

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Immerse Education

ADDRESS: 163 City Road
London
EC1V 1NR

HEAD OF INSTITUTION: Mr Sean Stevens

DATE OF INSPECTION: 7-8 August 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 27 September 2018

PART A – INTRODUCTION

1. Background to the institution

Immerse Education (the Provider), formerly called One Lindens Limited, is a privately-owned company that changed its name in 2014 in order to better reflect the nature of the business. It provides short summer residential academic programmes for participants aged 13 to 18 years. The participants are recruited both in the United Kingdom (UK) and internationally. The Provider was established in 2012 by its sole director and owner and aims to provide unique academic programmes for participants in inspirational classrooms. In March 2018, the Provider moved its head office to 163 City Road, London.

The Provider runs academic camps, called sessions. The sessions were originally run at the colleges of the University of Oxford but, since 2014, the courses have been offered at Cambridge University. Therefore, the trading name of Cambridge Immerse is now used. The change in trading name reflects the new location and that the experience is complete immersion in the academic and social aspect of the university city of Cambridge. Sessions are currently delivered at four University of Cambridge colleges. These are Queen's College, Sidney Sussex College, Christ's College and St Catherine's College.

The whole programme lasts for seven weeks in the summer and each session is generally of two weeks' duration. Only the provision offered in the UK is accredited by BAC.

The owner is also the Managing Director (MD) and he undertakes the oversight and management of all aspects of the provision. Course delivery is managed by the Director of Operations (D Ops) who is supported in the summer by an on-site programme manager, participant mentors and a team of self-employed academic tutors. In response to the rapid growth of the provision, new positions have been created this year to provide administrative and pastoral support.

2. Brief description of the current provision

The provision is delivered in residential sessions of two weeks' duration. Each session comprises academic specialist themed modules delivered by university lecturers and tutors. This year has seen the introduction of a separate programme designed for participants aged 13 to 16 years and a one-week taster programme open to participants aged 15 to 18 years.

The subjects offered are law, politics and international relations, medicine and biological science, architecture, biology, chemistry, computer science, creative writing, economics, engineering, English literature, history, international relations, management, mathematics, philosophy and physics.

At the time of the inspection, sessions were running in all the colleges and there were 151 participants, a slight majority of whom were female. All the participants were over the age of 18. Participants come from across the world and this year they came from 61 countries. At the time of the inspection, the majority came from the UK, China, Spain, the United States of America and Hong Kong.

All applications and bookings are managed through the website. There are no formal entry requirements to join the sessions. However, it is stipulated, at the time of application, that participants are expected to be academically able to participate and have competent English language skills at approximately level B2 using the Common European Framework of Reference (CEFR) or over 5.5 on the International English Language Testing System (IELTS).

As well as the academic aspect, sessions include a wide range of subject themed visits to Cambridge University specialist research centres and museums as well as subject specific academic centres. Cultural visits

and tours are extensive and, as much as practicable, are adapted to accommodate individual choice. There is a wide range of daily leisure activities including croquet, punting and movie nights. All participants are invited to dine at formal college functions at least once during their stay.

3. Inspection process

The inspection was undertaken by one inspector over two days. Meetings took place with the Managing Director, Director of Operations, On-site Manager, who is also the Participants and Parent Liaison Officer, tutors, participants and a representative of Queen's College. Observations of teaching and learning and a tour of the premises were undertaken. Documentation and electronic records were scrutinised. The Provider was extremely supportive of the process and provided all the relevant information required to undertake the inspection.

4. Inspection History

| Inspection Type | Date |
|------------------------|-------------------|
| Full Accreditation | 14-15 August 2013 |
| Supplementary | 12-13 August 2014 |
| Interim | 17 July 2015 |

PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure provides a coherent and clearly defined framework for roles, responsibilities and accountability in order to ensure that the Provider's aims are met successfully. Job descriptions are available for all positions and provide an accurate representation of the roles. The quality of the administrative support is very high and supports the needs of staff during the busy summer programme as well as during the planning stages.

Outstanding care is taken to ensure academic tutors are suitably qualified, experienced and able to support the academic developmental needs of young learners. Tutors are selected for their breadth of subject knowledge, skill in motivating and supporting young learners as well as their excellent range of teaching methods and skills.

