

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Oxbridge Interviews

ADDRESS: United House
North Road
London
N7 9DP

HEAD OF ORGANISATION: Ms Zoe Tyndall

DATE OF INSPECTION: 12-13 July 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 25 August 2017

1. Background to the organisation

Oxbridge Interviews Limited (the Provider) was founded in 2008 to offer private schools and their pupils practice in undertaking university and career interviews. Since 2011, the Provider has operated a summer school using the premises of the University of Oxford's colleges. BAC accreditation is only for the summer school activities.

The Provider is a not for profit social enterprise. It is currently undergoing a merger with another social enterprise company, which has been formed by the founder of Oxbridge Interviews. Merger discussions have been protracted and are on-going but do not affect the educational provision of the organisation. The merger will result in the formation of one charitable trust. Whilst the Provider has paid full-time staff, tutors volunteer their time and their pay is donated to a charity of their choice.

The head office of the Provider is in north London. The summer school provision, including the residential accommodation, is currently at Lincoln College, in the centre of Oxford.

The main aim of the Provider is to increase access to education for young people from around the world and provide the best possible educational experience. The Provider operates with a Board of Directors supported by a newly appointed Chief Executive Officer (CEO), who is a Board member. The supporting management team work full-time for Oxbridge Interviews. Some summer school administrative staff work on summer contracts only.

2. Brief description of the current provision

The Provider offers two-week programmes in Economics, Engineering, English Literature, History, Human and Animal Biology, Law, Molecular Medicine, International Development, Philosophy, Physics, Politics and International Relations and Psychology. For 2017, the summer school is repeated three times and, therefore, participants only attend one period of two weeks, during which they follow one of the above disciplines. The academic programme is delivered by small group tutorials or one-to-one sessions with tutors.

The academic programme lasts for at least 35 hours over the two week period of the school and is supplemented with a full social and cultural programme in Oxford, Cambridge, London and other places with visits of interest. All tutors are graduates of either the Universities of Oxford or Cambridge. Participants live in the accommodation of Lincoln College where they take breakfast and an evening meal and where they are safeguarded by Oxbridge Interviews qualified staff.

All course participants are aged between 15 and 18. Participants come from around the world with the majority from within the European Union. Other countries represented are the United States of America (USA), India, Saudi Arabia, Myanmar and Kazakhstan. The gender split is almost equal. For 2017, a total of 66 participants are enrolled at a summer school and at the time of the inspection 23 were in attendance.

3. Inspection process

The inspection was undertaken by one inspector over two days. One day was spent at the summer school premises in Oxford and five tutorials were observed. The CEO was interviewed along with the Operational Head, the Housemistress, who is the Designated Safeguarding Officer, and the Activities Co-ordinator. In addition, one tutor was seen and a group of five students were interviewed. Day two of the inspection was conducted at the London office of the Provider and scrutiny was made of company files, systems and documented procedures and records. The Digital Development Manager and the Student Parent Liaison Officer were also present and the inspector observed them working.

4. Inspection history:

Inspection type	Date
Stage 2	4 March 2013
Stage 3	7 August 2013
Interim	29 July 2014

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

The aims of the Provider are very clearly stated and communicated well to staff. The staff share these aims. All the Provider's management team have a clear focus and this results in the organisation's charitable aims being effectively met.

The School Manual and various policies and procedures define the roles and responsibilities of the staff well and these are understood and appropriately implemented.

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 recently appointed CEO has focused on improving the administrative systems of the Provider. There is a new Customer Relations Management system, new financial processes and an improvement in the handling of data and data protection. This has been seen as desirable prior to an anticipated increase in participant numbers.

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

The Recruitment Policy is comprehensive and details the process of staff recruitment. It includes appointment and interview procedures, reference take up, safeguarding requirements and organisational expectations.

Oxbridge Interviews recognises that more can be done to retain staff, particularly tutors, from one year to the next. From the autumn of 2017, the Provider will make offers to tutors to return for the 2018 summer school.

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

The Provider uses a good website, a prospectus and short flyer publicity material.

Accurate information is provided on teaching hours and the timetable. The information provided on the website has been expanded to be more useful for parents.

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

The Provider has a participant selection procedure and does not enrol every person who applies. All prospective course participants are interviewed by telephone and are expected to be able to demonstrate a keen interest in the discipline they wish to follow whilst at the summer school. Some students stated that they had to submit some work to the Provider prior to their enrollment. This ensures that the Provider enrolls keen young people on the programme offered.

