



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Oxford Prospects Programmes

ADDRESS: Annexe Offices
Wolfson College
Linton Road
Oxford
OX2 6UD

HEAD OF PROVIDER: Dr Shidong Wang

DATE OF INSPECTION: 15–16 and 20 & 22 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- Award of accreditation to be withdrawn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

Oxford Prospects Programmes (OPP/the Provider) offers short, in-person courses in Oxford in the United Kingdom (UK) and online tutorial sessions for university undergraduate and postgraduate students from China.

OPP was set up in 2014 and is owned by Oxford World Limited.

The Provider is based in Oxford and based in premises leased from the University of Oxford. Lectures and workshops are delivered within the university premises.

OPP's aim is to provide an introduction to education, culture and society in the UK and to offer participants the opportunity to study a range of disciplines. Participants attend academic lectures, talks, seminars, workshops, social events and cultural trips.

The Proprietor delegates the operational management of Oxford Prospects Programmes to a senior management team, consisting of the Programme Director and the Operations Manager, who are supported by a Deputy Operations Manager, an Academic Officer, a Programme Co-ordinator and two Administrators. Guest lecturers and activity leaders are employed during the delivery of the programmes.

2. Brief description of the current provision

Oxford Prospects Programmes offers 13-day in-person programmes in a range of subject areas, including Humanities, Sciences and Social Sciences. There are winter and summer programmes available. Online interdisciplinary programmes are offered in the spring and autumn in small tutorial groups.

OPP's programmes aim to enhance the education of high-achieving young people who are studying at universities outside the UK. There are five learning programmes: Science, Computer Science, and Engineering and Mathematics; Philosophy, Politics, Economics and Law; Literature, Language, Digital Culture and Communication; Business, Finance and Management; and Medicine.

Teaching takes place in hired rooms in Oxford colleges. Meetings are arranged with Oxford graduates and undergraduates to help participants gain an understanding of student life in the UK. Participants have a workshop with a professional film-maker and produce a short film. OPP's programmes include subject-specific lectures and workshops, and participants complete a group project, which they present to an audience on the final day of the course. Programmes include visits and trips to London, Stratford-upon-Avon, Windsor and Silverstone.

For the winter programmes, accommodation is provided in hotels. Accommodation for summer programmes is provided in Oxford University college residences. Lunch is generally in the college dining halls, and there is a voucher system for dinner in a selection of restaurants in the city.

Participants on OPP's short programmes are primarily undergraduates from Chinese universities, with a small minority of postgraduates. Prospective participants apply through OPP's partner organisations in China, with the support of their home universities. Participants come from many of China's regions.

At the time of the inspection, two programmes were running with 286 participants, of whom the large majority were female. The three other programme areas had 304 participants, who had just finished their courses. All participants are from China, and most are in the age range of 18 to 24 years. OPP does not accept participants who are under the age of 18.

A small number of teachers from participants' home universities attend as observers. The autumn online tutorial courses had a total of 77 participants.

Enrolment takes place in China through OPP's partner universities. All participants must be university students who can demonstrate a high level of English language competence. Selection processes include an application form, an English language assessment and an interview. Enrolment takes place a couple of months before the start of each new programme.

3. Inspection process

The inspection was conducted by one inspector over three and a half days. Site visits were made to training venues at Wolfson and Pembroke colleges and the Provider's office at Wolfson College. Meetings were held with a group of participants, the Programme Director, the Operations Manager, the Deputy Programme Manager/Designated Safeguarding Lead, the Academic Officer, the Programme Co-ordinator, the China representative, administrative staff, activity leaders and a lecturer. Teaching, learning, and assessment sessions were observed. Staff and participant records and other documentation were scrutinised. The Provider co-operated well with the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	6–7 February 2014
Interim	23 July 2015
Re-accreditation	30 January and 4 & 12 February 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

OPP is a small organisation with a clearly defined and well-understood management structure. The Proprietor is involved at a strategic and financial level, and operational management is delegated to the Programme Director and Operations Manager.

Curricula vitae (CVs) confirm that the senior managers are highly qualified and appropriately experienced for their roles and ensure that day-to-day operations run smoothly.

Evidence of the channels of communication includes e-mails and records of in-person and online meetings. These are supplemented by business media groups and phone calls. OPP is run by a small team whose members are based in neighbouring offices, which makes communication easy.

Regular meetings, plus in-person and e-mail communications, ensure that everyone in the team works together effectively to co-ordinate the provision.