There are extensive and very high levels of communication across the organisation, which make excellent use of secure electronic messaging applications, e-mail and telephone calls. As a result, any issues are dealt with promptly and with minimum disruption. Information sharing is a significant strength. Communication methods also include formal management and team meetings. Outstanding communication contributes to effective planning prior to the summer sessions and throughout the summer programme.

2. The administration of the provider is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There are comprehensive and thorough business management, health and safety and welfare policies that are regularly updated and effectively shared. Compliance with statutory regulations is effectively monitored by managers.

There are a wide range of information systems. These include an effective school management system that provides an extensive range of useful and relevant quantitative and qualitative data. The provision of good levels of timely information successfully supports the leadership team and ensures that the quality standards remain consistently high.

3. The provider employs appropriate managerial and administrative staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff recruitment processes are well-managed and supported by a clear policy and well organised systems that include a central record of all staff information. Appropriate pre-employment checks are undertaken prior to appointment.

The Staff Handbook is comprehensive and includes appropriate policies and procedures. However, it is not appropriate for the needs of sessional staff as it contains too much detailed information to be an effective support guide.

Staff performance is successfully monitored with permanent and sessional staff receiving frequent and comprehensive supervision and support. Appropriate lesson observations are carried out by the D Ops. However, as there has been a recent significant growth in the number of tutors, the policy of observing each tutor during each session is unrealistic and requires reviewing.

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

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|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

All materials, whether in printed or electronic format, are current and accurately reflect all aspects of the provision.

The website includes a comprehensive range of detailed information on the curriculum and course modules providing sufficient information to support choice. As a result, very few participants change their study subjects after arrival. The participant welfare information is thorough and the Frequently Asked Questions area is very detailed and provides high levels of useful information for parents.

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

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------|
| 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 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------|

prospective participants.

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
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This standard is judged to be:

Met Partially Met Not Met

Comments

There are no formal entry requirements for the sessions. However, there are specific conditions regarding the academic rigour required for courses as well as a required minimum English language skills level. The application process is thorough and, as a result, there have been no instances of participants failing to meet the demands of the programmes.

Applications are managed online through the Cambridge Immerse website. All enquiries and applications are dealt with promptly and effectively.

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

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
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This standard is judged to be:

Met Partially Met Not Met

Comments

The attendance policy is stringent and mentors are responsible for ensuring the whereabouts of participants at all times. Mentors have access to a highly effective system for reporting participants' absence, whether in lessons or activities.

As a residential programme, attendance monitoring has the highest priority and the use of electronic communication methods successfully ensures participants are monitored and accounted for at all times. Any issues are identified quickly and managed effectively.

Lesson attendance is mandatory and, as a consequence, attendance levels are exceptionally high. Very few lessons are missed other than for welfare issues that are quickly identified and managed by the individual participant's mentor and overseen by the D Ops.

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

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 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="checkbox"/> Yes <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
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- 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 NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Formal and informal feedback is elicited from participants and staff at all points in the sessions. Feedback from participants and parents is highly valued and information is shared with staff through highly effective communication methods that include tutor briefings and staff meetings.

Excellent use is made of all feedback. It is rigorously analysed by managers and successfully provides the foundation for quality assurance and continuous improvement.

Participants report they feel their views and opinions are listened to. They consider they are given sufficient information on what happens as a result and, therefore, they are extremely confident to discuss their views, opinions and concerns with staff at any time during their stay.

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

Self-assessment is thorough and provides an accurate overview of the Provider's strengths and areas for development.

Improvement planning includes targeted actions and there are excellent communication and integrated systems and processes for collecting performance information and data. Managers make excellent use of the performance data to plan and deliver the provision

There are highly effective monitoring systems including feedback from participants, parents and facilities staff at each site to evaluate impact and analyse performance. As a result of these highly effective systems, standards are excellent.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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

9.4 There is an appropriate policy and effective procedures for the acquisition of academic resources. Yes No NA

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

Comments

Programme management is highly effective. The D Ops manages the curriculum, recruits tutors and ensures sessions are well planned and resourced.

Great care is taken to ensure that the individual needs of tutors are met with the allocation of appropriate classrooms and resources starting well in advance of the start of the summer programme.

The provision of additional resources is successfully managed through the teacher meeting structure, through which requests can be effectively made. The tutors report that they have excellent control of their lessons because of the effective planning undertaken prior to arrival and the inspector agrees with this view.

