

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: Oxford International Youth Academy

ADDRESS: 1 Maywood Road
Oxford
OX4 4EE

HEAD OF ORGANISATION: Dr Shidong Wang, Director

DATE OF INSPECTION: 6 and 7 February 2014

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 13 Mar 2014

1. Background to the organisation

The Oxford International Youth Academy (OIYA) is a very recently initiated venture by the owner-Director of Oxford Prospects Ltd. Currently this is a very small organisation managed by a Senior Management Team (SMT) of three: Programme Director, Administrator and Academic Manager.

The prime aspiration for the venture is to prepare students for the perceived inevitable migration overseas. Increasingly, students are intending to study, work, and live in countries other than their homeland, so that cultural and practical integration into the new environment needs to be established more quickly and effectively for the longer term commitment. Initially, the students have been recruited solely from China, but it is the intention to extend this opportunity to students from Germany and USA. In particular, it is believed that Chinese students hold great respect for the English culture and education system, and it is commonplace for students to speak good English as their second language. The Director's established personal and academic contacts in China (eg. the Marketing Manager), Germany, USA and the UK provide a considerable source of advice, marketing facilities, and student selection and support from these countries. In fact, one of the Oxford colleges, the main teaching venue, has acted on behalf of OIYA as the established visiting-student sponsor for the current course.

The first cohort of students has been carefully selected and briefed from a larger application group of initial enquiries and applicants both from students and their parents. The majority of the first cohort has learned about OIYA from personal contact with their teachers and friends, while a few searched for similar opportunities via websites.

2. Brief description of the current provision

The current, and first, cohort of 30 Chinese students originate from a wide variety of regions in China, and are aspiring undergraduates in the age range 19 to 23 years.

The course provided is of 13 days' duration, and comprises a rich and intensive mix of learning and experience. This is focused on the Oxford venue, and especially Oxford University during term-time. It includes English tuition each morning. The programme includes visits to London, Cambridge, Bath, Stonehenge, and includes ballet and museums. Accommodation and breakfasts are in an Oxford college, lunches in a different Oxford college and evening meals in a different Oxford restaurant each evening. There are meetings with Oxford graduates and undergraduates and the students work in small groups towards final projects that culminate in oral presentations supported with audio-visual aids.

It is the Director's intention to provide several similar courses each year, and there is already a considerable number of applications from China.

3. Inspection process

This full accreditation inspection was conducted by one inspector over two days. Meetings were held with the three staff comprising the Senior Management Team (the Director and two Managers) both together and individually. These three staff currently hold the responsibilities for business policy, finance, information technology, marketing, student recruitment and registration, academic content and tutors, quality control, health and safety and administration.

Additional meetings were held with a group of eight students, and with three tutors. The Marketing Manager in China was accessible by telephone. The inspector observed three classes, each of different topics, and with different tutors. A separate, private room was made available for the inspector, and the staff, tutors and students were all readily available, helpful, and most hospitable.

The inspector visited the following Oxford University premises used for the current course: St Catherine's College (main venue for lectures and tuition), Jesus College (accommodation and breakfasts), and Balliol College (lunches). The inspector did not, on this occasion, visit Oxford Prospects Ltd's office, which comprises two rooms within the Director's very recently built Oxford house.

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 provider.

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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

It was clear that the individual members of the SMT fully understood their roles and responsibilities, but this information needs to be more clearly and concisely documented. In these very early stages of the business development, the SMT members often adopt each others' roles as circumstances occasionally and reasonably require, so that clarity for the longer term is highly desirable.

2. The administration of the provider is effective

- | | | |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

2.4 The SMT demonstrated that they fully appreciated, understood, and implemented all the appropriate policies, procedures and systems. However, the documentation of these was limited and not clear or consistent within the handbooks and this must be addressed.

3. **The provider employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

Procedures and analytical tools for quality monitoring and control of staff and of tutors are being documented currently.

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

- 4.1 Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

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

Comments

Website and brochure images inevitably are from stock sources, since this is the first course to be offered. Photographs were being taken during this course better to represent the various Oxford venues, students' activities, and places visited. Website and brochure texts are being re-edited, to provide an improved focus, currently.

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

- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

There is a large number of prospective students that are carefully and comprehensively assessed before places are offered formally. All students, and often their parents, are interviewed personally in China or in the UK via Skype. This provides excellent opportunities to establish each student's level of English, motivation, skills and experience.

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

- 6.1 There is a clear and published policy on participant attendance and punctuality. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action taken. Yes No

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

Comments

The Administrator, rather than a tutor, monitors attendance, and immediately provides the necessary follow-up as appropriate.

Each student is provided with a SIM card for their phone for the duration, so that all mobile numbers are already known together with their allocation. These SIM cards also provide students with very low cost calls to home.

