BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Oxford Spires Summer School

ADDRESS: Flat 1, 45 Tower Bridge Road
London
SE1 4TL

HEAD OF INSTITUTION: Ms Shu Shu Wong and Mr Revi Panidha

DATE OF INSPECTION: 9-10 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☐ Award of accreditation to be withdrawn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 Spires Summer School (the Provider) is the trading name of the Academy of Law and Economics Limited (Ltd). It was incorporated on 25 April 2016 as a private limited company. It runs unaccredited, university-level courses during the summer months in Economics, Business, Law and International Affairs, an English language course, for students who require additional English support, and an investment programme.

The Provider has two directors, who are also the owners of the company. They are supported by a Chief Operating Officer (COO).

The Provider has two aims. These are inspiring young minds and helping students to keep calm and learn things. The latter aim and slogan is printed on the t-shirts that the students wear during summer school events. The primary goals of the summer school programme are to give students a competitive advantage in attaining their place, and improving their performance, at their chosen university. In addition, the investment programme is designed for students interested in advancing their knowledge in investments, entrepreneurship and economics.

The Provider's offices are located in central London on Tower Bridge Road. All programmes are delivered at Oxford University (the University), previously in St Catherine's College and now in St Edmund's Hall.

2. Brief description of the current provision

The Provider offers two programmes. These are the Law and Economics Advanced Programme (LEAP) and the Oxford Investment Programme (OIP). Students on LEAP may also attend supplementary English lessons called Step Towards English Proficiency (STEP). LEAP is designed for students aged 16 and above and OIP is designed for university-level students and professionals over 18 years of age. Both LEAP and OIP run, in parallel, from late July to the middle of August.

Courses run for two weeks, on a full-time and face-to-face basis. They include some in-depth analysis of key concepts in the subjects studied.

During inspection, there were 22 students on the programmes, 16 on LEAP and six on OIP. The very large majority of LEAP students were 16 to 18 and all OIP students were over 18. In both cohorts, the gender split was fairly even. Students were also evenly split between United Kingdom (UK) based and overseas students. Generally, students come from a very wide range of countries including Canada, Germany, France, Switzerland, Russia, China the UAE, the US and Japan.

The Provider recruits students on a rolling basis. The number of students on each programme is deliberately kept small with the intention of providing a more bespoke experience for the students. Students should be studying at an appropriate level, in this case at advanced level, and aiming for university. In addition, students should have an adequate command of English, assessed before enrolment by an online video conference interview, in order to fully access the teaching.

3. Inspection process

The inspection was carried out by one inspector over two days. The inspector met the two company directors, the COO, the Marketing Manager, tutors and other support staff. In addition, students were interviewed, lessons were observed and an extensive review of the website and relevant documentation took place. The new premises for delivery, St Edmunds Hall, were also inspected. The Provider was well-prepared for the inspection, participated fully and staff were very receptive to feedback.

4. Inspection History

Inspection Type	Date
Stage 2	20 February 2014
Stage 3	13 August 2014
Interim	15 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**		
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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff and those working at the delivery venue/s.	☒ Yes	☐ No

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

Comments

There is a clear management structure and the roles and responsibilities of all staff are well understood by all team members.

All staff are extremely well-qualified, both academically and professionally. As successful entrepreneurs who value the benefits of education, they provide good role models for the students.

Close communication and positive working relationships between the team members ensure that the specific procedural requirements that are needed to ensure the safety, learning and enjoyment of the students under the age of 18 are fully followed. Leaders, managers and all staff demonstrate a shared ethos of care and support for the students.

2.	**The administration of the provider is effective**		
2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the provider.	☒ Yes	☐ No
2.5	Data collection and collation systems are effective.	☒ Yes	☐ No

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

Comments

Administration is effectively carried out by the COO and other staff who are responsible for the day-to-day management of the summer school. The directors and tutors also support the administration activities when necessary.

The team has developed their processes and procedures well. This ensures that the students' needs are a priority and are well met.

Policies are well documented and appropriate for the Provider' smooth running. However, there are some gaps in policy and procedure, for example, the collation of lesson observation information, that would improve the Provider's capacity to grow and further improve.

Data collection systems are adequate for the current size of the provision and fit-for-purpose.

