

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Oxford Scholastica Academy

ADDRESS: Righton Building
8 South Parade
Oxford
OX2 7JL

HEAD OF INSTITUTION: Mr Jamie Dear

DATE OF INSPECTION: 3, 8 & 9 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- Award of accreditation to be withdrawn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

The Oxford Scholastica Academy (OSA/the Provider) is a privately-owned limited company based in Oxford. It was founded in 2014 and is owned and run by two Directors, who make up the company board. They are supported by two Deputy Directors, one for marketing and customer experience and one for operations and programme management.

The Directors have a clear stated mission which is to provide a truly memorable summer school experience for every participant. In addition to helping participants to identify what they want to study when they leave school and starting to identify a career path, the directors also want to support the young people who attend OSA to consider ways in which they could become more active and socially-engaged citizens.

To support this mission, OSA runs academic short summer programmes which enable the participants to develop greater awareness of the range of future academic and career possibilities and greater certainty over the future direction they want to pursue. The Provider offers a range of courses, which are designed for participants who are aged from 15 to 18 years, in computer science, creative writing, debate and public speaking, engineering, enterprise, leadership, psychology, law and medicine. In 2016, the Provider introduced an additional range of courses for participants who are aged from 13 to 14 in business, medicine, technology and creative writing.

The Provider has moved its classroom spaces, and now teaches in the Blavatnik School of Government and the Key Meeting Room in the Oxford Castle. The rooms were chosen to suit the teaching styles as well as keeping the locations used for the courses within comfortable walking distance of each other. The Provider has also hired additional residential accommodation within Corpus Christi College and the Cherwell Sixth Form College.

OSA has also established a charitable foundation. This provides support, including funding, advice and publicity, to social impact projects, which have been founded by or involve the Provider's alumni. This activity supports its aim of building a network of alumni, as part of an objective of gradually diversifying so that it is not wholly dependent on income from summer schools.

In 2017, OSA launched a scholarship scheme, which is targeted at young people from disadvantaged backgrounds. The scheme consists of a non-residential programme, which had two participants in its first year, but now has grown significantly so that there are currently 17 participants. The scholarship covers the participants' fees, travel and all other expenditure.

2. Brief description of the current provision

OSA runs a series of three courses, each of two weeks' duration, back-to-back during July and August. These are divided into the programmes, which are intended for participants aged 13 to 14, in business, medicine, technology and creative writing, and those for 15 to 18 year olds, in computer science, creative writing, debate and public speaking, engineering, enterprise, leadership, psychology, law and medicine.

These core subject-based sessions are supported by a programme of masterclasses and sessions led by inspirational speakers. The masterclasses cover a range of broad topics and debates on current issues, as well as practical issues such as how to apply to a university in the United Kingdom (UK). These sessions enable participants to engage with a person at a reasonably early stage in their career, who has made interesting choices and potentially had significant social impact, through the application of the skills and knowledge they

acquired through their academic study, for example, young entrepreneurs with start-up businesses. All the courses are delivered face-to-face and include classes, private study and visits or practical sessions, as appropriate to the subject.

Over the whole teaching period in 2018, 353 participants have attended the courses. They have come from a wide range of countries, with no more than 10 per cent of one nationality in any cohort. A small minority come from the UK, a minority from other European Union countries with the remainder from countries including United States of America, Canada, India, Pakistan, Lebanon, Australia, Switzerland, Malaysia and Saudi Arabia. The majority of participants are male and the large majority are under the age of 18.

At the time of the inspection, there were 92 participants studying across 13 courses. Of these, 17 were on the courses for participants aged 13 to 14 years, with the remaining 75 on the longer established programmes targeted at older school pupils.

3. Inspection process

The inspection was conducted by one inspector over two and a half days. Meetings were held with the Directors, full-time staff, teaching staff, summer staff and two groups of participants. A wide range of documentation was examined. Teaching observations covering sessions for both age groups, and other developmental elements of the programme were also observed. Visits were undertaken to three different residential premises. The provider was helpful and flexible in the organisation of the inspection and meetings were constructive and open.