Students confirmed that they realised they had enrolled on a programme with academic rigour and were expected to work hard whilst in attendance. Students stated that the reputation of the organisation amongst their peers encouraged them to enrol.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Attendance and punctuality are very closely monitored by the Housemistress acting as the Designated Safeguarding Officer.



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

Feedback is regularly obtained from course participants at the start, during and at the end of programmes. Feedback is also obtained from parents.

Data collected is analysed very closely by managers and leads to changes. For example, participant views on the relevance of some cultural trips has led to itinerary changes.

An additional feedback form has been introduced to be used at an early stage of each course.

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

An evaluative self-evaluation procedure leads to appropriate action being taken, after an analysis of the perceived strengths and areas for development. This is a major strength of the management.

The Provider has evaluated itself against all relevant BAC standards and uses external consultants to review action plans on a monthly basis. Review processes encompass student and parent feedback along with tutor and staff input.

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. | <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 trainers 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

Programme management is led by very experienced staff.

The Provider produces high quality teaching aids for tutors to assist with the delivery of the programme.

Guidance and support are strong for tutors. Many of the tutors are volunteers and are well motivated to produce a quality educational experience for the participants. The participants demonstrate a strong interest in the discipline, in which they are enrolled.

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 <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" 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

All participants are assessed using various methods, often by essays. Essays are not graded but tutor feedback is very detailed and constructive. As a result, participants know what they do well and what they need to do to improve.

Participants are directed to relevant learning materials prior to programme entry and during the programme and these materials form the basis of discussion and assessment.

Participants are verbally tested in their analytical and reasoning skills and thus develop effective modes of independent thought and learning.

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

Course material has been re-designed in order to assist with tutors' preparation and professional development, as the tutors are used to teaching at a higher undergraduate level. However some course outlines are still aimed at undergraduates.

All tutors are experts in their subject areas and must attend pre-summer school training in company systems and procedures along with training in pedagogic techniques.

The classroom observation of tutors is regular but is not always carried out by a subject expert.

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

Participants are sent pre-course reading. During the course, guidance to further materials is provided to aid participants in their assessment.

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 checked="" type="radio"/> Yes <input type="radio"/> No <input 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input 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 checked="" type="radio"/> Yes <input type="radio"/> No <input 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

Assessment is formative and rigorous. Detailed feedback is provided on essays. All participants receive a lengthy end of course written review detailing an evaluation of the academic work they have undertaken and also their attitude to the educational and social experience they have received. Both parents and course participants have noted that they find the written review very valuable.

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 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 type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes <input type="radio"/> No <input 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 assessment 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
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Yes No NA
- 17.7 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No

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

Comments _____

Safeguarding of participants is very strong. Detailed systems and procedures are in place to ensure that all statutory requirements are met. The Provider is fully compliant with the National Minimum Standards for Safeguarding in this respect and this includes keeping detailed attendance records. Safeguarding is led by a highly experienced and knowledgeable Housemistress.

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

All students have a travel plan prior to arriving in the UK and there is a detailed induction and orientation at the commencement of the summer school.

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
- 19.3 Participants are advised of BAC's own complaints procedures. 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

All participants are under the age of 18 and there is strict gender separation in residential areas. The Housemistress resides on-site during the whole of the summer school and is available to deal with any issues.

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 social and cultural programme is an important part of the summer school and is generally enjoyed by the participants. On occasions participants have expressed dissatisfaction at some of the visits and activities offered and the Provider has responded by making appropriate adjustments.

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 Provider uses the premises of the University of Oxford's colleges.

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

The premises, which belong to Lincoln College of the University of Oxford, are securely managed, kept in a clean and tidy state and provide good facilities for staff and course participants.

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

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

Participants have access to lecture rooms, a common room, a canteen, social facilities as well as very pleasant surrounding areas around Lincoln College.

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

Very clear rationale and aims for the organisation contribute to a high quality educational experience.

There are clear written guidance in policies and procedures for all staff, which are reinforced in mandatory training sessions.

Comprehensive staff recruitment procedures ensure high quality tutors are recruited.

A focus on high quality in the design and delivery of education for children.

Accurate and evaluative self-review and evaluation procedures lead to improvements that are responsive to feedback received from stakeholders.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The tutorial system develops valuable independent learning skills in participants.

Highly qualified tutors are well supported by management.

Enthusiastic and focused course participants are very keen to learn from motivated 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

There is a strong focus on safeguarding in all aspects of the work of the Provider.

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

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 Provider is recommended to continue to review written course material to make it more suitable to course participants yet to progress to a university.

The Provider is recommended to ensure that at least some classroom observation is undertaken by someone who could provide credible professional feedback to tutors as a subject expert.

COMPLIANCE WITH STATUTORY REQUIREMENTS