There is a written statement of mission and goals, communicated on the website, that is effectively implemented and well understood by partners in China.

The Provider has effective but undocumented operational risk management that includes financial planning.

1.5 OPP does not have a written risk management strategy, which could lead to confusion in an emergency.

Management is effective. Roles and responsibilities are clear, and staff work together well to ensure that everything runs smoothly.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration is effective. The Administrators are experienced and well qualified. They fully understand what needs to be done and employ effective procedures and operational systems to support OPP's programmes.

The administrative team is small but sufficient for the smooth running of the Provider. Roles are clearly defined, and staff work together well as a team and ensure that their day-to-day responsibilities are carried out efficiently.

Job descriptions are clearly documented. As a result, staff fully understand their roles and responsibilities.

All documentation is available through a secure shared drive. Policy documents including data protection, disciplinary procedures, complaints, social media, equal opportunity, health and safety, welfare, harassment, and the prevention of radicalisation and extremism are regularly updated and disseminated effectively in staff and participant handbooks, and as part of induction. This ensures that the policies are well understood and effectively implemented.

Data collection and collation systems such as participant enrolment, attendance, achievement records, staff records and stakeholder feedback, are sufficient to support the necessary administration of the Provider.

Participant and staff records contain appropriate detail and are updated regularly and collated in a single central record to facilitate monitoring.

A data protection policy is well implemented and follows General Data Protection Regulation (GDPR) guidelines to protect the data of stakeholders and participants effectively.

3. The provider recruits appropriate staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff. Staff are appointed through a formal process, which includes provision of a job description and the completion of a written application, along with submission of a CV and covering letter.

Shortlisted candidates are interviewed, and two references are checked. Identity and right to work checks are completed, and qualifications claimed are verified. All staff are well qualified and experienced and have completed appropriate training. There are no self-employed staff.

There are no trainers working remotely.

Annual performance appraisals are completed and are structured around an initial self-evaluation by each staff member, which then forms the basis for a discussion with their manager. This informs the identification of areas for development and any Continuing Professional Development (CPD) needs. Members of the academic team attend lectures and provide feedback to speakers.

Staff CPD has included training in safeguarding and in the prevention of radicalisation and extremism. Staff may request specific CPD. One member of staff, for example, is learning Mandarin to better communicate with participants.

The Provider recruits appropriate staff and supports them effectively.

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

Marketing brochures, which are the main source of information for potential participants in China, provide an accurate depiction of the Provider and the courses available. Potential participants receive a brochure with information in Mandarin, which is detailed and comprehensive.

Locations, resources and services offered are accurately represented and course information is up to date. Online information, which is in English, provides a good overview of what OPP offers.

Comprehensive details of courses available are clear in Chinese marketing brochures and are also provided by means of face-to-face presentations in partner universities in China. As a result, participants know what to expect and can make suitably informed choices.

4.2 Some course information on the Provider's website is out of date, and course details refer to programmes in previous years.

The Provider's key policies are available on the website.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider takes considerable care to recruit suitable participants for its courses. OPP has strong partnerships with universities in China that insist courses include specific academic content to meet participants' needs and aspirations. Marketing brochures are comprehensive and presented in Mandarin.

OPP's China representative liaises with universities and gives presentations for those who are interested in attending OPP courses in the UK. Potential participants are given full information about the courses and are able to request further details. This ensures that potential participants have sufficient information to decide whether their proposed programme will meet their needs and expectations.

To be accepted onto a course, participants must be an undergraduate or postgraduate student in China, with a sufficiently high level of English language competence to benefit from the programme. English language ability is assessed during online interviews with the OPP team. This assessment is used to confirm acceptance and to assist participants in selecting the course that best meets their needs.

Potential participants must complete an application form and an English language assessment and also pass an interview stage in order to be selected.

Applicants receive comprehensive information and can contact OPP with any questions they have or for further information. Enquiries are responded to promptly, and full information is provided.

OPP works with a single partner as its recruitment agent in China. The agent is fully conversant with OPP's programmes. Meetings are held to liaise with the agent and to discuss and evaluate recruitment activities and the content of programmes. The agent maintains contact with applicants throughout the application process, answering their queries and providing relevant, up-to-date information.

Participants can disclose any additional needs they may have on the application form, and the Provider then makes appropriate provision as necessary to support them.

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
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| 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 participant handbook and induction materials make it clear that good attendance and punctuality are mandatory for all learning sessions and organised cultural activities. The transcript presented to participants on completion of the programme includes a record of attendance.