4. Inspection History

Inspection Type	Date
Stage 2	11 February 2014
Stage 3	14 July 2014
Interim	10 August 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

- | | | | |
|-----|---|---|-----------------------------|
| 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 team is headed up, on a day-to-day basis, by one of the Directors. Staff are well qualified and work to clear job descriptions. Regular team meetings are used to review operational matters and for action planning, based on past activities and feedback received, as well as for consideration of possible new future activities.

However, the organisation is flexible and reviews and develops its job descriptions and ways of working in the light of operational needs and plans for future provision.

During the six-week period of course provision, the Provider runs its courses from one of the residential buildings, used by participants, rather than from its office base. There is a clear on-call rota, which is supported by a policy on the availability and timeliness of response from senior staff. Summer school staff report that they get speedy and effective assistance from members of the management, when the need arises, using the clear communication channels that are in place.

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="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

Three past participants are now employed as summer staff and one member of the permanent staff first worked with OSA as an activities coordinator during previous summer schools. Of the current 34 summer staff, 14 have worked with OSA over a summer before giving them an established understanding of their role. Staffing levels are reviewed, as appropriate, and new posts created where necessary. This summer, a new role of Senior Activities Coordinator has been introduced to provide additional cover. As a result, the administration support is effective.

The documentation is very clear and readily accessible. It includes appropriate handbooks, policies and effective record-keeping systems.

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.	<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

Recruitment materials and job descriptions are detailed and informative. Staff selection procedures are thorough and appropriate checks are made before employment.

Staff, including those employed only over the summer school period, attend training which explains both the ethos and aspirations of OSA and the policies and procedures that are in place to support its activities. The minimum period of training for activities' coordinators is five days, with those taking on additional responsibilities attending for up to eight days. Summer school staff welcome this training, which they consider builds a good team spirit and strengthens collaboration and mutual support should more challenging situations arise. Inspection findings confirm this view.

OSA takes a developmental approach to performance management and review. This includes objective setting, monthly meetings and time allocated each week for the member of staff to work towards agreed objectives. Staff have access to appropriate training materials, through a subscription to online training and each member of staff builds up a portfolio recording their objectives and achievements. Staff appraisal is structured around an identified set of OSA skills. These form the basis from which individuals identify five areas in which they could benefit from further development. A plan for this development is agreed with the line manager.

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.	<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

The courses have a strong emphasis on academic content. This is supplemented by a broader aim of personal development towards the identification and achievement of academic and career goals. Publicity materials are clear about the nature of the course and represent the balance of activities accurately. Stills and video content for the website are drawn from an archive that OSA is building up annually. As a result, comprehensive, accurate and up-to-date information on courses is readily available to potential applicants and their families and advisors.

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

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

Comments

There are no formal entry requirements for each course in terms of level of prior qualification. However, recruitment materials and answers to any follow up enquiries are clear about the nature of the course and the topics that a participant would need to be familiar with to gain full benefit from the programme.

English language requirements are assessed through the application process, which includes a short personal statement. For non-native speakers, who are not already studying in English, any concerns about the applicant's language skills will be followed up by e-mail and potentially in an online video call. No formal level of qualification is required but staff, participants and class observations all indicated that these more informal methods of verifying language skills are being used effectively to ensure that all participants can engage fully with the OSA programme.

Enquiries are followed up promptly and good relationships are built with parents and potential participants.

OSA works with a very small number of agents. It recruits less than ten participants through this route each year. Any agent that is used has been carefully chosen, with appropriate due diligence conducted. Agents are fully briefed on the courses offered and the particular nature of OAS's programmes.

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

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

Comments

Attendance at all classes and masterclasses is required, as is participation in extra-curricular trips and activities, other than in cases of authorised absences or sickness. These requirements are included in a clear policy that is sent to participant pre-arrival and which they are required to sign on arrival in Oxford.

Session leaders notify a nominated member of the management team if a participant is not present and immediate steps are taken to locate her/him. Participants are expected to have a UK mobile, which is used to contact participants in this event. As participants are not allowed to be out on their own, when they are located, a member of the summer school team will personally accompany them to their session.

A points system is used to record any breaches of the code of conduct to which participants sign up before attending the summer school. They are reminded of the code on arrival. For significant lateness at a session, two points will be deducted from an initial credit of ten. Any participant who reaches zero points is sent home.

