



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP)

Re-accreditation Inspection

NAME OF PROVIDER: CL Global Group

ADDRESS: 10 Wellington Street
Cambridge
CB1 1HW

HEAD OF PROVIDER: Mr Allen Hao

DATE OF INSPECTION: 29 & 31 January & 2 February 2024

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- Award of accreditation to be withdrawn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: 30 May 2024

1. Background to the provider

CL Global Group Limited (CLGG/the Provider) was established by its two company Directors and was incorporated on 2 April 2015 as a private limited company. It offers study abroad courses that are designed for participants studying at partner institutions in Asia. The programmes are held at University of Cambridge colleges. These courses have been run in Cambridge, under the CL Global Group name, since 2016. Similar courses are also run in the United States of America (USA), Canada, Australia, Japan and Italy. British Accreditation Council (BAC) only accredits the provision offered in the United Kingdom (UK).

CLGG has two programmes. These are the summer programme, which has been running since 2015, and a new winter programme. Cambridge university colleges act as the hosts for both programmes. They provide the participants' accommodation and the tuition and study facilities. Teaching for the winter programme, which was running at the time of the inspection, took place at St Catherine's College, Magdalene College and the Pitt Building. The Provider makes use of three local hotels for accommodation. There is a permanent administrative office for each programme in the relevant college. The Provider also has a registered office in Cambridge.

The Provider aims to provide a route to learning and inspiration, and to connect the best education resources globally and offer educational opportunities for participants from Asia in order to encourage internationalism. The specific content of the study abroad programmes in the UK is determined by the requirements of the partner institutions in China and South Korea, which want the subjects covered to align with the courses the participants are following at home.

A team in Shanghai works with partner institutions and high schools in China and South Korea. This team liaises with institutions and high schools to select and screen participants to ensure that participants are at a sufficient academic level to benefit from the courses and that they have everything they need to support their well-being. When programmes are running in Cambridge, team members from Shanghai may travel to Cambridge to assist in a welfare role.

The Managing Director (MD), who is also one of the company Directors, has overall responsibility for running the residential and academic programmes in Cambridge. He is supported by the Programme Director, an Administrator and a team of Residential Advisers, who are also known as Fellows. These Residential Advisers are undergraduate students, studying at the Cambridge University colleges within the programme and act in a welfare support role. The faculty consists of Professors, who are referred to as lead teachers and Demonstrators, who are referred to as teachers. Partner institutions that send larger groups also send a faculty member to support participants' welfare.

2. Brief description of the current provision

The Provider's courses typically focus on a range of subject areas, including Business Management and Leadership, International Finance, Computer Science and Artificial Intelligence, Materials Science, Engineering and Sociology. The courses also include sessions on British culture, including literature and the history of Cambridge. The destinations for the excursions that form part of the courses depend on the specific interests of the participants. All delivery is conducted in person.

The partner institutions in China and South Korea recognise the courses for credits towards their own degree programmes. Partner institutions also offer bursaries for the courses.

The summer programme has a combined capacity for 1,000 participants. To date, the vast majority of participants have been from China. The winter programme has capacity for 215 participants.

At the time of the inspection, the inaugural course for the winter programme was taking place. There were 202 participants. All the participants were from China and all were over the age of 18, with an age range of 19 to 22. The majority were female.

Although there were no participants under the age of 18 present at the time of the inspection, CLGG does enrol participants who are aged under 18 at other times of the year

Enrolment takes place on an ongoing basis until the start of the programme in January. Participants are sponsored by their home university. Participants are requested to provide evidence of English language proficiency at a suitable level according to the International English Language Testing System (IELTS).

3. Inspection process

The inspection was carried out by one inspector over two and a half days, with one and a half days online and one day on site. The inspector met with the MD and the Programme Director, a representative selection of participants as well as individual participants, a lead teacher, a Residential Adviser, a member of the college conference staff and a member of the Shanghai team. The inspector observed lectures, seminars and workshops and also toured the premises used for the winter programme, St Catherine's College, Magdalene College and the Pitt Building. A wide range of documentation was scrutinised. CLGG co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	12–13 August 2015
Interim	25 July 2016
Spot Check	8 August 2018
Re-accreditation	5–7 August 2019

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

The management structure is clearly defined, documented and understood. Feedback from teachers and other stakeholders demonstrated that the organisational chart is clear, and comprehensive job descriptions indicate that the management structure is well understood. The MD focuses on business operations and business development. The Programme Director focuses on the academic provision.

