

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Reaccreditation Inspection

**ORGANISATION:** The Oxford Institute

**ADDRESS:** 103-105 Avenue 3  
The Covered Market  
Oxford  
OX1 3DY

**HEAD OF ORGANISATION:** Ms Nazish Gulzar

**DATE OF INSPECTION:** 19 -20 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- Accreditation to be withdrawn.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

The Oxford Institute (the Provider) is the trading name of Oxbridge Education Network, which is a private limited company. It was formed in February 2013. The four original co-founders, who were also shareholders and Directors, met as postgraduates and tutors at Oxford University. One left the organisation in 2016. They aim to introduce potential Oxbridge students to the rich environment and variety of learning typically found within the collegiate tutorial system. This is achieved through a short summer residential programme, which is held in a central Oxford University college, Keble College, and helps to prepare participants for entry to Oxford or Cambridge Universities.

The Oxford University college has extensive academic, social and recreational facilities including residential accommodation for the participants. The Oxford Museum of National History annexe, which is located near the college, is also booked for participants' presentations and for lectures by visiting academics.

The three Directors manage the running of the day-to-day aspects of the programme, including academic management. They are supported by a network of self-employed Oxford qualified teachers and mature graduates.

The Provider's administrative office is in the home of one of the Directors.

### 2. Brief description of the current provision

The residential summer school programme, which is entitled the Oxford Experience, is a full-time two-week face-to-face programme. It allows participants to gain a comprehensive experience of a typical student's life at Oxford University because they live, sleep and eat in a typical student's environment. They take part in small group tuition with an Oxford University tutor and learn about some key topics in their chosen specialist subjects, ranging from Medicine to Engineering.

The participants engage in small group tutorials, presentations and debates. They also carry out research to produce an essay on a chosen topic. Through this they develop knowledge and skills, which are relevant to a typical Oxford University application and interview. In addition, the participants have timetabled recreational activities, such as sports and bowling, visit some historic venues in Oxford and go on a trip to London. Every evening they dine in a different local restaurant.

The 2017 programme has involved 33 participants. The majority of participants are female and the large majority are aged between 16 and 18. This year the majority of participants were recruited from Pakistan.

### 3. Inspection process

The inspection was carried out over two days by one inspector. Meetings were held with the three Directors and the Residential Dean. The inspector undertook a tour of Keble College, including a typical student study-bedroom, tutorial and group meeting rooms and student common rooms. The inspector observed several tutorials and also visited the Natural History Museum of Oxford to view participants making presentations on the penultimate day of their programme. Documents were scrutinised and the inspector met representative groups of participants and tutors. All managers made themselves readily available and co-operated well with the inspector.

### 4. Inspection history:

Inspection type	Date
Stage 2	29 April 2013
Stage 3	7 August 2013
Interim	20 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 type="radio"/> Yes            | <input checked="" 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

1.1 The organisation chart is well understood by the staff. The definitions of job titles are not always aligned to the actual roles. Some job titles indicated on the organisation chart are different to those in promotional literature and the website. The chart does not include some staff, such as tutors and part-time administrators.

The Directors' qualifications and experience of running summer camps is outstanding. They play a full part in programme planning and the day-to-day running of the organisation.

#### 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

Administrative support is highly effective and all the staff understand the administrative processes and procedures very well.

A minority of policies, such as the appeals and copyright policies, contain typographical errors.

The Management Information System (MIS) is robust and very well structured. The Director, who is responsible for finance, makes effective use of an online file storage system to secure data on participants.

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**

Senior managers routinely observe lessons, particularly for the benefit of new tutors, to ensure the high quality of the delivery.

Tutors possess a high level of academic qualification in different subjects. As a result, they are knowledgeable about their subject areas.

Performance is informally appraised on an on-going basis. This is sufficient to ensure that the quality of staff performance is appropriate since the Directors are on-site undertaking much of the organisation and administration themselves. In addition, the Directors review staff performance each year before planning new programmes. This is a suitably robust process for the size of the Provider.

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 website provides a very good description of the experience participants gain on this programme.

There are some minor typographical errors on the website.

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

The enrolment process is extremely thorough. The Director of Logistics discusses the tuition, accommodation and safeguarding aspects in detail with the participants' parents to ensure that they are fully aware of what is required.

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**

Registers are accurately completed three times a day.

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 obtained from participants, who complete a feedback form in relation to individual tutors for each elective tutorial. The results indicate a high level of satisfaction on the part of the participants.

Tutors provide useful informal feedback. However, this is not formally recorded to enable it to be analysed and used effectively in improvement planning.

Oral feedback is provided regularly to parents about their children's performance on the course and how they enjoyed the experience. Social media networks are also used to provide this information to parents.

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**

The Provider holds a feedback meeting with the college after each year's programme to discuss various aspects of the course delivery, such as wireless speed, and how they can be improved.

Annual informal performance reviews are carried out, which are effective in identifying areas for improvement. They are not formally documented to ensure that a record is maintained for audit purposes. The reviews take account of parental feedback.

## 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 Provider books space at the Oxford Natural History Museum for lectures and participants' presentations. This demonstrates innovative and cost-effective class timetabling.

The tutors' excellent subject expertise ensures that they provide excellent support to the participants in tutorials. They are all Oxford undergraduates or graduates and provide participants with a consistent, high quality learning experience.

The Directors ensure that all the necessary materials and equipment are available for the programme. They take into account the views of the tutors in this regard.

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

Tutors provide excellent opportunities for participants to develop independent learning skills through the presentations they make on their main subjects at the Oxford Natural History Museum.

