

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider Re-accreditation Inspection

ORGANISATION: Oxford Study Courses

ADDRESS: Aristotle House
Aristotle Lane
Oxford
OX2 6TP

HEAD OF ORGANISATION: Dr Kim Polgreen BA, MSc, DPhil

DATE OF INSPECTION: 3 & 10 April 2013

ACCREDITATION STATUS: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 29 May 2013

1. Background to the Organisation

Oxford Study Courses (OSC) was established in 1990 as a family business. In 2007 it was sold to Pamoja SA, the investment arm of the McCall MacBain Foundation, a charitable foundation based in Geneva. Pamoja's ownership is through an offshore company, OSC Holdings Ltd, based in the British Virgin Islands, although Oxford Study Courses Ltd itself is a company registered in England. OSC operates as a social enterprise, with all profits deployed for charitable and similar purposes. A proportion of profits are allocated by OSC itself, the majority being administered through the owning foundation, which aims to improve the welfare of humanity through focused grants in health, education and the environment. OSC itself undertakes a number of philanthropic activities including supporting International Baccalaureate Diploma Programme teaching in developing countries, and providing scholarships for its courses. Through the McCall MacBain Foundation OSC profits have been used to support a number of education and health projects in Liberia.

2. Brief description of the current provision

The OSC head office is in leased accommodation in North Oxford, and operates throughout the year. From here it supports preparation for the International Baccalaureate Diploma Programme (IBDP) and IBDP examinations through revision and introductory courses for students. The largest course, with over 1000 participants, is an intensive revision course for students just prior to their IBDP examinations, held during their Easter vacation in university college premises in Oxford. Students enrol for courses in individual subjects and may enrol for a number of courses. During the summer, courses are held in a variety of locations in the UK and other countries to prepare for the IBDP (two or three week "pre-IB" courses) and for mid-IB students between the first and second years of the programme.

The Easter revision programme in Oxford takes place in varying locations. In 2013, St Anne's, St Antony's, Queen's, Oriel and Corpus Christi colleges were in use, with the largest group of students in St Anne's. Students are accommodated in one of the colleges, and teaching is arranged, by subject, in the various college locations. Students attend one class with one teacher in one location. Students may therefore travel between residential accommodation and their class. Similar revision courses were offered in Beijing and Shanghai in 2013. A parallel course for southern hemisphere students is arranged in Australia in July using university campus accommodation. The pattern of other summer courses varies in detail from year to year. A pre-IB course is scheduled in 2013 for Oxford (Queen's and St Antony's Colleges) and a mid-IB course in Cambridge (Emmanuel College). Total enrolment on comparable courses in 2012 was 667. Smaller courses are also arranged in Boston (Harvard University and Massachusetts Institute of Technology) and Vancouver (University of British Columbia), offering both pre-IB and mid-IB strands.

One week courses for prospective university applicants are arranged in the UK and USA during the summer, combining guidance on university application processes with visits to a variety of universities. Most students enrolled combine this with an OSC academic summer course. A university counselling course for teachers was introduced in 2009, and 14 participants attended in 2012.

For the UK-based courses, around 31% of students are from the UK, with a further 48% from other European Union countries. The remaining 21% come from nearly 50 other countries. Around 65 (4%) of students attending UK-based courses requested a visa support letter in 2012.

Apart from the teaching programme OSC publishes revision guides in a variety of IBDP subjects, offers online IBDP revision courses, and undertakes the registration for professional development workshops for teachers arranged by the UK IB Schools and Colleges Association (IBSCA).

3. Inspection process

The inspection was undertaken by one inspector over two days during successive weeks of the Easter revision course in Oxford. Premises used for teaching and administration were inspected at St Anne's, Oriel and Corpus Christi Colleges. Residential accommodation was seen at St Anne's and the year round office premises were visited. Interviews and conversations were held with the General Manager, the Course Principal, the Academic Director, the Teacher (Faculty Development) Manager, the IB Adviser, the Senior Business Manager, the Financial Controller, the Course Manager and the Marketing Manager among the permanent staff, and, among the seasonal staff, with two course directors, with shorter conversations with an assistant course director, the Dean and a number of teachers. Meetings were also held with groups of teachers and students and fragments of 11 teaching sessions were observed in the three college locations visited. Documents were scrutinised in hard copy and online at the course offices.

