

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Kingdom Education

ADDRESS: Wellington House
East Road
Cambridge
CB1 1BH

HEAD OF ORGANISATION: Mr Samuel Yang

DATE OF INSPECTION: 26-27 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- Accreditation to be withdrawn.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: 19 October 2017

1. Background to the organisation

Kingdom Education Group (the Provider) is a limited company and was established in 2013. It operates exclusively in the summer period offering international high school students the opportunity to experience university life in English-speaking countries. The Provider's programmes were first established in the United Kingdom (UK) and then in the United States of America (USA) from 2015 and Canada from 2016. The scope of this inspection is limited to courses offered in the UK.

The Provider offers short summer courses for high school students, aged 14 and above. It is based at four study centres, all located on university campuses. The Provider does not have its own premises.

Kingdom Education aims to offer life-changing experiences at centres of academic excellence across the English-speaking world together with guidance on applying to high ranking universities and on pursuing excellent careers. Its philosophy is that prospective university students should be exposed to the whole educational experience comprising development of critical and independent thinking, commitment, teamwork and debate as well as academic achievement.

Its two co-founders, who are the directors, are responsible primarily for governance, strategic direction, marketing in Asia and development of new projects. Programmes in the UK are managed by the Principal, who is also the Academic Manager. In addition, this jobholder is responsible for the North American operation as well as administration, publicity materials and marketing, principally in Europe.

2. Brief description of the current provision

Most programmes in the UK are multi-centred, with participants spending one week in a centre then moving to another for a further week and possibly to another centre for a third week. The courses are offered for two age groups, 14 to 16 and 16 to 18. In addition to English language tuition, which constitutes only certain options among many, the courses introduce participants to subjects that are unlikely to have been included in their high school curriculum. These subjects consist of economics, business and entrepreneurship, engineering and technology, law, society and international relations, medical sciences and psychology and creative arts. Course options include critical thinking and developing leadership skills. None of the courses offered are approved by external awarding bodies. Other complementary components are provided in each course such as seminars aimed at helping participants choose the university which would best suit them, putting together a good application, drafting a personal statement, interview techniques, presentation skills and dining etiquette.

The Provider also offers some closed-group programmes for international participants over the age of 18. A closed-group is a group restricted to participants from one particular organisation, for whom the programme is designed specifically. Closed-group participants are accompanied by tutors from the institutions where they are registered. These institutions offer credit-bearing courses linked to the participants' visit to the UK. The Provider arranges the accommodation, meals, local visits and excursions and also arranges a few seminars on various aspects of life in the UK as well as workshops on critical thinking and creativity.

Participants come from the UK, China, Taiwan, Malaysia, Hong Kong, the United Arab Emirates, Macao, Japan and from various countries across Europe. At the time of the inspection, there was a total of 176 participants enrolled on programmes in the UK. Most participants came from outside the UK. The majority of participants were female. All overseas participants are resident on campus in undergraduate accommodation. At the time of the inspection, the Provider had offered its provision to participants from local schools in London for the first time. These participants attend on a day basis, free of charge, and, while in attendance, take part in exactly the same activities as their international counterparts.

3. Inspection process

The inspection was carried out by one inspector over two days. One day was spent at the Provider's training and accommodation venue located at King's College in London and the other at the training and accommodation venue at St. Chad's College in Durham. Interviews were held with the Principal, who is also the Academic Manager, the Participant Welfare Officer, the Administration Manager, two Centre Managers and two Directors of Studies, training and mentoring staff and a representative group of participants. An online meeting was held with the Provider's founder as he was not in the UK at the time of the inspection. Three classes were inspected in London and three in Durham. Full documentation was made available to the inspector and staff co-operated fully with the inspection process.

4. Inspection history:

Inspection type	Date
Stage 2	8 April 2013
Stage 3	16 July and 7 August 2013
Interim	7 August 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

There is a strong ethos, which is to provide an enriching educational experience for young people. This is now enhanced by accepting day participants from local schools in London.