3.   The provider employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	☒ Yes	☐ No
3.2	Experience and qualifications claimed are verified before employment.	☒ Yes	☐ No
3.3	There is an effective system for regularly reviewing the performance of staff.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met
Comments

As a small and relatively young organisation, the Provider has grown gradually and the recruitment of new staff has come about as a result of personal experience or recommendation. This has proved effective thus far in that all staff are well suited to their roles and work effectively. However, the Provider does not currently use formal interview processes.

Experience and qualifications are verified and evidence is saved in Human Resources files.

The current performance management processes take good account of a range of evidence and on-going feedback is provided to staff. Therefore, as they are a small and close-knit team, they work well and maintain good levels of service to their students. However, there is no system for formally recognising staff achievements or setting targets for improvement.

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

4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes	☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met
Comments

All publicity material, including the website, is accurate and current. It provides a realistic picture of the provision but does not always reflect its very high quality or a full representation of the progress that students make on programmes. The Provider is actively addressing this omission.

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.	☒ Yes ☐ No ☐ NA	

5.2	A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA

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

Comments

Entry requirements are set appropriately, effectively evaluated and students are very carefully selected in order to provide a high quality learning experience for all.

Students complete a thorough application, including an online video conference interview, which assesses their English level and their academic preparedness for the programme.

Applications and enquiries are dealt with on the same day and students report high levels of satisfaction with this part of the process.

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.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action taken.	☒ Yes ☐ No ☐ NA

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

Comments

The clear attendance policy is contained in the student and parent handbook. Attendance levels are high.

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

7.1	The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.3	The feedback is reviewed by management and action is taken where necessary.	☒ Yes ☐ No
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	☐ Yes ☐ No ☒ NA

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

Comments

Oral feedback from students is gathered each day during lessons, which are all attended by at least one staff member, and also between lessons and during activities and mealtimes. Feedback is actioned immediately wherever possible. For example, one student suffered from homesickness during the programme and this was observed by a staff member who spent time with the student and ensured that they were fully involved in all activities with their peers. As a result, the student regained his confidence and completed the programme successfully.

In addition, a comprehensive student survey is completed by each student following programme completion. The results are collated, thoroughly analysed and are passed to individual tutors so they may reflect on the feedback from their own lectures. This has resulted in some staffing changes where feedback was not at the expected high levels of satisfaction.

Since the participants are once only attendees, there is no benefit in advising them of what has been done in response to their feedback.

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

Appropriate performance improvement systems involve regular meetings, constant communication and performance review, the gathering of the students' views through the survey and an accompanying report, which is circulated to all staff. However, the Provider does not yet gather the full range of evidence that would effectively measure all aspects of the Provider's performance and there are, therefore, missed opportunities to monitor the Provider's effectiveness more thoroughly, using a more extensive evidence base.

8.2 8.3 There is no preparation of an annual report which evaluates a full range of evidence and draws conclusions about the overall performance of the Provider. As a result, there is no formal action planning.

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

Leaders and managers are extremely well qualified and competent. The directors and the COO have a wealth of experience and excellent academic qualifications. As a result, the programmes are managed very well. Senior managers are reflective about the effectiveness of their own work and supportive of the work of others. They provide excellent role models for both other staff and students.

Rooms and classes are timetabled in suitable rooms, which are well-resourced and comfortable.

The Provider has been successful in retaining its best staff over a long period of several years, so that the quality of the provision is assured and students receive the benefit of the experience teachers have had from previous student cohorts.

Constant feedback from students regarding their teachers ensures that there is a good match between trainers' skills and experience and the needs and interests of the students.

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

Course design is creative and thoughtful. For example, on the OIP programme, students not only learn about investments, they also collaboratively and collectively invest a sum of money during the programme. After the programme has concluded, they retain this investment.

Assessment on all programmes is particularly well considered and structured. LEAP students write a summative essay, which is carefully marked for content, depth of analysis and grammar. In addition, both LEAP and OIP students participate in a mock trial. This effectively develops their knowledge of the law as well as their confidence. Through the careful selection of course materials, it also promotes the development of empathy and a wider understanding of modern society.

Students are encouraged to develop independent learning skills by the provision of extended reading materials and links to relevant electronic materials and online resources.

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

11.1	Trainers are appropriately qualified and experienced.	☒ Yes ☐ No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	☒ Yes ☐ No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	☐ Yes ☒ No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	☐ Yes ☒ No ☐ 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.	☒ Yes ☐ No

11.6	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Teaching staff are extremely well qualified and use their skills and experience very well to provide a high quality learning experience for the students.

