



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### College ODBL Full Inspection

**NAME OF INSTITUTION:** Cambridge Seminars College

**ADDRESS:** 87–89 Cherry Hinton Road  
Cambridge  
CB1 7BS

**HEAD OF INSTITUTION:** Phil Scherb

**DATE OF INSPECTION:** 13 & 17–18 October 2023

**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- Award of accreditation to be withdrawn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: 25 January 2024

## PART A – INTRODUCTION

### 1. Background to the institution

Cambridge Seminars College (CSC/the Institution) is a private limited company offering Advanced Level (A Level) qualifications in a wide variety of subjects, together with pre-university Foundation programmes, Extended Project Qualifications (EPQs), Pre-Master's and Pre-Doctoral programmes, and English for Academic Purposes.

CSC is based near the centre of Cambridge in the United Kingdom (UK). The administration and the delivery of the learning programmes take place in a refurbished Victorian building. The Institution also benefits from two residences within walking distance.

The Institution aims to provide personal support to students and enable them to meet their educational needs and aspirations for their future careers.

CSC was established in 1981 and has with two shareholders, who also act as Directors. The Principal is responsible for the day-to-day running of the Institution and is supported by the Academic Manager, the Student Services Manager and the Sales and Admissions Manager as well as the teaching staff.

The Institution ran a summer school programme, for the first time, in the summer of 2023. The programme was primarily offered to a group of 20 Chinese students aged 13–17. It is anticipated this will run again in 2024.

### 2. Brief description of the current provision

At the time of the inspection, in-person A-level courses and university preparatory courses at Foundation level were running. Courses are also offered to visiting groups, and, on a part-time tuition basis, to students living locally. Pre-Master's and Pre-Doctoral programmes, short Easter revision courses for A Levels, and summer school Academic Experience programmes are also offered. CSC's Foundation programmes attract overseas students who wish to gain entry to higher education institutions in the UK.

The Institution is an approved centre for the Assessment and Qualifications Alliance (AQA), the Oxford, Cambridge and RSA Examinations (OCR) awarding body and Pearson Edexcel. The Foundation programmes are based on A-level subjects, and the Institution's certificates are accepted by a range of universities as meeting their entrance requirements.

As part of the A-level and Foundation programmes, all students also take a supplementary course on Training in Research, Academic and Cultural English and Study Skills (TRACES), plus Academic English. In addition, all students attend University and College Admissions Service (UCAS) workshops to register their details, draft personal statements and make appropriate choices for their university studies. Teaching on all programmes is in small groups, and in some cases, students are taught individually.

CSC provides a wide range of choices to students regarding the subjects they can study. At the time of the inspection, students were studying a range of subject-specific courses at A Level, such as Biology, Chemistry, Mathematics, Psychology, Art and Design, Spanish, and English Language. Subject-specific programmes on the Foundation programme include Business Management, Human Resource Management, Economics, Computer Science, Art and Design, and Accounting. The TRACES programme, UCAS workshops and Academic English classes are taught in larger, cross-disciplinary groups to help students to integrate and to promote a collegiate atmosphere.

Before March 2020, all tuition was delivered in person, but following a period of online-only study, the Institution is now able to offer courses fully online or blended, depending on visa restrictions. Students may also have occasional classes online due to unforeseen circumstances, such as transport issues or childcare. CSC sees this flexibility as valuable and hopes to increase its online provision.

During the inspection, there were 11 students, the majority of whom were female. Two students are currently in the second year of their A-level course, two are on first-year A-level courses and the remaining seven are on nine-month Foundation programmes. Students come from a wide range of countries, including Iraq, Nigeria, The Netherlands, Russia, St Kitts, Malaysia, Kazakhstan and the UK. Three of the students are aged under 18. The total capacity is 120 students.

There is an application and interview process, and the entry requirements include previous qualifications at an appropriate level, depending on the course for which the applicant has applied.

The Institution normally operates three intakes a year for A-level and Foundation courses. English for Academic purposes, Pre-Master's and Pre-Doctoral programmes are offered on demand.

### 3. Inspection process

The inspection was undertaken by one inspector over three days, of which one day was conducted remotely, and two days took place on site. Meetings were held with the proprietors, the Principal, the Academic Manager, the Student Services Manager, the Sales and Admissions Manager, teachers, and students. CSC's delivery premises, were inspected, including facilities such as the science laboratory. The two CSC residences were also inspected. Teaching and learning sessions were observed. Documentation was scrutinised. The Institution co-operated fully and efficiently with the inspection.