Meetings with managers and teachers and scrutiny of Curricula Vitae (CVs) confirm that the managers are suitably qualified and effective in carrying out their duties. Managers are appointed on the basis of their qualifications and experience. Specific responsibilities are clearly outlined in job descriptions. One-to-one meetings and six-monthly reviews take place. These are used to monitor the effectiveness of the Provider's managers in fulfilling these responsibilities and the outcomes demonstrate that the managers are successful in this regard.

CLGG has established effective communication through multiple channels. These include in-person and online check-in meetings, e-mails, shared drives and instant messaging platforms. To simplify communications, each individual cohort of participants has its own communication channel.

The records of team meetings show that these meetings take place on a regular basis and are suitably focused on operational issues. Pre-course meetings ensure that policies and procedures are suitably disseminated. Post-course meetings are used to carry out reviews of the courses and to identify future improvements. Teachers confirm that members of the management team are approachable and there are no impediments to voicing their views.

Scrutiny of CLGG's website, the staff handbook and publicity material show that CLGG has a clear mission statement. The mission statement is regularly communicated to staff in meetings and guides the Provider's activities effectively.

Scrutiny of key policies shows that CLGG has a written risk management strategy which includes financial planning. CLGG identifies and take appropriate steps to mitigate risks or transfers risks using insurance policies. Emergency procedures are outlined in the staff handbook. Forward planning seeks to identify possible problems in key markets and identify strategies to deal with them. As a result, CLGG effectively reduces risks to its operations.

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
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 administration of the Provider is effective. CLGG is administered by the MD and the Programme Director. Scrutiny of their CVs shows that they are both suitably qualified and experienced. The MD established the business in 2015 and has been closely involved with it since. The Programme Director is a former Cambridge student and has a background in teaching. Both have comprehensive job descriptions. Teachers and participants confirm that the courses are administered well.

The effective use of technology has reduced the day-to-day administrative needs of the programme so that it is efficiently administered with a small administrative team. The management team takes on the administrative role and so fully understands what administrative support is available.

Managers, teachers and participants indicate that administrative policies work well. Policies and procedures are disseminated in the staff handbook. End-of-day reports record daily administrative tasks. Weekly check-in meetings are used to monitor if issues have arisen so that these can be dealt with in a timely fashion. Consequently, the courses run smoothly.

A review of the data systems shows that CLGG uses an online collaborative platform that records and stores data and allows easy access. This system supports the enrolment process, the overview of attendance, the recruitment process, scheduling and planning. As a result, the data systems support the administration of the programmes effectively. Scrutiny of participants' and teachers' records shows that they contain all the necessary, relevant details, including contact details. Records are updated as required.

Scrutiny of the data systems shows that all data is stored in a closed, encrypted system with a hierarchy of access. Data collection is, therefore, effectively protected. The systems are appropriately maintained and fit for purpose in providing management information as required.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

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

Comments

The Provider recruits appropriate staff. Meetings with the managers and teachers and scrutiny of documents confirm that there is an established, effective procedure for the recruitment of staff. Detailed job descriptions clarify the requirements and responsibilities of the roles. There is an interview process in place through which a selection of suitable applicants is interviewed. Appropriate training is given to appointees. All self-employed staff receive an appropriate, signed performance service level agreement.

Staff records are appropriately recorded and stored digitally. These records are accurately maintained and include details of members of staff's experience and qualifications that have been appropriately checked for the majority of staff.

3.2 However, not all teachers have had their credentials verified.

Interview recordings show that face-to-face online interviews are carried out for staff working remotely.

Comments made by the Provider's managers and staff and a review of documentation confirm that the system for reviewing staff performance is effective. Teachers are frequently observed, both formally and informally. Appropriate documentation supports the scheduled formal observations.

The administrative staff receive suitable reviews of their performance quarterly. Performance is measured against objective Key Review Targets (KRTs). Managers and staff confirm that they find the performance review useful in identifying areas for improvement.