The participants' entry levels are effectively considered when lesson plans are developed.

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**

Tutors provide a high standard of tutorial support. They foster a high level of enjoyment for the participants, who demonstrate a clear determination to work hard and make good progress in their elective subjects.

Tutors are not formally appraised as this is not appropriate on such a short programme. However they are regularly observed, particularly when new, and are given appropriate, helpful feedback by the Directors.

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**

The academic, sporting and social resources available are unique because the Provider makes full use of the Oxford college facilities. As a result, the high quality Oxford Experience, as advertised on the Provider's website, is effectively delivered to the participants.

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 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**

The tutors assess the participants' essays. They are marked against the assessment criteria, which are used for Oxford University undergraduate work. This represents outstanding practice in terms of the rigour of the assessment. Participants interviewed confirmed a high level of satisfaction with their tutors and the feedback they receive. The participants' debrief, at the end of the course, is highly developmental.

If any individual has any issues that they wish to raise in confidence with the Directors, this can be done. Participants praised their tutors and are very happy with the support they receive.

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 \_\_\_\_\_

Participants receive useful information, before the start of the programme, though the use of an appropriate fact sheet. The fact sheet contains minor errors in terminology, which is not always up-to-date. However, these errors do not adversely affect the usefulness of the advice. The information provided to participants is not collated into a participants' handbook, which would ensure that it is adequately maintained up-to-date.

The Residential Deans are students, who are studying at Keble College. They assist with the general pastoral support and safeguarding arrangements for the participants. In addition, two staff do a night time check on sleeping accommodation, which represents very good safeguarding practice. All staff are appropriately checked and knowledgeable about safeguarding issues. They work well together to ensure that all participants are safe and secure. A person with overall responsibility for systematically checking that all policies and procedures are maintained up-to-date would enhance the current effective practice.

The Directors have very good experience of dealing with the risks associated with radicalisation and extremism through previous ventures such as large student conferences, during which these issues were raised and discussed. Consequently, the Directors are aware of the signs that participants may be at risk and know what action to take as a result.

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

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

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

**Comments**

The international participants confirm that they received excellent advice before the programme and during the extensive induction.

Both the Directors are speakers of the participants' first language.

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**

19.3 Participants are not advised of BAC's complaints procedure because it is not included as part of the Provider's complaints procedure.

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**

Residential bedrooms are of an appropriate quality and the level of supervision provided is particularly high.

Resident permanent college staff are on hand to assist the Provider's staff as required.

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**

A varied programme of social events is provided as part of the timetabled programme. Participants are taken on tours of Oxford and there is a sightseeing excursion to London. A choice of supervised sports activities, using college facilities, is available for participants and other interesting activities, such as competitions, are organised.

All aspects of the social events are very well supervised by suitably qualified staff.

## 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

There is an appropriate booking agreement for the training premises.

### 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

As an Oxford University college, the health and safety arrangements for Keble College are rigorous and effectively implemented.

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 Provider makes very effective use of the Oxford College of Natural History, near Keble College, for participants' presentations and lectures.

The rooms used for tutorials are satisfactory.

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 the flexibility and freedom to study at their own pace in their bedrooms.

Keble College is extremely spacious for the relatively small group on this course.

**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 enthusiastic, well qualified and experienced senior management team works very well to plan, manage and administer the programme on a day-to-day basis.

The Directors have developed an extensive network of supportive, well-qualified tutors, most of whom they have known for many years.

The Oxford Experience programme is exceptionally well planned as an integrated tuition, cultural and social programme.

Actions required	Priority H/M/L
1.1 Information, such as job titles indicated in promotional materials and literature for participants, must be clearly defined and re-aligned to match that in job descriptions and the organisation chart must be revised to include tutors and part-time administrators.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

The tutors have excellent subject expertise and provide good advice to participants in very small tutorial groups. This is consistent with the Oxford University collegiate tradition.

The elective academic programme is well organised, including tutorials and presentations by participants.

The quality of assessment by Oxford tutors, particularly for participants' essays, is extremely high.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Arrangements for the care, welfare and safeguarding of participants are of a suitably high standard for short programmes of this kind.

All staff are fully briefed on welfare policies and safeguarding requirements and have undergone appropriate DBS checks. This contributes to a high level of safeguarding and welfare throughout the programme.

Managers keep in regular contact with participants' parents before and during the programme. This ensures that parents are fully aware of their children's progress and any issues arising.

Actions required	Priority H/M/L
19.3 The Provider's complaints procedures must be revised to incorporate BAC's own complaints procedure.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

**PREMISES AND FACILITIES**

**Provider's strengths**

The college, that is used for the programme, is located in an accessible central Oxford location. As a result. the participants enjoy an effective and safe learning environment and become familiar with the Oxbridge university ethos.

The accommodation is fit for purpose and subject to strict safety and security procedures.

Participants have easy access to the wide ranging recreational, social and cultural facilities in Oxford, most notably the Oxford Museum of Natural History.

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

**RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

It is recommended that the Provider reviews all its policies and the website to eliminate any minor typographical errors.

It is recommended that tutors provide written reports of their feedback on the courses to be used for improvement planning.

The Provider should consider introducing an annual audit report, which includes an analysis of the feedback from participants and tutors. This would enable the Provider to systematically evaluate and improve all aspects of the programme and provide useful information for stakeholders.

The Provider should review the information provided to Participants to ensure that it contains no errors in terminology.

The information provided to participants should be collated into a participants' handbook, which would ensure that it is consistent and maintained up-to-date.

The Provider is recommended to appoint a person with overall responsibility for systematically checking that all polices and procedures are maintained up-to-date.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**