### 4. Inspection history

Inspection type	Date
Full Accreditation	19–21 November 1991
Interim	3 May 1994
Re-accreditation	27–28 February 1997
Re-accreditation	8–9 November 2004
Interim	21 February 2008
Re-accreditation	16–17 March 2010
Interim	4 February 2013
Re-accreditation	3–4 December 2013
Interim	24 February 2016
Re-accreditation	25–26 January 2018
Mid-way Probation Review	31 October 2018
End of Probation Review	28 March 2019
Supplementary	30 November 2020
Interim and Supplementary	21 May 2021

## PART B – JUDGMENT 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 institution.

### INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution 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 institution 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 | Senior managers have an understanding of the special requirements of online, distance and blended learning.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | There are clear channels of communication between the management and staff, especially those working remotely.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

#### Comments

The Institution is effectively managed. There is a clear organisation chart that outlines clear responsibilities and reporting lines. The Principal is responsible for day-to-day operational management and the Directors are involved in financial and strategic decisions and marketing.

Senior managers are all suitably experienced and qualified. Roles and responsibilities are clear and well defined, and managers work together well as a team to ensure the smooth running of the Institution.

There is a clear understanding of the special requirements of Online, Distance and Blended Learning (ODBL). Effective use is made of the Virtual Learning Environment (VLE) to communicate with students, access learning resources, record student progress and provide feedback and support.

Communication takes place through regular meetings, informal discussions, e-mail and the VLE and Management Information System (MIS) platform, where action points are recorded. As a result, staff work well together to provide a good experience for students.

#### 2. The administration of the institution 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 institution. | <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 institution.        | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are well documented and effectively disseminated.                          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

2.6	Student and teaching staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The institution has a robust security system and policies in place for protecting the data of its students and teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The institution has processes through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.9	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, teaching staff and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.10	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The administration of the institution is effective. Administration is undertaken by the permanent staff team. Roles are clearly defined and understood, staff members work well together and the size of the administrative team is sufficient to ensure the effective running of the organisation.

Policies and procedures are regularly revised and are well documented in the staff handbook. They are also digitally available on the VLE and covered in the staff induction process. Data is collated primarily through the VLE. Attendance is monitored daily. Stakeholder feedback and student grades are recorded and analysed and feed into the annual review process.

Student and teaching staff records are well maintained and up to date. Staff details are accurately recorded on a Single Central Record (SCR). Individual student records on the VLE are accessible to tutors, students and parents, including scores, progress tests, feedback and tutorial records.

CSC has effective security systems and follows General Data Protection Regulation guidelines to protect the data of students and teaching staff. There are separate folders with higher security for access to sensitive information. All identity documents such as passports and school transcripts are carefully verified to ensure authenticity.

In-house expertise, together with step-by-step videos and support, ensure that students receive all the necessary technological help, whether studying on site or remotely. A thorough induction ensures that students become familiar with the VLE. Staff are always available to support students where necessary.

**3. The institution 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	The institution has a robust teaching staff recruitment system, which is designed to ensure the safety of the students. The recruitment process for teaching staff working remotely includes a face-to- interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	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**

CSC employs appropriate managerial and administrative staff. Effective staff recruitment procedures are used, which include an application form and interviews. All required pre-employment checks are carried out such as the taking up of two references and checking prospective staff's identity. Experience and qualifications are also verified before employment.

Teaching staff are observed teaching a trial lesson as part of the interview process, in addition to effective vetting processes to ensure the safety of the students. All staff undergo relevant checks. The recent change in structure and approach aims to recruit fewer, higher quality staff who can teach multiple subjects, rather than employing many different sessional teaching staff. This new recruitment approach allows for more training and development of individuals and promotes more consistent delivery.

All staff have an annual appraisal which forms an important part of performance monitoring and provides an opportunity for everyone to reflect on their role and consider strengths and areas for development. This informs action planning for improvement and Continuing Professional Development (CPD), and staff agree specific action points to enhance practice. Observation of teaching and learning is carried out for teaching staff, and areas for development are highlighted. Action points and CPD are agreed, and progress and development are monitored effectively and contribute to improved performance.