All staff are suitably supported in their Continuing Professional Development (CPD). Staff receive a comprehensive induction. To date, CPD has appropriately focused on steps taken to protect participants from radicalisation and extremism. A schedule of future CPD includes a focus on safeguarding.

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

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|-----|--|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | The provider's key policies are accessible through the website. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The Provider's publicity materials, including the website, brochures and social media output, provide an accurate description of the location and the courses on offer. The website is easy to navigate. It contains a range of suitable photographs of the Cambridge colleges, including their teaching facilities. Brochures are available via the website and are available in Mandarin as well as English. Publicity materials are updated regularly to reflect the current provision on offer.

Information on the courses available is comprehensive, accurate and up to date. Course descriptions on the website contain the most recent information regarding course content, duration, prerequisites and any other relevant information. Prospective participants are thus able to make an informed decision about the suitability of courses to their own needs.

Key policies, including the complaints policy and terms and conditions, are easily available 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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

The Provider takes reasonable care to recruit and register suitable participants for its courses. Participants are recruited from partner institutions and high schools in China and South Korea. These institutions match the participants to courses according to the extent to which the courses align with the participant's main area of study. Most university participants study on full scholarships funded by their own university. As a result, the courses are designed to meet the participants' expectations and needs effectively.

Appropriate entry requirements are established during the consultations between CLGG and the partner institutions when the courses are being developed. Course descriptions show that participants must also fulfil the CLGG requirement of a suitable IELTS English language score or a suitable level in the Chinese equivalent, the College English Test.

The selection and recruitment of participants are carried out through a suitably collaborative process that includes the partner institutions. As participants are funded by these institutions, the institutions ensure that participants meet the entry requirements.

Participants are supported by their home institutions when they evaluate the suitability of the courses to meet their requirements. They are provided with all the relevant information, including delivery methods and course material. In addition, they are able to ask for further information or clarification before registration via a messaging platform. Consequently, they are able to make an informed decision regarding the suitability of the courses.

Participants confirm that CLGG replies to all enquiries in a timely manner. Most communication is via a messaging platform and the Provider responds to the messages immediately during office hours or on the next working day. Staff

answering the messages are well informed and capable. Participants considered the ease of communication to be one of CLGG's strengths.

Recruitment is via partner institutions and partner high schools, and therefore recruitment agents are not employed.

Participants are enrolled from partner institutions and high schools. Participants' special educational needs are therefore already well known to the home institutions. In addition, CLGG makes participants aware before and on arrival that they can ask for additional support as needed.

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, disseminated via the student handbook and reinforced at induction, clearly states that participants are expected to attend all sessions and to be on time. The end-of-course attendance certificate is awarded on the basis of full attendance, and a participant's academic credit at their home university may be in jeopardy if the certificate is not awarded.

Lesson registers show that accurate and secure records of attendance and punctuality are kept for each lesson. These registers are collected and recorded centrally. Management reviews the records regularly to monitor the attendance and punctuality policy.

To date, no participant has been absent from a session. Nevertheless, a suitable procedure is in place to respond to and follow up on any absence. As a result, participants absent through ill-health will be identified and appropriately supported.

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. Yes No

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

Comments

Feedback surveys, team reports and end-of-course meetings show that CLGG has a variety of effective systems in place for monitoring all aspects of the provision with a view to continuous improvement.

Participants confirm that they complete online surveys every week, which gives them the opportunity to grade and comment on a wide range of different aspects of the provision, including the teaching. They also complete an end-of-course survey and provide feedback on the courses as a whole. The feedback is recorded and stored digitally. It is used effectively to identify development points and analyse trends.

A scrutiny of documentation shows that CLGG also seeks out and receives feedback from the study abroad offices of its partner institutions. This feedback is also recorded and used to identify development points regularly. Consequently, CLGG has appropriate mechanisms for obtaining valuable data to inform decision-making.

Managers review and assess the feedback and identify and address any action points that emerge from it. The feedback received from stakeholders is also used to inform the discussions in the end-of-course meetings, which focus on course development and improvement.

Senior staff respond directly to participants regarding the actions taken as a result of the feedback. CLGG works co-operatively with its partner institutions and high schools and regularly provides feedback at the end of each course.