The organisation chart and job descriptions are clearly set out.

Staff are highly experienced and there is a clear understanding of roles and responsibilities, particularly those relating to welfare. Consequently staff understand well the support that needs to be provided to participants.

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 organisation structure is clear. There is a UK Country Manager and Centre Managers and Directors of Studies have been appointed at each of the four university locations that are used by the Provider. Training staff report to the appropriate Director of Studies and student mentors report to the Centre Manager. The provision is overseen by the Principal, who is also the Academic Manager. This jobholder reports to the founders. There is a Participant Welfare Officer, who is located in the north of England. The welfare officer can be contacted by any of the centre staff at any time. As a result, there is an appropriate hierarchical structure and the managerial and administrative arrangements are suitable for the provision of the courses offered.

Staff are clear about their roles and responsibilities.

There is a reference to staff grievance and disciplinary procedures in the staff contract but not in the Staff Handbook.

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 policies and procedures for recruitment, continuing employment and verification of experience and qualifications are appropriate and robust.

There is an appropriate system for effectively reviewing staff performance by senior management.

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 information contained on the website is clear, accurate and up-to-date.

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 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

There are no formal entry requirements for the courses.

All participants receive assessment on their English language skills at the beginning of the course to ensure that they are placed in the appropriate class. This approach is sufficient for the needs of the participants and contributes to ensuring that participants with higher language skills are not held back due to the lower level of language ability of others.

A clear refunds policy is provided on the website.

The Provider does not currently interview those students who are recruited by agents, to ascertain the students' view of the quality of the agents' services and how well the agents represent the Provider.

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

Participant attendance requirements are clearly set out in the application form. This is reinforced by a rigorous and effective regime in which staff regularly check participants' attendance and follow up absences. Staff perform their duties in this regard diligently.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Feedback from participants is regularly obtained and reviewed by management. This effectively informs the remedial action to be taken and indicates a keen ethos of continuous improvement.

Feedback which leads to changes is not recorded in a systematic way so that the impact of the changes can be systematically monitored. Instead, reliance is placed on staff remembering the rationale for changes made when these are subsequently reviewed, which may be years afterwards.

Feedback from participants is provided anonymously. Feedback on the Provider's response can only be communicated to participants where they have been identified.

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

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|-----|--|---|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Participants complete weekly feedback questionnaires. Frequent senior staff meetings are held and responses from participants are reviewed and action taken as necessary. During the summer season, when courses are running, meetings and workshops are organised by the Directors of Studies. This enables an effective on-going review of performance when courses are in operation.

Reports on overall performance are provided through an escalating process. The process starts with centre managers and culminates with consideration of performance reports by senior management, including the founders, in their weekly review of programmes.

Training staff engage in a performance review process and are encouraged to provide feedback enabling an effective exchange of ideas.

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

The Principal, who is also the Academic Manager, is well qualified and experienced as are the Centre Managers and Directors of Studies.

The timetable is carefully programmed to blend educational activities with cultural and recreational activities thus meeting the objectives clearly set out by the founders.

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

Opening courses to local schools in London, without charge, encourages a richer experience to be gained by the international participants. At the same time this enables the local school participants to benefit from the courses offered.

Providing an educational experience to help students develop independent learning skills in readiness for pursuing higher education courses is the main objective of the founders. This is effectively accomplished through courses which are designed to stimulate thought and intelligent inquiry by participants.

Lesson plans were observed at both centres although they were of variable quality between the two centres.

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

Trainers' appraisal procedures include classroom observation.

Well qualified trainers have appropriate subject knowledge, are engaging and effective in their approach to course delivery by encouraging participants to ask good question.

Trainers are supported by the Provider in developing their pedagogic techniques to deliver courses which accord with the founders' objectives.

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 | 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

Appropriate informal feedback on individual performance is provided to participants. There are no formal assessments attached to the courses.

Teaching staff are readily available to participants outside class time.