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

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

- Met     Partially Met     Not Met

**Comments**

Publicity material, in brochures and on the website, provides a comprehensive and accurate depiction of CSC, its location and premises, and the facilities offered.

Photographs of the Institution and its students, that are taken by the Institution's staff, are used in the promotional material. The information provided is up to date.

Course information is accurate and comprehensive. As a result, potential students can access the information they need to make informed choices regarding the courses and facilities on offer.

**5. The institution takes reasonable care to recruit and enrol suitable students for its courses**

- |     |  |   |   |
|-----|--|---|---|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.                               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 5.3 | Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries are responded to promptly and appropriately. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 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 |
| 5.5 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the courses on which they are enrolling.              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 5.6 | Students are made aware of the necessary level of digital literacy required to follow the stated programmes.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.7 | The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution takes reasonable care to recruit and enrol suitable students for its course. The entry requirements for each course are clearly described in course descriptions and are appropriate for the level of course for which the student applies.

The application process includes a review of appropriate qualifications, school leaver certificates and transcripts, proof of English language level, a statement of purpose and an interview. All qualifications and claims made are verified by CSC.

The sales team responds rapidly to queries from potential students through e-mail and chat facilities. The response and service are both rated highly in feedback surveys.

Recruitment agents are properly selected, briefed, monitored and evaluated. New agents must provide two references before the Institution will sign agreements with them or accept the students that the agents recruit. CSC analyses feedback from students to inform its links with agents.

Students complete pre-arrival tests and receive an initial assessment. English language levels are evidenced through the International English Language Testing Service (IELTS).

Students receive digital literacy information and support before arrival, and throughout the application process, to enable them to become familiar with the necessary skills.

The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course. A conditional offer letter is sent to students, which makes the requirements of the course clear. Overall, CSC takes effective steps to ensure that suitable students are enrolled on its courses.

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

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on student 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 students, collated centrally and reviewed at least weekly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6.3 | Student absences are followed up promptly and appropriate action is taken.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There is a clear policy on attendance and punctuality that is enforced throughout the Institution. In addition to a signing-in sheet in reception, every lesson is visited remotely by the student services team and attendance is updated accordingly. This is reinforced by tutors also posting when students are absent.

Unauthorised absences and persistent lateness are taken seriously, and written warnings are issued if attendance falls. A second written warning is followed by suspension or expulsion.

A central spreadsheet is used well to track attendance. Students must e-mail at the start of the day with a valid reason for absence. If a student is absent without permission, they are immediately e-mailed to ascertain their whereabouts.

Immediate action is taken if a student is absent. If the student is aged under 18, they receive a telephone call and a member of staff visits the student at their residence. If they still cannot be located, their emergency contacts or next of kin are called. As a result, attendance levels are high.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student 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 institution's response to the feedback to the student body.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary. Students complete an initial questionnaire after the second week of their course to flag up any early issues.

Every two weeks, students complete surveys to provide information for teachers. Every eight weeks, the Institution conducts a survey to provide an overview of general, welfare and academic issues. Staff, agents and parents all complete questionnaires. In addition, student ambassadors are elected to the student council to represent students' views and provide feedback on the Institution's response to feedback.

Feedback obtained is recorded and analysed regularly and feeds into the annual report. Action is taken as appropriate.

Mechanisms to report back to students on the Institution's response to their feedback include reports made through the student ambassadors and reports on the VLE. Students confirmed that they were not always sure about what steps had been taken and would value a written response on the notice board. Inspection findings confirm that this would be a useful addition to what is already done.

**8. The institution 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 institution's performance.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually that present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**



CSC has very effective systems to review and evaluate its own performance. Data on all aspects of performance is analysed and informs actions for improvement.

An annual report is collated, based on robust data analysis. It provides a useful evaluation of the provision. Trends are analysed and reports are produced that include an analysis of year-on-year results on student satisfaction, retention, achievement, examination results and progression.

Priorities for improvement are successfully and accurately identified and feed into specific action points for improvement. Responsibilities are allocated, and progress is regularly reviewed. Consequently, there is a strong ethos of continual improvement.

## INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 9.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and assessment and management of the teaching staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

#### Comments

Academic management is effective, and managers are suitably qualified and experienced. The Principal and the newly appointed Academic Manager take responsibility for teaching, learning and assessment and manage the teaching staff. As time goes on, the Academic Manager will take more responsibility.