An academic report is drawn up annually for the partner institutions. It includes a suitable overview of the programme, programme ratings from participant feedback and programme highlights. The report contains an appropriate analysis of feedback charts and a comparison with the previous year. These reports are used well to inform action-planning.

Feedback from stakeholders informs the annual action plan effectively. This plan sets the KRTs for the year. Staff members align their own KRTs with this annual plan. The objectives are arranged as quarterly goals and are suitably specific. Staff members are held accountable through their KRTs.

Management reviews the progress of the action plan throughout the year. As a result, CLGG has the capacity to review its own performance and has a mechanism for continuous improvement.

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

Course management is effective. The Programme Director has appropriate qualifications and experience to take appropriate responsibility for the effective delivery of the courses and the management of teachers. This judgment is confirmed by the relevant CV. The Programme Director has substantial, direct and relevant experience, including experience as a Cambridge student and, as a result, has useful insights into how the university operates for the benefit of participants.

Course schedules show that all training sessions are held in suitable rooms and at appropriate times. All lectures are held in appropriate lecture theatres. All training sessions take place during normal working hours.

Programme schedules demonstrate that teachers are assigned to courses according to their expertise and experience. They stay with the same course for the entire length of the course. This results in the provision of a consistent learning experience.

Scrutiny of the materials used in the classrooms indicates that these are standardised in terms of content and style of materials.

Teachers and participants indicate that teachers have all the learning resources they need before lessons. Typically, these resources are digital. Teachers are experts in their subject and prepare their own materials, which they review and modify after the course, if necessary. This allows for effective lesson planning and very good participant engagement.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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. CLGG develops its courses in co-operation with its partner institutions and high schools. The courses offered by CLGG are in addition to the participants' degree or high-school programme. Teachers from Cambridge University devise the schemes of work, which are then checked to ensure that they are current and cover the agreed scope.

Courses are designed following a project-based learning model. Participants select their projects under the guidance of the course teacher and collaborate in small groups to prepare a group presentation. To do this, they follow a series of

lectures, which are supported by group seminars that are in turn supported by workshops. Participants are also trained in giving presentations. In this way, participants are effectively supported in developing the knowledge and skills they require for the final presentation.

Course materials and support materials are specifically designed for the internal assessment. For example, materials have been created to explain how participants should attempt to construct the presentation which constitutes the final assessment.

Teachers and participants confirm that course materials are comprehensive in nature and of a high quality. Lesson observations and a scrutiny of materials confirm this view. The lecture slides contain appropriate visual support, with diagrams, graphs and images that convey content information effectively. Materials are available online on the learning platform before the start of the course, so giving participants time to prepare.

There is no awarding or examining body.

Lesson observations and scrutiny of the course materials show that the development of independent learning is a key feature of the courses. The learning is collegiate and project based. Participants take individual responsibility within a group for an aspect of the final presentation. Teachers provide appropriate guidance through lectures, seminars and workshops to support effectively participants' independent learning.

Courses are developed in partnership with partner institutions and high schools, so that the academic needs of the participants become an integral part of the planning of the provision. In addition, support is available not only from teachers in the lectures, but also more informally in seminars and workshops. Support materials are also made available online before, during and after the courses. Consequently, participants' individual academic and support needs are taken into account effectively.

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 which 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

Teachers have a level of subject knowledge and pedagogic and communication skills which allows them to deliver courses effectively. A review of their CVs shows that all teachers are currently working for Cambridge University. The teachers who lecture and lead the seminars are mostly full professors from the university whilst the teachers who lead the workshops are mostly PhD students from the university.

All teachers have high levels of subject knowledge. Lesson observations show that teachers communicate effectively in lectures. They adjust the speed and level of their language to accommodate their non-native speaker audience. They make effective use of visuals to support what they are saying. They engage the participants with personal and relevant stories and examples that support what they are teaching well.

In seminars and workshops, the teachers make good use of questioning to check the participants' understanding and enable them to make good progress. As a result, teachers are able to deliver courses effectively.

Teachers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. Teachers indicate that the professional dialogue with the observer that follows lesson observations is useful for enhancing their pedagogical techniques. In addition, they have undertaken other CPD activities that have focused on safeguarding and the prevention of radicalisation and extremism.