Attendance is recorded electronically at each session and can be reviewed immediately.

Participants who are unwell must notify the Provider, who then checks on them. Any unnotified absences are immediately followed up to ensure that the participant is safe and to provide any additional support. Participant attendance and punctuality are excellent.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement. The systems to monitor and review OPP's performance include effective feedback mechanisms, observation and monitoring of programmes, and regular team meetings.

During the programme, feedback is collected informally from participants by the OPP team and by the Chinese group leaders and other representatives from China. Participants complete detailed online evaluation questionnaires at the end of their programme. Feedback is also received from the teachers from the Chinese universities who are observing the programme. Additional feedback is gathered informally by the recruitment agent in China, who also contacts the home universities for feedback, which he relays to the OPP team in Oxford. This feedback provides an accurate picture of the strengths and areas for development of the provision for the Provider.

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

Feedback is collated and analysed in staff meetings, and any actions for improvement are agreed and recorded in the minutes of meetings.

Participants are informed of what has been done in response to their feedback during the course.

An annual report is produced that details progress against strategic targets and informs action-planning. Procedures to capture data for annual reporting are in place.

Action plans are implemented and regularly reviewed, with outcomes reported to management. Actions are recorded in the minutes of staff meetings. These actions effectively promote continuous quality improvement.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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| 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 members of the management team are all well qualified and experienced and work together well. They organise the format and structure of the various programmes to meet the needs of, and specific requests from, the potential participants and their home universities. Subject-specific topic areas are chosen, and specialist lecturers are engaged, mainly from the University of Oxford, to provide the required academic input.

Training sessions are timetabled effectively using University of Oxford college premises, such as lecture theatres. Good attention is paid to logistics to ensure participants can move easily from one area to another according to their timetable. Activity leaders monitor participant movements, providing help as required, and also provide an introduction to the lectures.

The academic team regularly attends lectures, and always when a new speaker is engaged. The academic team also assesses the suitability of the format and content of the lectures for OPP's participants before and during the sessions and provides feedback to lecturers.

The guest lecturers are provided with a subject brief and structure. They produce their own presentations and supporting materials. Reading lists and other materials are made available electronically for participants.

Appropriate policies are in place for the acquisition of teaching and learning resources. Lecturers are contracted to provide any necessary resources for their lecture. High-quality audio-visual and electronic facilities and learning

resources are made available to lecturers in the lecture theatres and teaching areas, which ensures the effective delivery of the courses for the benefit of the participants.

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

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are designed based on the participants' main subject areas and include the latest trends and developments in the relevant subject areas. Guest lecturers are chosen for their expertise in their fields, which ensures that academic content is current and relevant.

The courses do not have final examinations or assessments and there are no awarding body.

Speakers are briefed on the general profile of the participants in advance of their sessions, so that they can include relevant examples that provide context for the group. Workshops are designed to help participants develop their critical thinking, academic writing and application skills.

Course content is designed for undergraduate and postgraduate participants, and specialist equipment is available depending on the subject studied. A comprehensive reference list is provided for each programme.

Lectures are accompanied by clear and informative audio-visual materials. Workshops include specialist resources, for example for filmmaking or music videos.

Participants work in small groups and choose and research their own project, which they present at the end of the course, accompanied by appropriate visual aids. This further develops their independent learning skills and ability to present before an audience.

Courses are tailored to meet the particular needs and aspirations of the participants and the requirements of their home universities. Participants are able to disclose any additional needs on application before the start of their course, and the Provider then makes any necessary support arrangements.

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
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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

Trainers are lecturers from good quality UK universities. They are highly qualified and experienced in their fields and, therefore, deliver effective sessions.

Trainers are appropriately supported in their continuing professional development. Members of the academic team attend lectures and provide feedback to speakers. The guest lecturers also receive CPD within their own organisations.

Lecturers are briefed by the academic team on the expectations, interests and level of study of the participants. Lecturers can therefore tailor their content to meet participants' needs well. Lectures are well supported by clear and informative presentations, and participants are encouraged to ask questions.

Weekly assessments monitor participants' understanding with good results. This confirms that participants have benefited from the sessions. Workshops are interactive and are popular with participants. By the end of the course, participants have produced a film and accompanying audio-visual presentation of their academic project.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance.	<input 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

Information and deadlines for tasks that will be assessed are communicated clearly at the start of the programme. There is a group presentation at the end of the course which is assessed, plus online tests to monitor understanding.

There are no final individual assessments for the Provider's courses but a transcript of achievement is provided.