Classes are timetabled and rooms are allocated appropriately according to class sizes and subject areas. Teaching is good, and students receive a consistent learning experience. Interactive activities and high student participation, together with knowledgeable teachers and small class sizes, result in a high-quality learning experience.

The Institution has made significant efforts to try and reduce the amount of tutor turnover over the past 12 months. This has been helped by the addition of a senior tutor for science, who is capable of delivering a number of different science-based subjects, rather than using sessional hourly-paid tutors for each separate subject. Consequently, students benefit from greater continuity and a more consistent learning experience.

There is an appropriate policy and effective procedures for the acquisition of academic resources. A resource requisition form is used to request necessary learning resources and there is a large bank of learning resources on the VLE.

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

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills that will be required for final examinations or assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Programme designers make effective use of appropriate teaching aids and learning resources.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

10.4	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.7	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.8	The institution uses appropriate and readily accessible technology to optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The courses are planned and delivered in ways that enable students to succeed. There is a clear learning and assessment schedule that is designed to ensure that students are progressing towards set goals and developing their knowledge and skills to be ready for university.

Appropriate learning resources are employed in each subject area. Good use is made of multimedia projectors and specialist equipment, such as that in the extremely well-resourced science laboratory.

Learning outcomes and lesson objectives are communicated to the students in each class and clearly marked on schemes of work. There is a clear focus on the assessment objectives of the awarding organisation. This prepares students well for future examinations.

Module tests are completed at eight, sixteen and twenty-four weeks in highly controlled examination conditions. In addition, regular, short progress tests are completed to assess learning on an ongoing basis every two weeks. This not only provides ongoing assessment, but also enables students to become familiar with awarding body standards.

The TRACES programme focuses on enabling students to develop independent learning and study skills. Classes where students present their findings to the other students, are also used to encourage research and presentation skills. Students undertake their own study and many also complete the EPQ, which hones their independent learning skills and increases their UCAS points.

A clear assessment schedule, published at the start of the academic year, is communicated weekly in both the digital display in reception and in the VLE calendar.

A thorough application and initial assessment process ensures that teachers are aware of students' needs and aspirations. Any additional learning needs are discussed with tutors where relevant and tutors have access to baseline tests to help ascertain level, existing knowledge and learning styles.

The VLE is used to optimise interaction between the Institution and the student and provides a communication system in addition to learning resources.

Learning programmes enable students to succeed, and achievement and progression rates are high.

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

11.1 Teachers are appropriately qualified and experienced.  Yes     No

11.2	Teachers have a level of subject knowledge and pedagogic and communicative skill that allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes; suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional teaching staff support, issuing extra study materials or offering face-to-face learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Teachers have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Teaching staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.9	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.10	Teachers employ effective strategies to involve all students 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**

Teachers are well qualified and have a high level of subject-specific knowledge, coupled with teaching experience.

Lesson observations demonstrate effective pedagogic and communication skills. Teachers use a good variety of interactive teaching and learning approaches, and students participate well.

Students benefit from a consistent learning experience that enables them to make good progress. The Institution monitors delivery and provides written records of lesson observations, which include comprehensive feedback and clear and specific action points for development which must be demonstrated. The development action points are effectively monitored and as a result students benefit from more effective teaching and learning techniques.

Teaching is good, and students achieve their learning outcomes. They also benefit from regular tutorials, small class sizes and individual attention.

Teachers have received training on hybrid teaching methods, and the VLE is used effectively to enhance student learning by introducing new learning resources and providing feedback on student work.

The appraisal procedures for teaching staff incorporate regular monitoring of teacher feedback. Appraisal procedures for teaching staff include observation of teaching and learning with action points for development.

Action points from lesson observations, that are monitored, feed into tutors CPD actions as appropriate. In addition, tutors are encouraged to take external training offered by examination boards and online courses offered by the College of West Suffolk, with whom CSC has an agreement regarding the provision of CPD. There is an in-house CPD programme focusing on pedagogy and technology, and these sessions are recorded and hosted on the VLE. The Institution's policies are also recorded in the staff handbook and are available on the VLE.

Teachers respond well to students' individual needs, and students confirmed that this enabled them to learn effectively. Inspection findings confirm this view.