Lesson observations show that, in the seminars and workshops especially, teachers are able to respond to the different support needs of the participants. Teachers are able to individualise their delivery and spend more time with those groups and individuals who need more help.

Participants' feedback and lesson observations confirm that teachers use a wide range of strategies to engage with their audience. Much of the teaching is task-based groupwork, which allows teachers to engage with individual participants effectively. Teachers actively encourage participants to ask questions, seek clarification and to express their ideas. This enables teachers to assess how well the course is being received and understood by the participants.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers inform the participants of the details of the assessment, including the date, procedure and criteria at the beginning of the course.

The courses are very short and contain only one assessment, the final assessment.

The courses are short and have only one assessment though participant work within the lessons is monitored diligently.

Teachers provide effective feedback during lessons with appropriate development points so that participants are able to reach their target level of achievement.

The courses are short. If participants are judged not to be making sufficient progress, they are provided with additional, individualised support. There is no provision for an alternative programme in the time allowed.

Observations of the seminars and workshops demonstrate that the teachers provide timely, effective feedback specific to the individual or group. Typically, teachers circulate amongst the groups during the lessons and give appropriate advice or respond to questions. They point out strengths and areas of development and give good examples of the progress that has already been achieved. The teachers also provide guidance for further development. Participants find this feedback very supportive. As a result, participants engage fully and, in discussion with the inspector, consider that their needs are met.

Participants have good access to teachers outside the scheduled course delivery time. Teachers are appropriately available during breaks, at lunchtime and after lessons if required. This enhances the participants' learning opportunities and enables teachers to provide more personalised support.

Teachers explain the need for academic integrity at the start of the course. They use a group-project presentation for the assessment which limits the scope for plagiarism and cheating. Consequently, plagiarism and cheating are not an issue on the courses.

There is no coursework requirement. Revision periods are not needed. However, teachers communicate the date of the final assessment at the very beginning of the course. As a result, participants are fully aware of the assessment expectations in good time.

If it appears a group may not be ready to give the final presentation on time or when the work is not yet at the required level, teachers provide extra support during the seminars and workshops.

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

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. Yes No
- 16.2 Participants receive appropriate information, advice and guidance before the start of the course. Yes No
- 16.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 16.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA

16.5	The provider has policies to avoid discrimination and a procedure for dealing with 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

Participants receive welfare support appropriate to their age, background and circumstances. The Programme Director takes overall responsibility for participant welfare. She is appropriately experienced in this role. In addition, the Residential Advisers have regular and close contact with participants and are often their initial point of contact.

Additionally, cohorts of participants typically arrive accompanied by support staff from their home institutions. Participants are also able to receive welfare support from college porters. The porters are appropriately trained and experienced and are able to resolve any issues that may arise. Participants consider the welfare support to be comprehensive and effective. Inspection findings confirm this to be the case.

Discussions with participants and scrutiny of correspondence, the student handbook and the website confirm that CLGG provides comprehensive information, advice and guidance before participants' arrival. This is provided in participants' mother tongue at their home institutions. Advice includes aspects of living in the UK, as well as an explanation of relevant policies, procedures and support services. As a result, participants are well informed before arrival.

Participants confirm that they receive a thorough induction on arrival. The induction gives an overview of the course, the college, key policies, aspects of health and safety, the accommodation and the local area. Participants are introduced to CLGG staff, including the welfare staff and college porters, during induction.

Participants have the emergency contact number stored in their mobile telephones. The number is also included as part of an information leaflet that is provided to participants and which they are asked to keep with them at all times.

The participant code of conduct is easily accessed through the CLGG website. The code of conduct includes an effective anti-discrimination and freedom from bullying and harassment policy as well as the policy on the suitable use of social media and electronic devices. Participants confirm that they are made aware of the code of conduct before and on arrival. Participants also confirm that they feel safe from discrimination and harassment.

A scrutiny of policies, practices and procedures confirms that effective safeguarding arrangements are in place and that these arrangements are reviewed at least annually.

CLGG has a named designated safeguarding lead who is appropriately qualified. Staff receive appropriate training, including on how to respond to confidential disclosures. During induction, participants are appropriately informed of how to raise concerns and how to make a complaint. Enhanced Disclosure and Barring Service (DBS) checks have been undertaken for all staff. A suitable single central record of checks is in place.