All lessons are attended by an appropriate member of staff and, in some cases, feedback on the lesson is orally provided to the teacher.

11.3 11.4 There is no formal observation of teaching, learning and assessment and no feedback given on which to provide a basis for further improvement and professional development. Similarly, no systematic collation of the strengths or areas for improvement takes place and, consequently, there is no formal opportunity for the sharing of best practice between teachers to support their development.

Teachers take care to develop a rapid understanding of their students' needs and preferences by carrying out formative assessments early in the programme. This enables teachers to make early adjustments to materials or content so that they meet all students' needs.

Although, in general, all students operate at an advanced level, in some cases students require additional support during break times, or careful allocation of pairs during lessons. These needs are detected by teachers and are well met.

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

Students benefit from a well researched and broad reading list. OIP students receive a useful investment textbook with a thoughtful and personalised inscription from the Director. All students access a wide range of electronic and online resources.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.	☒ Yes ☐ No ☐ NA
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	☐ Yes ☐ No ☒ 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.	☐ Yes ☐ No ☒ 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

The assessment methods, which are set by the Provider and aim to replicate the rigours of university-level study, are carefully considered and effective. Students report that they enjoy the assessed elements of the programme and that they value its depth, validity and reliability.

Students receive thorough oral and written feedback and each student receives a final summary letter, which details their achievements on the programme.

Where initial assessment shows students may be at a different level than their peers, additional support is provided out of lesson time. For example, economics students on the LEAP programme were grateful to receive mathematics support from their economics tutor that took place during break times.

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
	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.	☒ Yes	☐ No	
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes	☐ No	
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes	☐ No	☐ NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes	☐ No	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☒ Yes	☐ No	☐ NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes	☐ No	

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

Comments

Students receive appropriate advice before and during their programme.

Safeguarding is a very high priority for the Provider. This includes ensuring that students are protected from the risks associated with radicalisation and extremism. This aspect of students' safety is included in the student and parent handbook and is appropriately covered in induction materials. All staff pay close attention to the safety and security of the young people in their care and discharge their duties seriously and carefully.

Students report that they feel very safe, are well supervised and appreciate the efforts that the Provider makes to ensure they are safe.

The student and parent handbook, as well as the staff handbook, include relevant policies and procedures, for example, relating to safeguarding and e-safety. The Provider ensures that all staff either have fully current Disclosure and Barring Service (DBS) certificates or that they are in progress and they have an action to register with the DBS renewal service. Managers ensure that all staff, who do not have current enhanced Disclosure and Barring Service (DBS) certificates, are always accompanied when with students.

18.	**International participants are provided with specific advice and assistance**		
18.1	International participants receive appropriate advice before their arrival on travelling to and staying in the UK.	☒ Yes	☐ No
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No

18.3	Information and advice specific to international participants continues to be available throughout the course of study.	☒ Yes ☐ No
18.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No

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

Students come from around 30 different countries and they are well prepared for their experiences on the programme. On arrival, they participate in a meet and greet and social activity before they receive their formal on-boarding induction. Students reported that they enjoyed and appreciated these opportunities and that they felt fully prepared and supported. Inspection findings confirm this view.

Staff are sensitive to the fact that although these students are highly academic, they are still often far from home and miss their families and friends. Staff pay close attention to the emotional needs of their students and there are many instances of home sick students being nurtured through to successful completion of their programme. At the application stage and during induction, students are fully apprised of how to prepare for British weather and customs.

19. The fair treatment of participants is ensured

19.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	☒ Yes ☐ No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes ☐ No
19.3	Participants are advised of BAC's own complaints procedure.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met
Comments

All procedures are transparent and fair. Students are treated fairly and respectfully and their individual needs are taken into consideration well.

There is a fair and transparent complaints procedure, of which students are fully aware.

20. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

20.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.	☒ Yes ☐ No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	☒ Yes ☐ No ☐ NA
20.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.	☒ Yes ☐ No
20.4	A level of supervision is provided appropriate to the needs of participants.	☒ Yes ☐ No
20.5	Separate accommodation blocks are provided for participants under 18.	☒ Yes ☐ No ☐ NA

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

All the accommodation is provided in the halls of residence at Oxford University and is of excellent quality. Students enjoy staying in this accommodation and it enhances their experience of attending one of the world's most prestigious universities.

