



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM VISIT (Short Course Provider)

PROVIDER: China UK Development Centre

ADDRESS: Sheraton House
Castle Park
Cambridge
CB 3 0AX

HEAD OF PROVIDER: Dr Zheng Jiang

DATE OF VISIT: 23 August 2017

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 19 October 2017

PART A - INTRODUCTION

1. Background to the provider

Founded in 2012, China UK Development Limited formed the China UK Development Centre (the Provider) in order to enable undergraduate participants in Chinese universities to come to the United Kingdom (UK) and gain experience of the Cambridge University model of higher education.

There is one registered director of the Provider, who is also the Managing Director. He is supported by the Head of Planning and Operations, the Head of Marketing and Technologies and a Chinese based Head of Business Development.

Since its inception the Provider has expanded its recruitment to include participants from South Korea and Macau. Staff of the University of Cambridge undertake the tuition of participants. Participants are supported in both academic and welfare matters by staff from the home university. Staff from the Chinese universities also have a quality assurance role in the Cambridge based provision helping to ensure that the participants are well matched to the programmes on offer.

The Provider also offers academic and cultural exchanges between staff and participants of the University of Cambridge with counterparts in Chinese universities. At the time of the inspection, a cultural exchange programme was organised by the Provider with St John's College, Cambridge.

The aim of the Provider is to offer participants the experience of studying at the University of Cambridge and also for the provider to be the first choice for Chinese participants wishing to study in the UK.

The courses are run in the premises of six constituent colleges of the University of Cambridge. The participants' accommodation is also provided by the colleges.

2. Brief description of the current provision

The Provider offers two two-week programmes covering themes from Natural Sciences and Social Sciences. The programmes are not accredited but participants are awarded a Certificate of Recognition relating to their performance on the programme.

The programmes have a mixture of academic content with strong cultural elements, together with the opportunity for the participants to improve their English language skills.

In 2017, 271 participants attended the winter courses in January and February and 200 participants attended the summer programmes. At the time of the inspection there were 42 participants.

Participants apply in China and around half of them are admitted to the programmes after discussion with the Chinese university. All participants are over the age of 18 and a large majority are Chinese. The majority of participants are female.

3. Inspection visit process

The inspection was conducted over one half day by one inspector. It took place at the premises of Sidney Sussex College in the centre of Cambridge. The Director of Operations was interviewed along with one tutor, around 10 participants and staff of a university in China. One lesson was observed and documentation, including policies and procedures, was scrutinised.

4. Inspection history

Full Accreditation inspection: 10 - 11 August 2016

Interim inspection: 23 August 2017.

PART B – JUDGMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

There have been no significant changes in ownership or management of the Provider since the last inspection of 2016.

A new pilot programme in Entrepreneurship and Leadership has been introduced alongside the existing educational provision.

The Provider is considering offering teacher training courses in Cambridge for Chinese teachers. The Provider may also offer courses of study for participants under the age of 18 in the future as it has recognised a significant demand for such courses from China.

2. Response to action points in last report

11.3 The college must introduce a formal appraisal procedure for trainers that incorporate regular classroom observation.

An appropriate formal appraisal procedure has commenced in 2017. It uses relevant documentation, that is fully shared with tutors prior to an appraisal. The system allows for effective dialogue between the class observer and the tutor and centres on student learning.

3. Response to recommended areas for improvement in last report

Review the staff handbook to provide better information about the policies on training and development.

The handbook is updated and includes information on training for both tutors and support staff.

Key documents, including minutes, should be automatically translated into English.

Relevant documentation is now available in English.

A clearer formal system of staff recruitment should be considered.

There is now a clear formal system of recruitment for staff in both Cambridge and China. Appropriate job descriptions and person specifications are in existence.

The system of staff appraisal should be reviewed.

The staff appraisal system is comprehensive and has input from managers, programme heads, participants and also tutors as well as the appraisee.

Consideration should be given to collecting formal feedback from the various colleges so that they have an opportunity to provide their perspective on the programme cycle.

The Provider has compiled a 2017 college feedback form containing feedback and areas for improvement from St John’s College, Lucy Cavendish College and Westminster College. The majority of action points are quite small and involve accommodation issues. This assists the smooth running of the programme for all stakeholders.

The various feedback reports could be brought together, with an appropriate commentary, to provide an “annual report” to be considered at the end of the programme cycle so that valuable information could be better used for planning purposes.

The Board now considers feedback reports at dedicated recorded Board meetings. The Board provides a commentary on any required actions and improvements based on feedback from all programmes run during the preceding year.

The review of the programme sessions should be minuted in English so that they can be communicated to the tutors.

There is now a formal recorded lesson observation procedure, which involves appropriate communication with tutors.

The planned classroom observations should be introduced.

Formal lesson observations now take place. The impact of these on the quality of teaching has not yet been evaluated and reported on.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments Discussion with support staff from the Chinese universities demonstrates a clear alignment between the Provider and these universities. The Chinese universities are completely committed to meeting the aims of the Provider and fully supporting the participants throughout their time at Cambridge.				

4.2 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments Lessons are of a very high standard with participants clearly learning and developing their subject skills as well as improving their English and building team working skills. It is not clear how much research the Provider will undertake before introducing the new teacher training course and the provision for participants under the age of 18.				

4.3 Participant Welfare (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments Participants confirm that they are well looked after and the inspection confirmed this view.				

4.4 Premises and Facilities (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments Teaching and learning facilities at Sidney Sussex College are of a good standard.				

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS
Excellent relations between the Provider and the Chinese universities resulting in an effective student selection procedure. As a result, the participants who come to the UK participants benefit from the programmes on offer.
Very well organised management and administrative systems, which fully support the participants.
High quality teaching that enthuses and engages participants.

ACTIONS REQUIRED	Priority H/M/L
None	

RECOMMENDED AREAS FOR IMPROVEMENT
Ensure that planning for the future development of teacher training provision and also the recruitment of participants under the age of 18 includes comprehensive research prior to the commencement of this curriculum development.
Compile an annual review of the impact and outcomes of the new lesson observation procedures.

COMPLIANCE WITH STATUTORY REQUIREMENTS	
Declaration of compliance has been signed and dated.	YES
Further comments, if applicable	