Scrutiny of documentation shows that CLGG has undertaken an appropriate risk assessment regarding the risks associated with radicalisation and extremism. A suitable policy is in place, and staff have all received the necessary training. As a result, participants and staff are protected from any threat of radicalisation and extremism.

An appropriate social media and electronic devices policy is included in the participants' handbook. This covers the on-site use of social media and electronic devices. Participants confirmed that they are aware of the policy and its provisions.

Contact details for participants and for their next of kin are collected during enrolment. These details are recorded and stored electronically and can be accessed immediately, when required.

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

All participants are international. They are provided with specific advice and assistance. Participants confirm that they receive appropriate information and advice before arrival in the UK. This is provided in the participants' mother tongue to support its understanding.

The participants are sent details of their travel arrangements, visa requirements and details of the accommodation provision and are also informed about cultural norms in the UK.

On arrival, the participants have an appropriate induction that includes a useful introduction to the facilities at the college as well as to Cambridge itself. Cohorts of participants are each allocated Residential Advisers, who have good local knowledge. The participants confirmed that the role of the Residential Advisers is much appreciated, and they provided positive feedback about this arrangement. The inspection outcomes effectively support this view.

Most cohorts of participants bring their own welfare assistants from their home institutions to provide additional support. These assistants have a good understanding of the cultural differences between the home institutions and those in the UK. This arrangement also ensures that participants have access to speakers of their first language.

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

Contractual terms and conditions are clearly outlined on CLGG's website. Staff at the participants' home institution are aware of the terms and conditions and are able to provide advice to the participants.

Appropriate refund arrangements are clear and a suitable cooling-off period is in place.

The complaints procedure is fair. Participants are appropriately informed of the complaints' procedure in writing in the participant handbook before the start of the course. CLGG has an established Student Complaints Procedure with associated documentation which the participants use for dealing with both academic and non-academic complaints they may wish to make.

Participants are advised of BAC's complaints procedure through the website and 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

During the summer courses, all participants are accommodated in Cambridge University college halls of residence. During the winter courses, participants are accommodated in selected local hotels, all of which are well-known national chains. The accommodation is appropriately clean, safe and of a high standard.

During the summer, participants aged under 18 are accommodated in college halls of residence. Arrangements for accommodation through the halls of residence are appropriately managed and registered in accordance with national requirements. They are appropriately open to inspection under the National Code of Standards for Assured Accommodation.

The participant handbook contains appropriate rules regarding fire safety in the accommodation, including what to do if a fire alarm is activated, and advice on kitchen safety. The college halls of residence are suitably secure, with college porters always on site. Similarly, the hotels have security and camera surveillance. Consequently, participants and their property are safe in their accommodation.

Participants are supervised by the Residential Advisors and staff from their home institutions, who stay in the same accommodation. They provide suitable timely advice or support if needed. As a result, the welfare support and supervision provided in the participants' accommodation meet the safety and security needs of the participants.

Participants under the age of 18 always stay in college halls of residence. They are accommodated separately from participants aged over 18. As a result, participants are appropriately divided by gender and age during the summer. Residential Advisors are on hand to enforce this separation. Consequently, those aged under 18 are appropriately safeguarded.

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

CLGG's website, its promotional publicity, the daily timetables and discussions with participants all indicate that participants are provided with a rich social programme covering sports, leisure activities and local events.

The underlying principles of the social programme are to bring people together and establish effective cross-cultural relationships. Feedback shows that the Residential Advisers, who are of a similar age to participants, play an important role in this respect.

Feedback data shows that the social programme is responsive to the needs of the participants. Feedback is collected during the activities themselves, so that the activities can be improved for the next cohort. The end-of-course feedback also provides opportunities for participants to suggest changes to the social programme.

Almost all activities are included in the course fee. Those which are not free are chosen with consideration for their affordability for the majority of participants.

A review of the social activities shows that all activities are organised and led by Residential Advisers, all of whom have had suitable training and experience.

Scrutiny of risk assessments shows that all social activities are appropriately risk assessed. Risks are suitably identified, and appropriate mitigations are put in place. Participants are satisfied with the suitability of the arrangements for the social programme. Inspection findings confirm this view.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

CLGG has appropriate legal contracts with all its delivery colleges to ensure that it has access to suitable premises for its courses.