Clear health and safety rules and regulations, including good signage relating to fire exits, are in place and well implemented.

Appropriate supervisory arrangements are in place and students under 18 are accommodated separately to those who are older. Students report that they appreciate this arrangement.

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

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

Comments

22.	**The provider provides an appropriate social programme for participants and information on leisure activities in the area**			
22.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	☒ Yes	☐ No	
22.2	The social programme is responsive to the needs and wishes of participants.	☒ Yes	☐ No	☐ NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	☒ Yes	☐ No	☐ NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	☒ Yes	☐ No	☐ NA

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

Comments

An extensive and good quality social programme is provided for students. Students report that they enjoy the social programme.

Appropriate adjustments are made to the programme when feedback or the results of the student survey show lower levels of enjoyment. For example, the next cohort will have the opportunity to eat at a local restaurant in response to feedback from the current cohort.

All activities are carefully supervised and, as a result, students' behaviour is excellent.

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

Arrangements with Oxford University are well established and flexible. The University is able to provide rooms and accommodation for the Provider as required on an annual basis.

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 are well signed and there is ample security to maintain the safety of the buildings.

The premises are maintained in an excellent state of repair, decoration and cleanliness.

Standards relating to health and safety are very good and the importance of staying safe is reinforced effectively. All staff have a good awareness of the need to ensure the safety and security of their students and take all necessary precautions.

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

Classrooms are generally spacious and well resourced and equipped.

One teaching room was too small for the interactive nature of the lesson, adversely impacting on the noise levels between pairs of students discussing their learning. This was duly noted and was rectified for the next lesson.

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

Students have access to additional small study spaces, as well as having study desks in their accommodation.

Additional meeting rooms are available and are used as and when needed for preparing lessons and relaxation.

All students and staff have access to a small kitchen area where they can prepare drinks and food.

Staff have access to the necessary space, resources and facilities to enable them to carry out their duties effectively.

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

Leaders and managers are reflective about their work and supportive of their team members. As a result, there is a close-knit team, which works very effectively and collaboratively.
Staff demonstrate a shared ethos of care and support for students, combined with a love of learning. As a result, students thrive in an environment where their opinions are valued.
Programmes are highly bespoke and personalised and are closely matched to students' needs and interests. Consequently, students make very good progress in both their personal and academic development.

Actions Required	Priority H/M/L
8.2 The Provider must further develop an annual report that captures all aspects of its performance.	☐ High ☒ Medium ☐ Low
8.3 The Provider must develop an annual improvement plan, deriving from its annual report, which details its actions and enables the setting of appropriate targets for its staff.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Teaching and learning are of high quality. Staff are extremely well qualified and have a wealth of academic and professional experience that greatly benefits their students.
Assessment is particularly good. Assessment arrangements are creative and thorough.
Teachers are attentive to the individual needs of their students and provide additional support where needed. As a consequence, students make particularly good progress in the development of both their subject knowledge and wider aspects such as inter-personal skills.

Actions Required	Priority H/M/L
11.3 The Provider must extend its observations of teaching so that annual observation reports, which highlight strengths and areas for improvement, also include actions for continued development.	☐ High ☒ Medium ☐ Low
11.4 The Provider must create opportunities for the sharing of best practice so that the very best teaching is more formally recognised and its impact is extended to other teachers.	☐ High ☒ Medium ☐ Low

PARTICIPANT WELFARE

Provider's Strengths

The safeguarding of students has a high priority and all staff share a keen focus on their general well-being. As a result, students report that they are and feel very safe during their programme.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's Strengths

The premises and facilities are of excellent quality. Students live and learn in accommodation provided by Oxford University and this enables them to experience life at one of the world's most prestigious universities.	
Actions Required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

| The Provider should review its policies and procedures to ensure that all steps are taken to improve the Provider's capacity to grow and further improve, for example, through the collation of lesson observation information.

It is recommended that the recruitment procedures for staff include formal interview processes.

It is recommended that staff receive an annual performance review which takes good account of data and evidence and sets targets for improved performance.

It is recommended that the Provider collates and uses a more exhaustive range of evidence and data to evaluate its effectiveness.

It is recommended that, as already proposed by the Provider, the Provider registers for the DBS renewal service. |
|---|

COMPLIANCE WITH STATUTORY REQUIREMENTS