternative approaches.

Participants have appropriate access to tutors during breaks, at mealtimes and sometimes during social activities. As a result, they have the time and the opportunity to explore their learning informally.

The courses do not have formal assessments or assessed coursework. As a result, there is no cheating or plagiarism, no deadlines for providing work and no coursework or revision periods.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13. There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

- 13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

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

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

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

Comments

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

- 15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA
- 15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

Participants have continuous access to the MD and AD as well as their tutors, all of whom are able to give relevant advice regarding further study and career opportunities. Consequently, participants have good access to the advice they need for their future progress.

CAMSIS does not offer courses that directly prepare participants for higher or further education.

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.4	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
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.7	A suitable policy and 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
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The MD and the AD are both designated as staff members responsible for participant well-being. They have received appropriate training and are available to participants throughout the entire duration of the course.

The information, advice and guidance provided before the course are of a high quality. The website offers comprehensive and detailed information, and staff members are well informed and can help and guide the prospective participants effectively. There are ample opportunities to discuss course details in English or in participants' first language before enrolling.

CAMSIS organises a meeting in Bangkok before departure to address any concerns or issues that participants and parents or guardians may have. Additionally, participants receive a fact sheet with helpful advice. Consequently, participants are well informed before committing to the course.

On arrival, participants receive a very informative induction that carefully addresses health and safety issues and provides a detailed explanation of fire evacuation procedures. Participants are introduced to the locality, staff members and the outline of the day. Participants are also reminded of key policies.

All participants receive two out-of-hours contact numbers, one from CAMSIS and another from the Cambridge University college. As a result, participants are supported effectively during out-of-hours emergencies.

CAMSIS has policies to avoid discrimination and procedures for dealing with abusive behaviour and bullying. These are included in its code of conduct, which is widely disseminated prior to and on participants' arrival. Consequently, participants are able to work in an appropriate environment.

CAMSIS has implemented appropriate measures to ensure the safety of participants who are under the age of 18. A comprehensive safeguarding policy is in place, overseen by the MD and AD both of whom have level 3 qualifications in

Safeguarding. The safeguarding policy encompasses guidelines for conduct and health and safety, as well as the protocol to be followed in the event of any safeguarding allegations. The policy is introduced to all new staff during their induction.

Both the MD and the AD have current Disclosure and Barring Service (DBS) checks in place. No adults have regular, unsupervised access to participants under the age of 18. There are always at least two adults in a classroom. Classes with participants who are under 18 have a tutor and a chaperone present for every lesson and the participants are not allowed to leave the college premises unsupervised. Participants who are under the age of 18 wear a specific lanyard so that they can be easily identified. They are placed in classes with other participants who are under 18 rather than adult classes and their accommodation is separate from the adult accommodation. As a result of these measures, all participants under the age of 18 are safe whilst undertaking their course at the Provider.

Participants are protected effectively from radicalisation and extremism. A thorough risk assessment has been conducted. Existing staff members have received appropriate training. The training is included in the induction of new staff members. A clear procedure is in place for addressing any concerns that may arise. Consequently, participants are protected against the risks linked to radicalisation and extremism.

A comprehensive IT systems policy encompasses the e-policy, which addresses the suitable use of the internet and social media for personal purposes. These policies are contained in the code of conduct. Internet and social media activities can be monitored by the CAMSIS IT system, ensuring the protection of participants. As a result, participants are effectively shielded from the risks associated with internet usage.

CAMSIS collects contact details for participants' next of kin during the application process. This information is easily available to senior staff, should the need arise.

17. International participants are provided with specific advice and assistance

- | | | | |
|------|---|---|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | 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

International participants are provided with suitable guidance prior to their arrival. All participants have access to a chat function on the website, which enables them to ask for and receive additional advice. A pre-departure meeting is arranged in Bangkok, allowing participants to address any concerns or seek clarifications.

Participants, from all countries, have access to information and guidance in their first language, should they require it. Consequently, participants are appropriately prepared for their time in the UK.

On arrival, participants take part in an induction process that includes familiarisation with the college premises, their grounds and the local area.

Throughout the course, all participants have easy access to support from chaperones, who are fluent in the participants' first language and have a very good knowledge of their social, cultural and religious backgrounds.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.2	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
18.3	Participants are advised of BAC's complaints procedure.	<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 are enrolled under transparent and equitable terms and conditions, which are readily accessible on the website and are an integral part of the application process. The terms and conditions include suitable provisions for refund arrangements.

A clear complaints procedure is easily accessible on the website. It outlines the steps to file a complaint and provides information about the various stages of the procedure. The procedure is widely disseminated on the website and at induction. As a result, participants receive suitable support to ensure their fair treatment.

Participants are reminded of BAC's complaints procedure during induction.

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

19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of participants and their property.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	A level of supervision is provided that meets the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	<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 residential accommodation is provided by a Cambridge University college and is the same accommodation used by the college's own students during term time. The accommodation is conveniently located a few minutes' walk from the training rooms.

Each participant is assigned a private, lockable study bedroom with ensuite facilities. The college cleaning staff ensure that the bedrooms and common areas are regularly maintained and kept clean.

The residential accommodation undergoes regular inspections by relevant authorities as part of the college's external accreditation process. This ensures that high standards are consistently upheld.