Results for the online tests are very high and consistently demonstrate a good level of participants' understanding. If appropriate, extra support would be offered but it has never been needed.

Participants receive feedback on the tasks completed during their course. There is a weekly online test to make sure they are keeping up with the programme and understanding the concepts. The final group presentations to the audience are assessed and a transcript of feedback provided. These projects encourage creative collaboration and are popular with participants, who value the opportunity to develop new skills.

Participants receive ongoing spoken feedback during their two weeks on the programme, and constructive feedback is also provided following their group project presentation. The feedback is provided orally at the time of the presentation, and subsequently as a written transcript.

Participants have appropriate access to lecturers and activity leaders outside the scheduled delivery times and during refreshment breaks.

Plagiarism is not an issue due to the format of the course, which depends on participant research informing their presentations, does not provide opportunities for cheating.

Deadlines for assessed tasks are set and communicated well in advance, including at induction. Participants' work is monitored, and immediate action is taken when necessary if any issues are identified, and appropriate support is provided.

Overall, participants benefit from appropriate feedback that allows them to identify their strengths and areas for development.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 Deputy Operations Manager is responsible for participant welfare and is suitably qualified and experienced. He is available to provide support and advice and is accessible to participants. The Operations Manager is also appropriately trained to provide welfare support.

Participants receive high-quality information, advice and guidance before the start of the course. In addition to receiving written information, participants attend meetings where OPP's representative in China gives a comprehensive presentation and answers any questions they may have. The participant handbook provides relevant information on how to prepare for the programme and what to expect during the course.

There is a thorough induction at the start of the programme that covers welfare and health and safety, and academic, practical and cultural issues.

All participants are issued with an identity badge and an emergency contact number. This provides a means of identification and ensures that participants can make contact with the Provider in an emergency.

The Provider has well-implemented policies to deal with discrimination and abusive behaviour, including cyberbullying.

There are no participants under the age of 18.

OPP has a suitable policy and risk assessment to prevent radicalisation and extremism. All staff have received appropriate training to mitigate the associated risks.

An e-policy references staff and participant codes of conduct and covers participants' respectful on-site use of social media and electronic devices. It is made clear that permission must be obtained before taking and sharing photographs and video recordings and personal information.

Relevant information regarding contact details for participants and their next of kin is recorded and made accessible to relevant staff at all times.

Participants therefore receive appropriate support and confirm that they feel safe.

17. International participants are provided with specific advice and assistance

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

International participants receive comprehensive advice before travel on a range of issues, including practical reminders to bring warm clothes in winter. Appropriate information is also provided on cultural differences and what to expect.

On arrival, a smooth logistical operation ensures that participants are safely transferred from the airport to Oxford. Participants benefit from a thorough induction and are advised on a range of issues and cultural differences, such as British queuing etiquette and food.

Support from the OPP team is supplemented by the Chinese partners who have travelled with the participants and the group leaders, who know their students well and are able to support them throughout the programme.

Support includes information and explanations around cultural differences. Any religious needs, such as dietary requirements or prayer rooms, are communicated in advance to ensure suitable provision is made. Support in participants' first language is also available.

Every effort is made to ensure that participants feel safe and happy. Consequently, international participants settle into their course quickly and feel relaxed.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.3	Participants are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants have individual contracts with OPP's partner in China. OPP in turn has a contract with the partner to provide programmes for those participants. There is an appropriate refund policy.

Participants have access to a fair complaints procedure, which is available on the website and in handbooks, and include clear stages with deadlines for actions and reference to the British Accreditation Council (BAC).

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 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 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 type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.4 | A level of supervision is provided that meets the needs of participants. | <input 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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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. Yes No NA
- 21.5 Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants have access to an appropriate social programme and receive information on the activities that are organised as part of the course. There is a full programme of activities, including trips to London, Windsor, Stratford-upon-Avon and Silverstone.

In the evenings, participants are given vouchers and may choose from a selection of restaurants in which to have dinner. This gives them the opportunity to discover different areas of Oxford for themselves.

All activities are covered in the course fees.

Staff are experienced in ensuring that activities are well organised, properly supervised and beneficial to the participants.

Activity Leaders are properly trained in leading groups and guiding participants around locations in a positive and professional manner.

Comprehensive risk assessments for trips and visits are completed to minimise any risks to participants.

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. Yes No

22.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider rents offices from an Oxford college through an annual renewable lease.

Lecture theatres and other facilities are hired from Oxford colleges for the duration of the programmes.