4. Inspection history:

Inspection Type	Date
Full Accreditation	22 January 2009
Full Accreditation	6 April 2009
Interim	21 January 2010

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

Minimum standards 1 - 8

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

Year round staff undertake specific roles at the various teaching venues, further enhancing the already strong communication between permanent and seasonal staff working at the course locations. Relations between year round and seasonal staff were excellent: there is a strong sense of cooperation and collaboration.

The owning foundation maintains a high level of interest in and support for OSC's activities.

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 checked="" type="radio"/> Yes | <input 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

The administrative team is formed of people of high calibre working within clear structures and parameters.

Policies and procedures are well honed and very effective.

OSC is a sophisticated, complex and very well organised operation, benefitting from a clear focus and sense of purpose, honed by years of successful practice.

3. **The provider employs appropriate staff**

- | | | | |
|-----|--|--------------------------------------|--------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

- 3.2 Qualifications of teachers, who are engaged on a self-employed basis, are not verified. However, all teachers are experienced IB teachers or examiners working in known IB schools and references are obtained. Their qualifications are not advertised in publicity material.
- 3.3 The employment review form used with permanent staff is excellent.

4. **Publicity material 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

- 4.1 The fact that residential accommodation and teaching may be in different locations some distance apart, might usefully be more clearly highlighted in publicity material, particularly as it could affect the suitability of the course for participants with mobility issues.

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 participant's. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <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

- 5.2 Considerable efforts are taken to ensure that participants are at the appropriate stage educationally for the course for which they have applied.
- 5.3 The excellent templates used to provide the basis of answers to common queries during the registration process are very well developed and model best practice.

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
- 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

6.2, 6.3 Attendance monitoring is highly effective ensuring absence is very promptly reported and any necessary action is taken speedily.

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

7.1 The provider shows a keen willingness to elicit and act on feedback from teachers and participants.
7.2 There are excellent mechanisms, formal and informal, in writing and through personal contact to gather feedback during, at the end of, and after the courses. Analysis of feedback is thorough and effective. There is a clear concern with what is said in feedback, what can be learned from it, and how things can be improved.

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 at least annually which present the results of the provider's reviews and incorporate action plans. Reports include analysis of year-on-year results on participant satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

8.2 The nature of the courses means that examination results and completion rates are not applicable.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

Minimum standards 9-16

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

9.1 A small, able and experienced team with strongly complementary strengths oversees teaching, learning and assessment, while respecting the evident professionalism of the teachers engaged.

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 | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

10.1 With the exception of pre-IB Maths (for which there is a specially produced textbook), individual teachers take responsibility for formulating their own courses, with support from the year round academic team and, in the case of new teachers, mentors.

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

- 11.1 Teachers are appropriately qualified and experienced. Yes No
- 11.2 Teachers have a level of subject knowledge, 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 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 11.5 Teachers 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 Teachers 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

11.1 OSC engages the services of highly experienced teachers, often also IB examiners. Many are engaged on the basis of personal recommendations from trusted and experienced existing OSC teachers.

11.4 Teachers reported that simply teaching on the courses and interacting with colleagues is excellent professional development in itself. The mentoring arrangements, whereby new teachers are paired with experienced and effective teachers are excellent.

11.5 / 11.6 Although all teaching observed was of good quality, as expected, teachers varied in their effectiveness at responding to differing needs of participants, and in their use of strategies to engage all participants in lessons, and to carry out learning checks. Peer observation or the sharing of specific techniques and knacks applicable to the specific context of short intensive courses could be beneficial.