Students' active participation and engagement are excellent. The use of effective teaching and learning strategies, together with teachers' monitoring of students' understanding, ensure that all students are able to learn and make progress in line with their needs and aspirations.

**12. The institution provides students and teachers with access to appropriate resources and materials for study**

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 12.1 | Appropriate resources and materials for study are available to the students and teachers.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.2 | Commissioning of course materials is managed effectively, and materials are checked to ensure standardisation and consistency across the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary.                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.4 | Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.5 | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.                                    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12.6 | The institution makes effective provisions for students to access conventional and online resources.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Appropriate materials and resources are provided for tutors and students. Learning areas are well equipped with good learning resources, and the VLE provides dedicated areas for both staff and students where they can access useful learning materials.

Course materials are checked for consistency by senior managers and made available on the VLE.

Course materials are designed for a specific and clearly stated level of study. Subject-specific resources are provided as appropriate. Study levels are clear and relate to the Regulated Qualifications Framework (RQF).

Course materials are well presented, accurate and reflect current knowledge and practice. They are regularly reviewed and revised by the programme management team. This enables students to achieve the course objectives.

Students are provided with both conventional and online resources. The resources provided in the science laboratory are an excellent example of the high-quality resources made available to students to enable them to study effectively.

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

- |      |  |   |                             |                             |
|------|--|---|-----------------------------|-----------------------------|
| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |

- |      |  |   |                             |                             |
|------|--|---|-----------------------------|-----------------------------|
| 13.5 | Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 13.6 | Oral and written feedback is given to individual students 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 |                             |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |                             |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored. The assessment schedule is disseminated well and is included in the student handbook, on the VLE and in individual student classrooms. An overview of the courses and the assessment points and weighting are clearly explained in the curriculum policy.

Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress. Progress tests, in combination with the module tests, allow for quick identification of issues and for action to be taken.

Assessments are monitored by the teacher and the Academic Manager. Students have individual tutorials with each subject tutor. The outcomes of these tutorials feed into and are discussed at an overall progress tutorial with a member of academic management. Students are set three specific targets per subject at each assessment point.

The results for each individual student are posted on the VLE. This can also be accessed by parents. The Academic Manager also meets with the student to discuss their results and take any necessary action. For students on the nine-month course, the three-month EPQ period also allows for remedial study ahead of any needed re-sits at the end of the programme.

Grades for all examination types are presented in graphs per subject. This also helps parents whose first language is not English to obtain an understanding of progression and attainment. Grade boundaries are consistently applied, giving students and tutors an accurate indication of likely outcomes.

All possible steps are taken to mitigate the risks of cheating. There are clear instructions for invigilation, enforced bans on the use of Artificial Intelligence (AI) and strong processes to prevent cheating and to check the originality of the assessment submissions. These steps are effective in discouraging cheating and provide a clear message to any possible offenders.

Where necessary, advice on alternative pathways is provided for students who are not achieving high enough scores.

Constructive oral and written feedback is provided to students individually on a regular and ongoing basis. The feedback is comprehensive and provided via the tutorials with subject tutors.

Students have access to staff outside class time and benefit from highly effective academic and personal support.

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

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.  Yes  No  NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.  Yes  No  NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.  Yes  No  NA

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

CSC does not offer courses that lead to the award of a UK or overseas degree.

A-level courses are awarded by the Joint Council for Qualifications (JCQ).

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

- 15.1 There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  NA

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Foundation students study alongside A-level students, allowing for benchmarking and comparison of level. The curriculum handbook outlines the course structure, which closely follows the awarding organisation's specifications for the first year of A-level study at RQF level 3.

The Pre-University Foundation programme is accepted by many UK universities as an entrance qualification. Students from CSC progress to various universities and do well in their onward study.

External moderators are involved in the process where appropriate, including for EPQs, and A-level papers are marked by the awarding organisation.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

The Institution complies fully with JCQ for the delivery of A-level subjects and passed its inspection in 2022 with no issues.

Effective systems are in place to mitigate risks of breaches of examination security, and there are clear procedures on the VLE for students to appeal their marks.

**17. There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- |      |   |   |   |
|------|---|---|---|
| 17.1 | Students have access to advice from an appropriate staff member on further study and career opportunities.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 17.2 | If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. | <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**

All students wishing to go to university attend UCAS workshops, which provide advice and assistance on entering an appropriate UK university.