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. Yes No

23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

23.3 There are specific safety rules in hazardous areas, for example science laboratories, which are readily accessible to participants, staff and visitors. Yes No NA

23.4 General guidance on health and safety is made available to participants, staff and visitors. Yes 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

Teaching and office spaces are on college premises to which access is appropriately restricted. Office premises are accessed via a code and teaching rooms and lecture theatres are accessed through the college's staffed Porter's Lodge.

The premises are well maintained, clean and appropriate for their intended purpose.

There are no hazardous areas.

General guidance on health and safety is made available to participants and staff through induction and in the relevant handbooks.

23.4 Although, in practice, almost no visitors visit the administrative offices, there is no checklist at the office premises to remind staff to inform ad-hoc visitors of evacuation procedures.

Signage on college premises is appropriate and meets fire and safety guidelines. Participants access the designated social media group-chat facility, which is used as a virtual notice board and provides up-to-date information.

There is adequate circulation space in the colleges for participants and staff and suitable areas in which to receive visitors. Toilets are clean and sufficient in number, and heating and ventilation facilities are good. The premises provide a safe, clean and secure environment for staff and participants.

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 operations team is familiar with the resources available in the Oxford colleges and departments and ensures that rooms are of a high quality and appropriate for the sessions taking place.

Teaching rooms are well equipped with all the necessary facilities and equipment to ensure the effective delivery of the courses.

The lecture theatres used for participants' academic presentations are suitable and allow for effective assessment of the presentations.

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 suitable spaces for individual and group work, including comfortable rooms for private study.

Participants and staff have areas where they can relax. There are plenty of social spaces within the colleges. All meals are included and lunches are taken in the college dining halls. A voucher system enables participants to choose from a wide selection of restaurants in Oxford for dinner in the evenings.

Staff on site have a staff room with a coffee machine and access to a kitchen. There is extra space in the offices for staff meetings and discussions.

Administrative offices have sufficient space and are well equipped with desks, computers, printers and relevant office equipment, which allows for efficient administration. The facilities meet the needs of participants and staff very well.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)**26. Management, staffing and administration of online, distance and blended learning component**

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction, and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

OPP runs an online programme of tutorials that mirrors Oxford University's tutorial system. Senior managers demonstrate a clear understanding of the specific requirements of Online, Distance and Blended Learning (ODBL).

Trainer and participant interactions are logged efficiently, and data collection and collation systems are fit for purpose. Current participants are students from Chinese universities, and it is extremely rare for submissions to be late.

OPP has strong links with the home universities of the participants, which verify their identity. Webcams are left on for the duration of the tutorial. Work is graded. Participants receive oral feedback on their presentations and written feedback on their essays. Participants receive transcripts of their achievement and progress.

OPP engages lecturers, who are experts in their fields, from the University of Oxford and other UK Higher Education Institutions (HEIs). Online teaching is always observed by a team member from OPP to ensure online risks are minimal. The programme is very well organised and managed efficiently.

27. Online course management is effective

- | | | | |
|------|---|---|---|
| 27.1 | There is a suitably qualified manager or management team with experience of online, distance and blended learning who has responsibility for programme delivery and the management of the trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | The allocation of online trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.4 | Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.5 | Online programme designers make effective use of appropriate teaching aids and learning resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.6 | Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials. | <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

Course management is very effective. The Programme Co-ordinator is well qualified and experienced and employs lecturers with subject specialisms that meet the requirements of the participants. Potential participants are interviewed to ascertain their level of English language competence and to confirm their subject area of study. Where possible, two or three participants are grouped together to form a viable tutorial group and the Programme Co-ordinator allocates a specialist tutor to each group.

The allocation of trainers with a strong academic profile ensures a consistent learning experience for the participants. The structure of the course is determined by OPP and includes an induction and support sessions covering English for academic purposes and preparing for presentations. Subject areas are tailored to the needs of the participants.

All online sessions are observed, and the delivery methods are such that participants can achieve the intended learning outcomes.

Tutorial sessions include academic reading, films, slides and discussions. Supplementary study aids are available to participants at their own universities. Programmes are tailored to the needs of the participants, who can request that certain topics be covered. Participants value this academic tutorial approach.

28. Trainers have an acceptable level of technical knowledge

- | | | | |
|------|---|---|-----------------------------|
| 28.1 | Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

- | | | |
|------|---|---|
| 28.2 | Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques, and the use of appropriate instructional technology. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 28.3 | Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Lecturers are highly qualified academics who have an acceptable level of technical knowledge, understand the demands of ODBL, and also benefit from the support of the OPP team.