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

Pastoral support and guidance is provided by all staff, including student mentors in each centre. The pastoral support is of a very high standard and every effort is made to ensure that participants enjoy a safe and rewarding experience free from danger and abuse. If a potential threat is identified, swift and appropriate action is taken. Participants speak highly of the excellent quality of the support they receive.

There is a clear and detailed section on staff behaviour towards participants included in the staff contract and referred to clearly in the Staff Handbook. There is comprehensive information on care, supervision and rules of behaviour attached to the terms and conditions of the application form, which must be signed by the participant's parent or guardian.

The Provider makes it clear in the Participants' Handbook that the clear rules apply to all participants on programmes for 14 to 18 year olds and does not differentiate across age groups. This is particularly the case in relation to the prohibition of smoking and consumption of alcoholic beverages even if the participant is aged 18.

All staff receive appropriate safeguarding training from the Provider and this is recorded. Staff are clear regarding their responsibilities to safeguard participants and appropriate action to taken as required.

A well qualified Welfare Officer is available throughout the duration of the courses to provide additional guidance and support to all participants, staff, including the Centre Managers.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The website and application form provide comprehensive advice for all participants on welfare provision. There is also considerable advice contained in the Participant Handbook. There is a full arrival and departure service provided at airports.

Programme content ensures that participants are fully occupied for the duration of their course and are enthusiastically supported by the Provider's staff.

Staff are available to assist with any language difficulties.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedures. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Participants are enrolled under fair terms and conditions, which are made clear to their parent or guardian.

Participants have access to an appropriate complaints procedure. They are made aware of BAC's complaints procedure if the process operated by the Provider does not satisfactorily deal with the issue.

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 is provided in halls of residence belonging to high quality UK universities. The accommodation is subject to regular inspection by the appropriate authorities.

There are clear rules and regulations relating to the behaviour of participants and staff in residential accommodation.

The contracts between the Provider and the universities are comprehensive and include provision of training, recreational and residential accommodation.

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

An appropriate social programme is offered, which involves interesting cultural and recreational activities. It is fully supervised by the Provider's staff who encourage active participation and is well received by the participants.

The cost of the social programme is contained within the overall fee paid by the participants.

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 has secure contracts with high ranking UK universities for the use of accommodation for training and residential purposes.

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 accommodation provided is suitable for the courses offered by the Provider.

Appropriate guidance on health and safety is given to participants at the start of their courses and when they move location.

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

The learning areas are satisfactory for the delivery of the courses.

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

The additional facilities for staff and participants provide suitable areas for private work and relaxation.

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 Provider is well established and has developed a strong team spirit, which is clearly enjoyed by the participants.

The Provider's senior management team has considerable experience in the field of education.

The Provider has established effectively functioning administrative procedures, which are well understood throughout the organisation.

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 opening of its programmes to local schools in London, without charge, enhances the experience of the international participants and also enables local participants to benefit from the programmes offered.

All training is provided by well informed and experienced tutors, who display a collegiate attitude and are very loyal to the Provider and its aims.

Innovative programme content effectively encourages critical thinking.

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

PARTICIPANT WELFARE

Provider's strengths

The Provider employs a strong team of senior and student mentors. The mentors are able to communicate effectively at an appropriate level which the participants.

A strong ethos of well-being is evident in all educational, cultural and recreational activities, as well as the provision of a high standard of residential care.

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

The facilities are owned by high quality universities and provide participants with a good insight into university life.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

Consideration should be given to including appropriate guidance on the staff grievance and disciplinary procedure in the Staff Handbook.

Consideration should be given to increasing the level of scrutiny which is used to assure the effectiveness of recruitment agents.

The Provider should consider establishing a system of recording the rationale for operational changes, so that their impact can be effectively monitored.

Consideration should be given to inviting participants to identify themselves on their feedback questionnaires.

The Provider should consider how best to spread good practice in the development and use of lesson plans, taking account of the nature of each course and its objectives, across all its centres.

COMPLIANCE WITH STATUTORY REQUIREMENTS