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

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body. Yes No

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

Comments

The feedback documentation is being updated currently, to allow easier and faster analysis. The students' parents are provided with regular text updates on the activities and progress.

8. **The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

8.1, 8.2, 8.3 Currently, some of this work is carried out verbally between members of the SMT. Systems are being designed and documented, and will be implemented formally in the near future.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- 9.1 There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. Yes No NA
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No NA
- 9.3 The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. Yes No NA
- 9.4 There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. Yes No NA

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

Comments

The SMT's Academic Manager is especially skilled in these matters, and has had considerable relevant experience in this role within Oxford University.

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

- 10.1 Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. Yes No NA
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No NA
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA
- 10.4 Participants are encouraged and enabled to develop independent learning skills. Yes No NA
- 10.5 The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. Yes No

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

Comments

There is no formal academic assessment of the students, although tutors provide personal feedback on progress.

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

11.1 Trainers are appropriately qualified and experienced. Yes No

11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No

11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No

11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No

11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No

11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

The majority of tutors are employed by Oxford University and/or the colleges of that University.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

Tutors usually and routinely develop their teaching material at home, at their college, or within their Oxford University department.

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

- | | | | |
|------|---|--------------------------------------|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |

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

Comments _____

There is no formal academic assessment of the students, although tutors provide personal feedback on progress.

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

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

Comments _____

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

- | | | | | |
|------|---|---------------------------|--------------------------|-------------------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments _____

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

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. Yes No NA
- 16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and 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 _____

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments _____

All relevant policies are extant, but should be shared appropriately in all handbooks - Staff, Tutor, Student.

18. **International participants are provided with specific advice and assistance**

- 18.1 International participants receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No
- 18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 18.3 Information and advice specific to international participants continues to be available throughout the course of study. Yes No
- 18.4 Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. Yes No

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

Comments

The personal interviews with each student, and often their parents, before leaving home, provide time and opportunities for all relevant matters to be raised.

It is suggested that interviewers might develop a script to ensure that every possible and relevant aspect is raised with every student.

19. **The fair treatment of participants is ensured**

- 19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

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

Comments

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

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No
- 20.4 A level of supervision is provided appropriate to the needs of participants. Yes No
- 20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

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

Comments

Accommodation, breakfast and lunches are each provided within Oxford University colleges, and evening meals are taken as a supervised group in established local Oxford restaurants.

Currently, all students are over 18 years of age.

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 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. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. Yes No

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

Comments

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments

The fee is inclusive of all activities.

INSPECTION AREA - PREMISES AND FACILITIES

23. The provider has secure possession of and access to its premises

23.1 The provider has secure tenure on its premises. Yes No NA

23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

The college lecture and tuition venue has a wide range of appropriate facilities readily available, so that OIYA can choose the most suitable location for any particular situation. All Oxford venues used have WiFi available, so that students can use their own laptop computers.

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

24.1 Access to the premises is appropriately restricted and secured. Yes No

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

24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA

24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No

24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No

24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

A students' general notice board might usefully be made available within the lecture/tuition venue.

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

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No NA
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

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

Comments

St Catherine's College provides a wide choice of different types of excellent accommodation appropriate for tutorials, lectures, and small group work.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

Tutors usually and routinely develop their teaching material at home, at their college, or within their Oxford University department.

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

The SMT has considerable vision, determination and enthusiasm for the project. Together with the recently appointed Academic Manager, the SMT comprises an experienced group able to tackle the challenges with confidence, knowledge, and expertise.

Actions required	Priority H/M/L
2.4 Policies, procedures and systems must be clearly and consistently documented.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
4.1 Website and brochure images should better represent the Oxford venues, students' activities, and places visited.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
8.1, 8.2, 8.3 The design and documentation of systems of quality control must be completed and implemented formally.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Availability of Oxford University colleges for venues, accommodation, and meals, especially during term-time. Personal contact with, and accessibility to a wide range of Oxford University tutors.

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

PARTICIPANT WELFARE

Provider's strengths

Excellent communication skills, experienced staff, and a demonstrated application of their philosophy of care. Support from Oxford University staff and colleges.

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

PREMISES AND FACILITIES

Provider's strengths

Availability of Oxford University colleges for venues, and accommodation, especially during term-time. Provision of a rich mix of cultural experiences, for the students, both within Oxford and at other UK centres.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

SMT roles and responsibilities need to be more clearly and concisely documented. The documentation of procedures and analytical tools for quality monitoring and control of staff and of tutors should be

completed.

The re-editing of website and brochure texts should be completed, to provide an improved focus.

All relevant policies should be shared appropriately in all handbooks - Staff, Tutor, Student.

A script could be developed to ensure that every possible and relevant aspect is raised with every student prior to arrival.

A students' general notice board might usefully be made available within the lecture/tuition venue.

COMPLIANCE WITH STATUTORY REQUIREMENTS