Each college is able to provide all the space required by the Provider.

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, which 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to all the premises is appropriately restricted and secured. The entrances to St Catherine's and Magdalen colleges are secured by a porters' lodge, which is supervised 24 hours a day. There is a receptionist present at the entrance to the Pitt Building. All premises are covered by Closed Circuit Television (CCTV) cameras. As a result, the premises are safe and secure.

All the premises are very well maintained and provide an appropriate environment for studying. They are in a good state of repair, well decorated and kept to high standards of cleanliness.

There are no hazardous areas in any of the premises.

General guidance on health and safety is made available by porters on participants' arrival in the colleges or by the receptionists in the Pitt Building. Health and safety issues are also dealt with during induction. Health and safety and fire evacuation signage is also well displayed in all the premises. As a result, participants, staff and visitors have access to appropriate general guidance on health and safety.

All three premises have suitable signage for the display of general information. There is also clear signage outside the buildings so that the premises are easy to find.

All three premises are spacious. The corridors, rooms and common areas are of a good size. Circulation space for the maximum number of participants that are present is appropriate.

All three premises have suitable areas in which to receive visitors. Toilet facilities are appropriate in number and are clean. All rooms in all three premises have adequate heating and ventilation.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.3 | There are facilities suitable for conducting the assessments required for each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The training rooms in all three premises provide suitable accommodation for the training sessions allocated to them. Lectures are held in suitable and spacious lecture theatres. Seminars and workshops are held in good sized classrooms.

A tour of all three premises and confirmation by teachers show that the training rooms are suitably equipped. Each lecture theatre and classroom has wide-screen projectors and whiteboards, which support the effective delivery of the courses.

Facilities suitable for conducting internal assessments, such as the group presentations, are readily available. Wide screens and projectors are available for these assessments.

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 have access to sufficient space, which includes suitable Information Technology (IT) facilities, so that they can carry out their own private study. Participants have access to suitable space in their bedrooms for private study. They also have additional space in the communal areas if they need to collaborate with other participants. The internet connection is strong and reliable. As a result, participants are able to carry out their own private work or study.

The teachers are all from the University of Cambridge and have appropriate personal space for preparation and marking work and for relaxation.

Participants and staff have ample space and facilities for relaxation and the consumption of food and drink. All participants and staff have easy access to the dining room. All the premises have outside space, including well-kept lawns and gardens, for relaxation. The premises are located close to local food outlets.

Individual rooms are available for private meetings. Each of the premises has rooms large enough for full staff meetings if required.

There is a permanent administrative office for each programme in the relevant college. These offices are large and adequately resourced for the effective administration of the programmes.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

CLGG's has effective management, together with a clearly defined vision, both of which support its future work very effectively.

CLGG makes good use of technology, using a wide range of data and communications systems to ensure that the programmes run smoothly.

CLGG takes great care to recruit and enrol suitable participants so that the courses chosen closely match the needs of the participants.

CLGG has highly effective action-planning that is informed by stakeholder feedback and monitored closely by management.

Actions required	Priority H/M/L
3.2 CLGG must consistently verify experience and qualifications claimed by the teachers before contracting them to work for the Provider.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Courses are designed specifically to match the needs of participants from the partner institutions and high schools so that the relevance of participants' educational experience is maximised.

CLGG makes a wide range of high-quality materials readily available to participants on the learning platform before, during and after the course, to ensure that these support the development of independent study well.

Teachers have a clear focus on developing independent study so that participants learn how to become autonomous learners.

Teachers are of a very high calibre and the participants benefit from their wide knowledge and experience.

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

PARTICIPANT WELFARE

Provider's strengths

CLGG provides excellent levels of information, advice and guidance to participants before, on arrival and during the course and, as a result, participants are well informed about all aspects of their courses.

CLGG offers an engaging and enjoyable social programme, which is very responsive to feedback to enhance participants' experience while on the courses.

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 are of a high quality so that the participants benefit from exceptional learning environments.

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

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COMPLIANCE WITH STATUTORY REQUIREMENTS

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THE INSPECTION WAS CARRIED OUT BY:

John Rooney	Lead Inspector
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