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

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

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

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

Comments

13.1 Courses include learning checks but participants are not formally assessed.

Feedback provided to participants during lessons and through marking of written homework appeared entirely appropriate for revision or enrichment courses of this nature.

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. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

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 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

Minimum standards 17-22

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

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

17.4 Participants are issued with an identifying lanyard used to establish entitlement to enter secure premises. It also carries the emergency phone number. Having the emergency contact number on a separate smaller card which can more readily be carried at all times may be advisable.

OSC has recently expended considerable time and effort devising an extremely thorough and extensive document on child protection, an example of exemplary practice.

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

- 18.1 International participants receive appropriate advice before their arrival on travelling to and living 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 _____

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 _____

20.5 Course participants range in age mostly from 16 to 19 and are accommodated together, as would be the case in many residential schools for students of this age. All accommodation is in single rooms.

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. | <input type="radio"/> Yes | <input type="radio"/> 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. | <input type="radio"/> Yes | <input type="radio"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes | <input type="radio"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | <input type="radio"/> Yes | <input type="radio"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Home-stay accommodation is not provided.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

On intensive revision courses immediately prior to examinations the social programme is restricted to opportunities for physical activity, such as running. A fuller social programme is arranged on the longer pre- and mid-IB courses. This distinction is well judged and appropriate.

INSPECTION AREA - PREMISES AND FACILITIES

Minimum standards 23 - 26

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

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

24.3 Courses do not use areas of particular hazard.

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
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No

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

Comments

During these short IB-related courses, learning checks are undertaken and some work is marked. Such checks and marks do not form any part of the internal assessments used within the IB Diploma qualification, which are undertaken by the participant's own IB school.

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
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 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

- 26.1 Participants do not have access to a library, but this is not required on courses of this nature.

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

OSC benefits from a clear, specialist focus honed by many years of successful practice and an evident concern with quality and its continuing improvement.

Procedures and associated documentation are very well developed, sophisticated and effective.

Year round staff are of high calibre and operate within an effective structure.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

There is a very positive culture with a strong focus on learning, specifically related to the IBDP and its examinations. Teachers engaged are of high quality, with strong subject knowledge and high levels of IB-related expertise and experience. Teachers demonstrate high levels of professional competence and confidence.

The practice of mentoring of new teachers by experienced OSC teachers is admirable.

Students report very favourably on teaching and show high levels of commitment and engagement.

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

PARTICIPANT WELFARE

Provider's strengths

Participant welfare is a clear and central concern. The recent collation of good practice relating to safeguarding and child protection is extremely useful and a model of excellent practice.

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

OSC uses university locations for most of its courses, providing participants with a refreshing change from their year round school environment.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The following recommendations are offered for future development:

- Review the use of some teaching rooms, which provide less than ideal teaching arrangements; and provision of white boards or other writing surfaces.
- Consider the arrangements for students enrolling on multiple revision courses, who may be flagging by the end.
- Consider a process to review and ensure all health and safety arrangements in hired premises conform to common OSC standards and procedures.
- Introduce emergency evacuation briefings by all teachers in their own classrooms at the start of each course.
- Review arrangements for the few students under the age of 16, possibly requiring the designation of a UK-based guardian, and providing (supervised) evening meals.
- Consider the strengthening of professional development opportunities for teachers afforded by the presence of colleagues - by peer observation, professional development sessions or other means.
- Consider eliciting, collating and publishing tips for teachers engaged with revision.
- Distinguish between information required from participants/parents in order to enrol or be accepted for courses and that which is relevant to the operation of courses for students after registration, for instance medical information that affects admission from information needed to ensure routine care, and contact details during enrolment from emergency contact details for parents.
- Consider copying participants' passports on arrival.
- Consider requiring the completion by all participants of the medical questionnaire provided on arrival, not just by those requesting it.
- Consider providing emergency phone numbers on an ID card (students reported that they do not like wearing lanyards).
- Qualifications of teachers should be checked if they are going to be mentioned in publicity materials.

COMPLIANCE WITH STATUTORY REQUIREMENTS