Students are provided with advice throughout their stay and have access to relevant prospectuses. Visits and webinars are arranged with various university partners. In addition, students have access to mentoring partners.

CSC has a list of local experts in a range of different careers who provide information and support when requested.

**INSPECTION AREA – STUDENT WELFARE**

**18. Students receive pastoral support appropriate to their age, background and circumstances**

- |       |   |   |   |
|-------|---|---|---|
| 18.1  | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.                             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.2  | Students receive appropriate advice before arrival.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.3  | Students receive an appropriate induction and relevant information upon arrival.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.4  | Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist students to learn effectively and efficiently.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.5  | Students are issued with a contact number for out-of-hours and emergency support.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.6  | The institution 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                             |
| 18.7  | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 18.8  | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.9  | The institution ensures that students understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the institution's responsibility. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.10 | The institution supports and encourages peer interaction through a variety of communication channels, including social media.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide appropriate advice. Pastoral support is good, with high levels of student satisfaction. The Student Services Manager is responsible for students' welfare and makes herself available to provide advice and

counselling. She is the Designated Safeguarding Lead (DSL) and is appropriately trained and experienced. The Principal is also suitably trained and acts as deputy DSL. Both DSLs have received training in counselling and have experience in the prevention of radicalisation and extremism.

Students receive comprehensive advice before arrival. Parents and students are sent a 'Travelling to the UK' guide which provides the emergency phone number, taxi company, instructions on documentation, and what to do if they get stuck/lost. The information provided to the students covers a range of useful information, including what to bring with them and what to expect from living and studying in the UK and the associated cultural aspects. This helps students know what to expect.

A thorough induction is provided when students arrive. Students are given a tour of their residence and its facilities and are greeted with a welcome hamper, which includes items such as snacks, stationery, shower gel, their lanyard and photograph identification, and their student handbook. They receive information about life in Cambridge, and an academic tutorial and a welfare tutorial. This gives them the information they need to in order to settle in quickly.

The initial induction covers how to study and how to use the materials and the VLE. This is reinforced through the ongoing TRACES programme, which enables students to develop their skills.

Students are given an emergency contact number for out-of-hours support before they travel. This number is also displayed on the back of every classroom door and on the VLE. All students must have a mobile telephone that works, and staff check to ensure this contains the emergency number in case it is ever needed.

Policies are in operation to avoid discrimination and abusive behaviour. The attendance, discipline and behaviour policy is provided on the VLE and in the staff and student handbooks. A student code of conduct is agreed and signed to provide a clear understanding of the standard of behaviour expected.

Safeguarding arrangements are comprehensive and are regularly reviewed. All staff have enhanced Disclosure and Barring Service (DBS) checks and complete appropriate safeguarding training to provide a safe environment for students. Everyone over 16 years of age, living in a host family home, must have an enhanced DBS check and must complete training in safeguarding and the prevention of radicalisation and extremism.

Arrangements to protect students from the risks associated with radicalisation and extremism include a relevant policy, risk assessment and training for all staff.

Initial instruction and continuous support are provided to assist with system requirements and technological problems. Peer interaction is actively encouraged by CSC through various means, including the social programme and chat facilities on the VLE.

**19. International students are provided with specific advice and assistance**

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK.     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international students continue to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | 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**



Most students have international backgrounds. They receive specific advice to support them effectively. Parents and students receive a guide to travelling in the UK. This provides the emergency telephone number, the number of a local taxi firm, instructions on visas and official documentation, and what to do if they get lost.

Students are met by the appropriate House Warden and shown around the residence and its facilities. They are made aware of local issues, receive a welcome pack, and are supported well to help them to settle in.

Support is provided throughout their study programme, and this enables students to feel at home. Students confirmed to the inspector that they felt safe and knew whom to approach if they had a problem. Inspection findings confirm this to be the case.

Workshops are held during students' first welcome week on cultural differences in order to assist students in adjusting to their new environment. Posters are displayed with information on places of worship, and a prayer room facility is provided on request.

The code of conduct discourages adverse comments on race and religion. The Institution encourages national celebrations where students cook dishes from their home culture. This welcoming attitude helps students to feel comfortable and accepted.

**20. The fair treatment of students is ensured**

20.1	Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Students 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
20.3	Students 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**

Students are enrolled on courses under fair and transparent conditions. The refund policy and terms and conditions are displayed on the website, and a link is provided on each offer letter. Students must tick this box to indicate they have read and agree to these terms.