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

10.1 Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. Yes No NA

10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No NA

10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA

10.4 Participants are encouraged and enabled to develop independent learning skills. Yes No NA

10.5 The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. Yes No

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

Comments

The academic management of the programme is excellent. Each subject has a framework of study methods, taught skills and modular themes that forms the focus for the Cambridge Immerse learning model. Tutors effectively use the framework to design and plan interesting and inspiring lessons.

All sessions are residential and participants study in small tutorial groups for four hours each day. Classes are delivered as lectures, seminars, workshops or tutorial sessions and have a maximum of 12 participants.

There is no formal assessment process. However, participants arrive with their own goals and expectations for the course that tutors take great care to accommodate. From the start of their session, participants are given the academic tools and support to enable them to become independent learners and effective critical thinkers.

Tutors meet weekly and mentors meet each day. These meetings effectively support staff to undertake their roles successfully. During sessions, staff meetings are less formal and happen in response to the needs that arise during the session. As a result, issues are resolved quickly and effectively.

Tutors successfully meet the Provider's aim to provide unique academic programmes by choosing interesting and current themes that enable participants to learn and develop good critical thinking and debating skills. Participants respond exceptionally well to the challenges from their tutor and peers. As a result, they make outstanding progress.

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

| | | | |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 11.1 | Trainers are appropriately qualified and experienced. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.2 | Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3 | The appraisal procedures for trainers incorporate regular classroom observation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4 | Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.6 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The tutors are highly qualified and experienced. They have been chosen for their academic knowledge as well as their ability to communicate and support young learners.

The tutors receive plenty of support. This includes classroom observations as well as opportunities to discuss their observations and their views on their sessions with the D Ops. The feedback is valued by the tutors.

The quality of teaching is excellent and tutors make use of varied teaching methods and respond well to the needs of the participants. Lessons are entertaining, inspiring, motivational and provide excellent challenge.

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 arrangements to resource the summer programme are outstanding with well chosen classrooms, high quality multi-media equipment and stationery. Specialist resources, for example, art materials and academic journals, are exceptionally well organised. Tutors and participants spoke highly of this aspect and the inspector agrees the provision is exceptionally well resourced.

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

13.6 Participants have appropriate access to trainers outside class time. Yes No NA

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

Comments

Participants receive high quality feedback on their progress, in their lessons and in one-to-one tutorials that are held a minimum of once a week. At the end of the sessions they receive a certificate of participation and a written assessment of their progress and achievement, which is also sent to their parents or guardians electronically.

Participants receive very high levels of individual feedback and support in lessons. Continuous assessment of learning and the tutorial style of delivery ensures all participants are encouraged to achieve the most from their time on the programme.

Participants report very high levels of satisfaction with their progress and that they consider they are getting very high levels of individual support.

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 (this does not apply to the provision of certificates of attendance only)**

15.1 There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

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

16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

INSPECTION AREA - PARTICIPANT WELFARE

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

| | | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------|
| 17.1 | There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Participant welfare has the highest priority for the Provider. A Student and Parent Liaison Officer (SPLO) has been recruited, who is responsible for ensuring parents and participants have all the information and support they need before, during and after their stay. Every participant has a named mentor with whom they interact frequently.

Participants and their families receive sufficient information prior to arrival. This enables the participants to make an easy transition into their classes and helps them to settle into their accommodation quickly. Emergency contact information is sent prior to arrival. On arrival there is a thorough and extensive induction that includes information on behaviour expectations, health and safety and welfare issues.

The arrangements for safeguarding, including to protect participants from the risks associated with radicalisation and extremism, are well organised and appropriate. Participants are well-monitored in their lessons, leisure time and in activities and there are tight restrictions on the use of mobile technology. Mentors spend a lot of time getting to know their charges and any issues or concerns are managed in accordance with the relevant health or welfare policy. Stringent records are maintained, including of pre-employment checks and staff safeguarding training. There are very clear protocols for ensuring follow-up actions are undertaken. As a result, participants are very well protected.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

All participants receive very high levels of information prior to and on arrival. Before arrival they receive comprehensive information about the programmes, travel requirements and life in Cambridge. During induction, UK laws and local customs are explained well. Throughout their stay, the participants are supported very well by their mentors to make the best of their time both academically and socially.