Comprehensive regulations concerning fire safety are in effect, and these are clearly explained by the college Porter during the induction process. Participants have their own individual study bedrooms, and these provide a safe space for storing their belongings.

Appropriate supervision is in place, with strict guidelines to prohibit participants under the age of 18 from leaving the college grounds without a staff member. During lessons, a minimum of two staff members are present, ensuring a high staff-to-participant ratio and effective supervision throughout the programme. Bilingual chaperones offer support in the classrooms and during social activities.

All participants under the age of 18 are appropriately accommodated together in an accommodation block that is separate from the adult accommodation.

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	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
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	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

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	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
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result.	<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 have access to an appropriate social programme and information on leisure activities in the local area. The social programme encompasses a diverse range of supervised activities, including excursions and sports, which are

clearly outlined on the Provider's website. Relevant information is also provided to participants before their arrival during the application process.

Participants provide feedback on each activity that is part of the social programme. This feedback enables CAMSIS to make necessary adjustments to the programme based on participants' preferences. This ensures that the social programme is tailored to meet the participants' needs.

The cost of all activities in the social programme is included in the overall course fee, allowing all participants to participate if they choose to do so.

Responsible adults with appropriate qualifications or experience supervise all activities, including off-site events. This ensures the safety of participants during the various activities.

A comprehensive and detailed risk assessment has been conducted for all activities, including off-site excursions. Risks have been identified, and effective measures have been implemented to mitigate these risks. As a result, the safety and well-being of participants throughout the programme are assured.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

- | | | | |
|------|--|---|---|
| 22.1 | The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The provider has access to suitable external premises of a temporary or occasional nature for training purposes. | <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

CAMSIS has a formal rental agreement that grants it appropriate access to premises in a Cambridge University college for the duration of its courses. These include training rooms, participant accommodation and one room in the college that is used as an administration office.

The premises also include spacious, pleasant, well-maintained grounds that can be used for supplementary training purposes, if required.

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

- | | | | |
|------|--|---|--|
| 23.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are specific safety rules in hazardous areas, for example science laboratories, that are readily accessible to participants, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.5 | There is adequate signage inside and outside the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

23.8 There is adequate heating and ventilation in all rooms.

Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises are secure and well protected. The courses take place in a gated college. Access to the college grounds is restricted through a Porter's Lodge that is supervised full time by a team of Porters and accessed using a keycard. Keycards are required for entry to the buildings, rooms and different floor levels. These measures ensure that both staff and participants are in a safe environment.

The premises are diligently maintained, ensuring that they are in a suitable condition in terms of repair, decoration, and cleanliness.

CAMSIS does not use hazardous areas.

Appropriate general guidance on health and safety is made available to participants, staff and visitors. Comprehensive guidelines on health and safety are provided to both staff and participants through the staff and participant handbooks. This information is reinforced during the induction process. The college Porters give general advice on health and safety to visitors on their arrival at the college.

The college premises are well signposted. The training rooms, accommodation and common areas are suitably signposted. The circulation space is appropriate. A selection of smaller rooms is available, and these are suitable for hosting visitors, if needed.

Toilet facilities are appropriate in number and are conveniently located throughout the premises. Heating and ventilation are appropriate in all rooms.

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

24.1 Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. Yes No

24.2 Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course. Yes No

24.3 There are facilities suitable for conducting the assessments required for each course. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The training rooms are spacious and provide ample room to accommodate the classes comfortably.

The training rooms are appropriately furnished, with a large screen and internet access. The furniture is easily moveable and so allows for various teaching approaches, such as whole-class instruction, group work, pair work activities or individual work. This flexibility supports teachers in making use of a diverse range of effective learning activities.

Assessments are not required for these courses.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced 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 and staff have access to the additional study facilities in the common areas of the college and in the grounds. Participants have appropriate, controlled internet access for their personal work, enabling them to develop their independent study skills.

Tutors have access to their training rooms prior to and after their lessons to prepare their sessions and mark work. They have access to the common areas of the college and the outside spaces for relaxation.

Staff and participants are able to enjoy the amenities of the college dining room and the college grounds, which offer opportunities for relaxation as well as the consumption of food and drinks. Adults are also able to visit local food outlets.

For organisational purposes, CAMSIS can conduct full staff meetings in the classrooms, while separate rooms are available for private meetings when necessary. The administrative office in the college grounds is sufficient for the effective administration of the courses.

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

CAMSIS takes great care when recruiting participants in order to ensure that the courses match the aspirations and needs.

CAMSIS has established very effective systems to evaluate its performance so that it is able to continuously enhance its offering.

Actions required	Priority H/M/L
3.2 CAMSIS must check and verify references and academic qualifications prior to the appointment of staff and record these accurately.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Tutors are experts in their fields and the participants benefit directly from this expertise.

Tutors plan and deliver engaging lessons to ensure that there are very high levels of participant satisfaction.

CAMSIS has a clear commitment to encouraging the development of independent learning so that participants are able to tailor their learning to their own needs and preferences.

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 information, advice and guidance provided before the course are of high quality.

On arrival, participants receive a very informative induction so that they are able to engage quickly with their studies.

The accommodation is conveniently located a few minutes' walk from the training rooms.

The social programme encompasses a diverse range of supervised activities, including excursions and sports.

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 include spacious, pleasant, well-maintained grounds and provide a very good learning environment for the 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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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The inspection was carried out by:

John Rooney	Lead Inspector
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