At the beginning of the course, OPP makes lecturers aware of the policies relevant to ODBL, and the structure and layout of the sessions and what is expected.

All tutorial sessions are observed, and feedback from lecturers to participants is monitored, together with the written feedback that lecturers provide on participants' graded essays and presentations and their end-of-course report.

29. The enrolment process is comprehensive, transparent and supportive to applicants

- | | | |
|------|--|---|
| 29.1 | Participants 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 |
|------|--|---|

This standard is judged to be:

Met Partially Met Not Met

Comments

Potential participants are informed in advance of the digital literacy requirements of the programmes, and this is confirmed with each participant at interview.

30. Online services provided meet the reasonable needs of participants

- | | | |
|------|---|---|
| 30.1 | Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 30.2 | Staff are available to assist participants to resolve issues of a general and/or technical nature, and all enquiries from participants are handled promptly and sympathetically. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 30.3 | The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with those technological problems that are the provider's responsibility. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 30.4 | The provider supports and encourages peer interaction through a variety of channels, such as social media and virtual learning environment platforms. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Learning materials for tutorials are available in advance and sent to the participants before the start of the course. Support sessions for online learning are provided within each programme to ensure participants gain the maximum benefit from studying online.

Staff are always available to assist participants to resolve general or technical issues. A member of the OPP team is always present online and can respond immediately.

Participants are familiar with online courses at their own universities and can transfer their digital competencies to OPP's online platform. Technical problems rarely occur, but when they do, they are handled promptly.

Participants interact with each other as part of the tutorials. There are also opportunities to interact with peers on OPP's social media group, where support from the tutorial member of staff is available. As a result, participants' reasonable needs are met effectively, and they are able to learn remotely and make progress.

31. The technology used to deliver the programmes is fit for purpose and effective

31.1 The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services. Yes No

31.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutorial programmes are conducted on a readily available platform. Participants are provided with information about the sessions in advance and are provided with joining instructions.

Most IT issues are resolved in-house, and OPP has access to additional IT support if needed. Participants also have the support of OPP's partners in China. The technology that is used is fit for purpose and effective.

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

Strong relationships with universities in China enable learning programmes to be tailored to the academic needs of participants.

The strong links between OPP and the recruitment agent in China ensure that potential participants receive an accurate picture of the programmes on offer and can make informed choices.

The system for managing attendance is extremely efficient and effective, and attendance and punctuality are excellent.

Actions required	Priority H/M/L
1.5 The Provider must produce a written risk management strategy.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.2 OPP must revise its website to ensure that up-to-date and accurate information is provided on its courses and the experiences on offer.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The broad choice of academic subject areas allows participants to enhance their academic understanding in the subject areas they are studying at their own university.

Participants benefit from the workshops, which enable them to develop a range of new practical skills.

Practical tasks, such as the project presentations, provide opportunities for participants to research, work co-operatively and enhance their presentation skills.

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

PARTICIPANT WELFARE

Provider's strengths

The comprehensive pre-course information presented to potential participants in China gives a clear picture of the provision and allows participants to make an informed choice as to the courses that best suit their academic achievements and aspirations.

A sound understanding of the programmes on offer ensures that OPP's China representative provides accurate information and effective enrolment support to participants.

Participants receive high-quality information, advice and guidance before the start of the course, which enables them to settle into their programme quickly.

International participants receive comprehensive advice before travel on a range of issues to ensure that they find their time in Oxford interesting and enjoyable.

Actions required	Priority H/M/L
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None High Medium Low

PREMISES AND FACILITIES

Provider's strengths

The locations of teaching sessions within Oxford colleges provide an inspirational incentive for participants to excel academically.

The logistics of managing large groups are extremely effective, allowing participants to enjoy trips and excursions safely.

A voucher system for meals in a wide variety of restaurants in Oxford is enjoyable for participants and provides an opportunity for them to explore areas of Oxford in their leisure time.

Actions required	Priority H/M/L
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23.4 The Provider should institute a simple checklist to ensure that all visitors to the office receive appropriate health and safety information.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
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ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The ODBL tutorial system is extremely well organised and enables participants to develop their research skills in a given area very well.

Participants benefit from the opportunity to request ODBL tutorial programmes that are tailored to their needs.

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

To be reviewed at the next inspection

It is recommended that future annual reports are based fully on robust data in a form that facilitates analysis and the identification of year-on-year trends.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Pauline Bateman	Lead Inspector
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