The complaints procedure is posted on the website and on the VLE. It makes appropriate reference BAC's complaints procedure.

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

21.1	Any residential accommodation is clean, safe and of a standard that is adequate to the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for the security of students and their property.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	A level of supervision is provided that is appropriate to the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	Separate accommodation blocks are provided for students under 18.	<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

CSC has two residences with high-quality self-catering accommodation, both of which are well maintained, clean and safe. Most rooms have ensuite facilities. A cleaner cleans the communal areas each day and the bedrooms once a week.

Residential accommodation is open to inspection by the relevant authorities.

Residences are suitably restricted and secure. On arrival, all new residents are given appropriate inductions regarding house rules and health and safety and are made aware of the emergency evacuation plan.

There are live-in house wardens, and the supervision provided is appropriate to meet the needs of the students. A curfew is enforced at an appropriate time in the evening. During summer courses, House Wardens carry out night checks for students under the age of 16.

Students occupy different areas according to their gender. Students under the age of 18 are split into separate, secure sections of the residence and have their own secure kitchen. Residential accommodation is well managed and meets the needs of students very well.

## 22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.                              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for student feedback, and prompt action is taken in the event of problems.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met  NA

## Comments

Due care is taken in selecting home-stay accommodation that provides safe and comfortable accommodation at a reasonable distance from the Institution.

All home-stay accommodation is inspected before being used and then checked again on a regular basis. Fire risk assessments and gas safety checks are carried out to ensure student safety.

Appropriate contracts are in place with hosts. The rules and code of conduct are clear. Home-stay providers are interviewed and assessed before applications are considered.

Hosts are given a home-stay guide prior to their first student staying with them. Students are provided with a home-stay profile that introduces them to their host before they arrive in the UK. The option to have an online meeting with their host is also offered prior to arrival. The Student Services Manager is also on hand to assist with introductions and supporting the student to settle in.

Home-stay arrangements are carefully monitored, and student feedback on the accommodation is sought. Hosts have the opportunity of a catch-up meeting after the first two weeks to discuss any issues or concerns that they have. Any

issues are addressed quickly by the Student Services Manager, and students benefit from well-managed and comfortable accommodation arrangements.

**23. The institution provides an appropriate social programme for students and information on leisure activities in the area**

- |      |   |   |   |
|------|---|---|---|
| 23.1 | Students 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                             |
| 23.2 | The social programme is responsive to the needs and wishes of students.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution 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**

Students are provided with good levels of information on leisure activities and events. Activities are organised every day and provide a wide variety of different activities based on students' interest, feedback and hobbies. Examples include board games, football, running club and book club. Trips are organised by CSC to destinations relevant to the students' academic programme. Students are also given information about daytrips by coach that are organised by an external organisation.

The needs and wishes of students are canvassed during their first week's welfare induction, asking what hobbies and interests they have, and what they would like to do during their time at CSC. The Activities and Welfare Student Ambassador collects student feedback, and student-led activities are organised based on this. However, students indicated that they would like more input into which activities are chosen. Inspection findings confirm the value of this suggestion.

All activities during welcome week are free of charge to all students, together with various clubs such as the supper club, book club and gardening club. Coach trips are made available at a subsidised rate, alongside activities such as escape rooms and trips to local attractions. Activities are displayed weekly on the VLE and the screen in reception, and students are actively encouraged to take part.

Risk assessments are carried out before activities. All activities organised by CSC are supervised by a responsible member of staff to ensure their safety.

**INSPECTION AREA – PREMISES AND FACILITIES**

**24. The institution has secure possession of and access to its premises**

- |      |   |   |   |
|------|---|---|---|
| 24.1 | The institution has secure tenure on its premises.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 24.2 | Where required, the institution 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**

CSC has secure tenure on its premises, with 12 years remaining on its current lease.

If required, further classrooms can be sourced locally from many other providers, but this is not currently needed.

**25. The premises provide a safe, secure and clean environment for students and staff**

- |      |  |   |   |
|------|--|---|---|
| 25.1 | Access to the premises is appropriately restricted and secured.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.4 | General guidance on health and safety is made available to students, staff and visitors.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.5 | 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                             |
| 25.6 | There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.7 | There are toilet facilities of an appropriate number and level of cleanliness.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.8 | 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**

The premises provide a safe and secure environment for students and staff. The building has been extensively renovated and provides ten classrooms, a laboratory, a reception area, office space and social space for students. Access to the premises is secure and appropriately restricted. Visitors must request access and pass through reception.