Any cultural, religious, dietary and medical needs are taken into account well as part of the provision. Catering requirements are handled effectively. This results in easy identification of any dietary needs so that appropriate meals can be served. There are very high levels of support for religious and cultural requirements, which are managed sensitively and pragmatically.

19. The fair treatment of participants is ensured

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|------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

The terms and conditions are fair and clear.

The complaints policy is comprehensive and the process is transparent and includes reference to the BAC 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.4 | A level of supervision is provided appropriate to the needs of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Separate accommodation blocks are provided for participants under 18. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

Participants stay in undergraduate accommodation at one of the four university colleges. The rooms meet Cambridge University's high residence standards. The participants are supervised by specially recruited mentors who are also university students. Each mentor is responsible for the health and well-being of a maximum of 12 participants and the mentor is available for the entire time of their stay.

The university buildings are of an outstanding quality. All arrangements to ensure the health, safety and welfare of the participants are addressed and managed effectively by the campus staff. The accommodation is appropriate for participants aged under 18 years with well organised bedrooms, easy access to the mentors and very comfortable surroundings.

Participants and mentors stay in the main college dormitories that are well-maintained, well equipped and clean. Rooms are comfortable and provide a safe and comfortable environment.

Emergency evacuation and health and safety information is clearly visible and this information is reiterated regularly by the mentors. Participants report they feel very safe in the college and in Cambridge.

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

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|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| 21.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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**

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

All excursions and activities form an integrated part of the programme and are a valuable aspect of the curriculum and the learning experience.

There is an excellent range of excursions and educational visits. Participants consider the social programme is varied, interesting and fun. All activities are very well supervised and there are excellent arrangements to ensure risks are minimised in all activities.

INSPECTION AREA – PREMISES AND FACILITIES

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

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

23.2 Where required, the provider has access to suitable external premises for academic or non-academic 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 an excellent relationship with the University and tenure is secure for the foreseeable future.

Additional facilities are easily obtained if required.

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 provide a safe, secure and friendly environment. Access is through the Porter's Lodge and all participants wear clear and easily seen identification. Health and safety information is clearly visible in all areas. There is subject specific safety information visible in the science classrooms.

The premises are very well maintained and clean. There are plenty of safe spaces for participants to congregate, relax and socialise.

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/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The classrooms are well organised, well equipped and fit for purpose.

The facilities successfully contribute to the aims of the Provider, which are to provide lessons in a stimulating environment. All activities are chosen to support knowledge development, develop cultural awareness and to provide fun and enjoyment. The premises effectively support this outcome.

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
- 26.6 Administrative offices are adequate in size and resources for the effective administration of the provider. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are plenty of areas for staff and participants to congregate, work and study, fully supporting their needs.

The administration and reception centre is well resourced and has plenty of room to enable staff to undertake their roles very effectively. Communication methods are managed from this centre and it provides a clear and recognisable focus for the Provider to conduct its business effectively.

There is a large refectory where participants and staff can meet and relax.

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

Well organised systems and procedures support managers to undertake their roles effectively.

Staff are highly qualified and experienced and significantly contribute to the success of the provision.

Highly effective communication methods ensure speedy and effective control of all aspects of the provision.

| Actions Required | Priority H/M/L |
|------------------|--------------------------------------------------------------------------------------------|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Well qualified and experienced tutors.

Individual participant support and feedback on learning.

Excellent challenge to support participants to undertake independent learning.

| Actions Required | Priority H/M/L |
|------------------|--------------------------------------------------------------------------------------------|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

PARTICIPANT WELFARE

Provider's Strengths

Outstanding systems to ensure the safety and welfare of young participants.

Mentors provide an exceptional level of care and support.

| Actions Required | Priority H/M/L |
|------------------|--------------------------------------------------------------------------------------------|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

PREMISES AND FACILITIES

Provider's Strengths

Excellent facilities that support the Provider's aims well.

Very safe and secure facilities that provide an attractive and inspiring environment for all.

| Actions Required | Priority H/M/L |
|------------------|--------------------------------------------------------------------------------------------|
| None | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Staff Handbook is revised and abridged to meet the needs of sessional staff.

It is recommended that the class observation policy is reviewed to reflect an achievable number of tutor observations during each summer period.

COMPLIANCE WITH STATUTORY REQUIREMENTS