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="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
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

Formal online survey mechanisms are used to gain feedback from participants and their parents. Comments boxes are available in each residential house and participants are encouraged to use these throughout their stay. Members of staff also welcome direct queries, comments and feedback and actively encourage this for immediate issues that they can resolve quickly.

Tutors have individual meetings with a member of staff, both before and after the summer schools. These provide opportunities to raise queries, discuss the nature of the provision and the resources to support it and ultimately to give feedback.

Given that many participants and their parents are only directly engaged with OSA for two weeks, it is not appropriate to attempt to give these stakeholder groups reports on action taken in response to general comments raised in feedback surveys. Individual issues are, however, followed up with the person concerned.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Comments

There is a strong culture of reflection and development. Stakeholders, such as parents, are actively encouraged to give feedback, in addition to that provided by participants. This is reviewed with a view to building relevant improvements into future provision. This may result in changes within a single summer or be reflected in the following year's programmes.

OSA begins detailed planning of the following year's provision as soon as the summer courses are complete and final administrative matters have been resolved. This planning is a collaborative exercise, which takes into account the feedback collected and the experiences of the staff.

Strategic planning is conducted through a structured process as part of regular management meetings. This is well recorded and includes ideas generated by the feedback. Action plans are developed from reports generated, with responsibility allocated to relevant members of staff. The progress against these action plans is well monitored.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The new post of Programme Executive was introduced in 2018. This has provided a single point of liaison for tutors and enabled OSA to offer them additional support and training. The Programme Executive is also readily available during the summer schools to manage any operational issues, such as staff sickness or problems with teaching spaces, that might arise. With this level of support readily available, the delivery of programmes is well planned and effectively managed during the period of teaching.

The Programme Executive meets each tutor several months before the summer school to discuss the course content and the learning resources needed. The learning resources may include materials for practical sessions or books. There is secure storage available for these resources for the 46 weeks of the year when they are not needed and, therefore, it is possible to invest in more expensive equipment that can be used over a number of years.

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

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|------|---|---|-----------------------------|--|
| 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="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Satisfactory completion of a course is based on attendance, completion of assignments and active participation in classes. There are no summative assignments. A graduation ceremony, which family members may attend, is held on the final afternoon of each two week course.

The syllabuses for the courses were developed with the support of an education consultant and are designed to be appropriate for participants with a broad range of different prior learning and specific knowledge. In response to feedback from previous years, the core elements for each subject are being supplemented by an additional session that complements the wider syllabus and is chosen by the tutor. Engineering students, for example, take part in a practical session considering the applications of three-dimensional printing.

Independent study is a key part of the teaching model, with all participants expected to prepare contributions to the following day's class during timetabled study periods. These study periods take place in the residential accommodation and attendance is monitored. The research for this independent study is all conducted through the internet. Some tutors recommend reliable sites, with content that is at an appropriate level for the participants concerned. Where this is not the case, participants could benefit from some guidance on how to evaluate the reliability of the different sources that they find through an internet search.

Core subject sessions are complemented by masterclasses, covering discussion of debates on current policy issues and briefing on topics such as how to complete an application for a university in the UK. These sessions are offered to participants from all courses, although some are more relevant to the cohorts of older participants.

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

Tutors are appropriately qualified and experienced. They are mainly recruited through networks within the University of Oxford. Job descriptions include a preference for some experience of teaching pupils aged from 13 years. The job descriptions also explain the ethos of OSA, the objectives of the programme and the expectations of the staff. OSA seeks to build long-term relationships with its tutors. This is a reflection of the quality of the teaching staff recruited and the extent to which they consider themselves to be well supported.

Those who are selected are encouraged to attend a training day, which is run by an external teaching consultant. During the summer school, each tutor is observed, either by a member of the permanent staff or by external observers from a local secondary school.

Tutors are encouraged to prepare a reflective portfolio that considers their teaching practice on the summer school and how it might be developed. Those who complete this successfully are eligible for a teaching award that is made by OSA.

In preparing teaching materials, tutors are aware of the range of educational backgrounds and ages of the participants they will be working with. Where possible, sessions include a practical element. This supports team building and also breaks up the pace of the two-hour teaching sessions, which might otherwise seem long, especially for the younger participants. Classes may also include site visits. This year these have included two hospital trips and a mock-trial held in a local former courtroom. These extra-mural elements support OSA's objective of enabling learning through gaining practical experience.