The premises have been completely refurbished and are clean and well maintained.

The science laboratory has passed all safety checks and has been certified by the awarding body. It has its own safety documentation. Entry is restricted and it is never unsupervised. A laboratory technician is on hand for laboratory sessions. All necessary procedures to mitigate risk are in operation. There is a fume cupboard, and chemicals are locked away. There are hazard cards for every activity, plus laboratory rules, lab coats and protective eyewear. The space is very well organised and provides an excellent environment that is conducive to learning.

There is a signing-in and signing-out process in reception that is overseen by staff. General guidance on health and safety is provided for students, staff and visitors. External signs are clear. Internal signage for fire exits, evacuation routes, first-aid information, classroom numbers and so on are clearly displayed.

Notice boards display a range of general and welfare information.

Circulation space is sufficient for both students and staff, and there is a suitable area in which to receive visitors.

Toilet facilities are clean and sufficient. Heating and ventilation are good.

**26. Classrooms and other learning areas are appropriate for the courses offered**

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 26.1 | Classrooms 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 |
|------|--|---|-----------------------------|

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 26.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Classrooms are a suitable size for the numbers in the groups and are well-presented, light and airy.

All classrooms are well equipped with tables and chairs, multimedia projectors and whiteboards. Subject-specific equipment is made available for subjects such as art and design. The science laboratory is extremely well-appointed, well equipped and functional.

Students are provided with all the necessary equipment to enable them to follow their learning programme, including laptops.

Facilities suitable for examinations and conducting assessments are available.

The premises of CSC are very well designed for the courses on offer.

**27. There are appropriate additional facilities for students and staff**

- |      |   |   |   |
|------|---|---|---|
| 27.1 | Students 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                             |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 27.3 | Students 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 |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.5 | There are individual offices or rooms in which academic staff 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                             |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students benefit from sufficient space for private study and are all provided with appropriate IT resources, such as laptops and a comprehensive VLE.

Teaching staff have access to rooms for lesson preparation and marking, and kitchen facilities and space for eating and relaxation.

There are kitchen facilities that enable staff to prepare and consume drinks and basic meals, plus places in which to relax. Students can also make drinks and have access to a microwave oven. There is a well-equipped lounge where students can relax or study.

Lockers are available for students and staff to use, with keys loaned out on request.

There are rooms available in which academic staff and senior managers can hold private meetings. There is sufficient space for staff meetings.

The administration space is large and there are sufficient resources to enable efficient working. Most administration staff sit in the large reception area, to ensure that they are always accessible to students and that the Institution retains an open-door policy in a friendly environment.

Facilities at CSC are very good and provide a comfortable and pleasant environment for working and study for students and staff.

#### **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

#### Institution's strengths

Strong teamwork and determination to cover all necessary functions ensure the smooth running of the Institution.

An extremely thorough self-assessment report based on robust data analysis identifies accurate priorities for improvement.

An ethos of continuous quality improvement ensures high standards.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Knowledgeable teachers use a good variety of teaching and learning approaches to make learning interesting.

Excellent student interaction and participation in classes accelerate their learning and progress.

Students benefit from sincere staff interest and support coupled with high expectations, which leads to high achievement and progression rates.

A personalised curriculum, with small classes and individual attention, enables students to learn and make good progress.

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

### STUDENT WELFARE

#### Institution's strengths

A friendly and welcoming environment allows students to benefit from personalised support and to feel safe.

Excellent rapport with students leads to their appreciation of being treated with respect as adults.

The experience provided to students leads to high levels of student satisfaction.

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

### PREMISES AND FACILITIES

#### Institution's strengths

The well-decorated and well-equipped premises are conducive to learning.

Students on science courses benefit from high-quality certified laboratory facilities.

An excellent standard of accommodation in residential properties enables students to settle in quickly and feel at home.

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

CSC is recommended to strengthen its mechanisms to communicate to the students what the Institution has done in response to their feedback.

The Institution should consider how it might encourage more student input into the social programme.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

**THE INSPECTION WAS CARRIED OUT BY:**

Pauline Bateman	Lead Inspector
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