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

In preparing their contributions to class and any writing that they submit, participants have access to wireless internet access and, as a result, the full range of materials that are available on the internet.

OSA is gradually building up a stock of appropriate classroom resources, based on feedback and requests from tutors. However, there is potential for further investment in equipment and other teaching materials that could be retained by OAS for use over a number of years.

The Programme Executive is investigating whether there are relevant additional resources that should be supplied in order to increase the engagement and learning of participants in some of the less academic subjects.

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

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|------|---|---|--|
| 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 type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

Participants have private study periods each day. The work set for those periods is often preparation for the next day's session and is designed to be presented to the group as a trigger for questions and discussions. Over the two weeks, participants also submit two pieces of written work, for which they get individual feedback from their class tutor. This is an appropriate level of assessment, given the length of the courses.

Within a couple of weeks of the end of the summer school, each participant receives a report from OSA. This is mainly written by the tutor. Tutors are expected to ensure that these are personalised and are encouraged to include suggestions for further reading or other activities to support and develop a participant's particular interests.

Participants e-mail tutors through a system managed by OSA. This system directs the messages to the tutor's personal e-mail. Tutors respond to reasonable requests for further information in a timely manner.

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. Yes No 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

The Community and Marketing Manager has overall responsibility for participant welfare. She is closely supported by two matrons and other staff members. The matrons have significant experience in this role in boarding schools in the UK and other summer school staff receive at least five days' training covering key issues in relation to safeguarding and discipline, as well as operational issues and team building activities. As a result, staff are able to provide appropriate pastoral support to the participants.

Detailed pre-arrival packs are sent to all participants and their parents. Any resulting enquiries are answered promptly. On arrival, participants are given further information and summaries of key points such as the code of conduct. They are also briefed on how the summer school will operate, what they can expect from OSA and what is expected of them. This ensures that participants and their parents are well prepared for the summer school, with a clear understanding of what they can expect OSA to provide.

There are appropriate methods to ensure that the participants have easy access to key information including contacts and maps throughout their course. Daily briefings are used to remind participants about the activities taking place the following day. Students use their mobile telephones to contact staff, who are readily accessible.

Clear policies are in place in relation to discrimination, abuse, safeguarding and protection against the risks of radicalisation. All staff are trained in safeguarding, with an external expert speaking at the induction training for summer staff. Summer staff report that they find the training very helpful in giving them techniques to handle any incidents that have the potential to develop into concerns about abusive, or otherwise inappropriate, behaviour.

There is a named senior individual responsible overall for safeguarding and a senior member of staff trained in measures to protect participants from the risks associated with radicalisation and extremism.

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

The large majority of participants are from outside the UK. Pre-arrival information is comprehensive and, in the light of the make-up of the participant body, covers key points from the perspective of someone coming from outside the UK. E-mail enquiries, whether from parents or participants, are responded to promptly and helpfully. All participants are offered an online video call with a member of staff prior to arrival in Oxford, as an opportunity to learn more about what to expect, start to get to know OSA better and ask any outstanding questions.

Appropriate assistance is offered with transfers from and to the airport and from other international arrivals points.

Local information and an induction is provided on arrival and there are summer school staff readily available who can give additional information. Religious, cultural and other individual considerations are respected and well catered for.

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

Policies and contractual terms are clearly stated on the website and within e-mail correspondence with parents and with potential participants. This includes a well-structured internal complaints procedure and links to the BAC complaints procedure. Participants sign up to a code of conduct prior to arrival and are given a written reminder of the code, which is also covered in a briefing session, on arrival.

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

Accommodation is in single ensuite study bedrooms. The accommodation is generally of a good standard and well maintained.

Due to the short duration of the programmes, the accommodation is not subject to any external inspection.

Health and safety and fire information is clear. A fire drill is conducted during each summer school.

There are two residential staff in each accommodation block and, during the day, at least one is present when participants are there.

Room allocation is arranged by age and gender. Requests from participants, who know each other and want to be accommodated close to each other, are respected where possible.

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

21.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	<input type="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

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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

Participants have a full and varied programme of extra-curricular activities included in the cost of the summer school. In 2018 this included a day trip to Cambridge, a visit to Windsor, sports sessions, punting and a talent show.

Participants are generally expected to attend these sessions, as supervision may not be available in the residential accommodation during these times. Full risk assessments are undertaken and appropriate safety measures are put in place. Participant feedback is encouraged and welcomed on this part of the programme as it is on the taught elements.

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

OSA has developed good relationships with the owners of the teaching and accommodation premises that it uses. It renews contracts on a rolling annual basis immediately after each year's summer schools have concluded. This gives the Provider security of tenure on the accommodation for the delivery of the following year's programmes.

OSA also uses other meeting rooms in Oxford for Masterclasses and hires the main lecture theatre in the Saïd Business School for its graduation ceremony at the end of each cohort.

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 that are used for the main activities are well maintained, secure and clean with adequate facilities to meet the needs of OSA and its participants.

Health and safety assessments are conducted for all premises and activities. These are used to plan and brief staff as appropriate. There is a policy on signing in and out of buildings that is strictly adhered to and clear information on fire and other emergency and health and safety procedures is displayed in the premises.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.3 | There are facilities suitable for conducting the assessments required on each course. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider uses modern, well-equipped rooms within a University of Oxford academic department and, for the medical programmes, a larger meeting room in a recently refurbished facility. Law students have the opportunity to conduct a mock-trial in a genuine courtroom, bringing this exercise to life for them.

Some problems with size of rooms in relation to classes on the initial 2018 cohort were appropriately resolved by reviewing the allocation for subsequent groups.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.2 | Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 26.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.4 | Participants and staff have access to storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 26.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants conduct their private study in their rooms in the accommodation. These rooms are suitable for this purpose.

Trainers are contracted on an hourly basis, with time paid for lesson preparation. One-to-one meetings and a group training session are held on OSA premises, but otherwise tutors work from their homes or other offices. There is an open seating area and large cafe in the main teaching building which tutors use around their class times.

Non-teaching staff do not currently have somewhere to take their scheduled breaks during the day and away from participants in order to have time for relaxation.

Administrative offices are well laid out and facilities are appropriate for the number of staff.

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 Directors of OSA have a clear ethos and objectives. These are well-understood and supported by staff, who are also committed to the delivery of these priorities. This creates a strongly collaborative working environment.

Roles, responsibilities and procedures are clearly defined and understood. Lines of communication between staff are open and effective. This creates an atmosphere in which any issues that arise can be handled speedily and appropriately.

There is a high level of commitment to the personal development of staff, with time and other resources set aside to support this. This offers a foundation for the retention and progression of team members.

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

Tutors are strongly encouraged to offer interactive sessions and their teaching is observed, with developmental feedback provided. These measures encourage the creation of a stimulating and engaging learning environment for the participants.

Tutors are actively encouraged to include relevant site visits in their courses, bringing an additional dimension to the participants' learning environment.

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

PARTICIPANT WELFARE

Provider's Strengths

Safeguarding policies, training and procedures are of a high standard.

OSA staff build good relations with participants and their parents prior to arrival in Oxford.

Participants have ready access to core information and contacts, through a new mobile telephone application. Therefore, the information is available to them in a format with which they are familiar.

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

The teaching and residential facilities are within easy walking distance of each other in Oxford. These buildings are all secure and well-maintained.

Accommodation is run so that the participants, in each block, are together for breakfast and then end the day with a briefing on classes and activities for the following day. This encourages participants to build friendships beyond their immediate class group. It also provides a semi-informal structure in which staff responsible for welfare can more readily identify any concerns or issues that an individual participant might be having.

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

Given the reliance of participants on the public internet for their private study each day, it is recommended that some consideration is given to increasing awareness among participants of the relative reliability of different online sources.

The Provider should give further thought to the nature and scheduling of Masterclasses to increase their relevance to the full group of potential participants.

The Provider should put in place a clear process, through which tutors can request additional teaching resources and ensure that tutors are fully aware of the process and its operation.

Consideration should be given to enhancing the facilities that are available to the non-teaching staff, so that they have somewhere to take their scheduled breaks during the day away from the participants.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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