



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Varsity International

ADDRESS: Lane Barn
Eynsham Road
Farmoor
Oxford
OX2 9NL

HEAD OF INSTITUTION: Mr Mark Vingoe

DATE OF INSPECTION: 6-8 August 2019

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- Award of accreditation to be withdrawn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: 28 November 2019

PART A – INTRODUCTION

1. Background to the institution

Varsity International (VI/the Provider) is a privately-owned organisation offering English language and activity short courses to international participants. Varsity International is the trading name of Varsity Language Schools Limited (VLSL), which is a limited company that was incorporated in 2012. VLSL is one of three companies which form the Active Education Group Limited (AEG). AEG is owned by Dukes Education Group (DEG/the Group), who took over in June 2019. The aim of DEG is to ensure the continuity of and effective development of Varsity International.

The Provider aims to enable international children to learn English together with British children, including children from other camps run by the Group.

While staff at DEG oversee the operation of the Provider, they delegate the day-to-day responsibilities to the VI's Managing Director. The Managing Director is supported by the Academic Manager and seasonal staff, including a camp manager, teaching staff and activity staff.

The Provider has sole occupancy of an administrative office in a single storey barn conversion on the outskirts of Oxford. Residential summer courses are run at the premises of Cothill House, a boarding school in Oxfordshire, a fifteen-minute drive from the administrative office.

2. Brief description of the current provision

The Provider offers residential summer courses for international participants aged between 8 and 14 at the premises of Cothill House, a family-run preparatory boarding school. A home-stay option is also offered. The course period runs for six weeks, from early July to late August. However, participants can choose the exact length of their stay. Some attend for just two weeks, which is the minimum period.

The English language programme consists of a core component of English language teaching together with an extensive programme of varied activities. The activities include a range of sports, art and adventure activities.

In addition, the Provider offers a fluent English speaker programme, which is aimed at participants from English speaking countries. This programme consists of activities only. It has a duration of six weeks, although participants can come for a period of two weeks and can mix and match the activities to meet their needs.

At the time of the inspection there were 34 participants enrolled, the vast majority of whom were attending the English and integrated activities course. Participants were from a wide range of countries, including countries of the European Union, Egypt, the Lebanon, Switzerland, Russia, China and Mexico. In the summer school of 2019, the majority of participants were in the age range of 10 to 12 years and a small majority were male. All participants are under the age of 16.

3. Inspection process

The inspection was carried out by one inspector over two and a half days at the head office and at the summer school camp. Interviews were held with the Managing Director, Academic Manager, International Sales Executive, Camp Manager, Assistant Camp Managers (ACMs), English as a Foreign Language (EFL) teachers, activity instructors, two groups of participants and the Head of Catering. An interview took place by telephone with the Director of DEG. The residences, dining, sporting, teaching and administration facilities as well as the host family accommodation were also inspected. Observations of teaching and learning and

activities took place and various documentation was scrutinised. The organisation cooperated very well to ensure the inspection ran smoothly.

4. Inspection History

Inspection Type	Date
Stage 2	25 March 2015
Stage 3	21-22 July 2015
Interim	6 July 2016
Spot Check	17 October 2018

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 structure is clearly defined, documented and understood, including the role of the owners. The Managing Director (MD) reports to senior members of AEGL and all staff are clear about the roles of the senior management team, including the roles of the staff at AEGL and DEG and how they oversee the Provider.

VI has a team of permanent staff as well as summer school camp staff who operate on a temporary basis from the camp. Role profiles are in place for all members of staff, both permanent and temporary. The roles have defined areas of responsibility and reporting lines are clear.

All senior managers have appropriate qualifications and experience.

Communication channels are effective and include telephone, e-mail and face-to-face meetings. This results in the smooth operation of the organisation over the two sites.

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

The year-round administration of the organisation is carried out by permanent members of the operations staff, including the MD, who has responsibility for policy and procedure documentation. Day-to-day administration of the summer school camp is carried out by the camp management, together with the relevant permanent staff.

Both the permanent and temporary staff are fully aware of their duties and responsibilities and are effective in carrying out their roles. As a result, the work of the administrative team results in the smooth running of the summer school camp.

A comprehensive set of appropriate administrative policies and procedures are disseminated via links online in the staff team handbook, which is updated annually. Policies and procedures are updated annually or in response to changes.

Data collection and collation systems, such as the systems used for enrolling participants, are comprehensive. The data collected on the feedback from participants is well managed and leads to the Provider making improvement changes to the provision to meet stakeholder needs.

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

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

Comments

Robust recruitment procedures are in place which are applied to all roles.

All qualifications are checked and copies of the originals are retained, references are requested and returned and all other necessary pre-employment checks are carried out.

Useful feedback on performance is provided to the staff to enable them to know what they are doing well and what they need to improve. There are plans to introduce a new group-wide appraisal system.

3.3 However, the feedback mechanisms currently in use are not sufficiently formal to be fully effective. The performance management process is not sufficiently documented.

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

Text and images in the publicity material give an accurate picture of what the participants can expect when they arrive at the summer school camp. There is an appropriate approach to making sure that the course marketing and sales information matches what is actually experienced. This approach includes feedback gathered from participants in the very early stages of their course.

The content of the website content is reviewed and updated annually. Some parts of the website are updated daily to ensure that the information for agents on course availability is accurate and up to date. The Academic Manager updates the information on courses.

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

The summer school English language programme is suitable for all language abilities and there is a formal application process. The agents who recruit the participants give the Provider an indicative level of the English language proficiency for each participant. Placement testing is carried out at the summer school camp on arrival as a further check. Participants are then placed in a class at a suitable level of English.

There is an appropriate established response time to deal with all application enquiries to ensure these are handled promptly. Information is sent to parents, before the course starts, by means of the welcome pack. The initial information provided is effective in preparing participants before they arrive at the summer school camp.

Any overseas recruitment agents are properly selected, briefed and monitored. Reference checks are carried out before an agent is recruited. Agents receive useful training in the form of a face-to-face interview or video call regarding the booking process and what is required from them. The agents are expected to have a good knowledge of the participants they are recruiting to ensure that they are suitable for the programme.

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

A clear policy and procedure for monitoring the attendance of participants is in operation. Staff receive clear information on the attendance requirements to ensure that any absences are followed up promptly and that participants arrive promptly for each session.

The central camp register is held by the Camp Manager, who is responsible for managing and monitoring the attendance systems, policies and procedures. The classroom registers are maintained electronically and the information is input by the teaching staff at the appropriate time in the classroom.

Registration is taken four times a day and there are regular and systematic head counts. There is also a classroom check carried out each morning by staff.

Homestay hosts notify the Provider if the participant staying with them is going to be absent. This notification is followed up with a telephone call to obtain more information.

The robust attendance procedures and systems are used well to ensure the safety of the participants at all times.

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

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

Comments

At the end of the course, participants complete a one-page survey on-site. This is an appropriate method for obtaining feedback from participants. Feedback from parents, via an online survey, is obtained after the participants' course has finished. End of season feedback is obtained from the teachers and activity instructors by means of a questionnaire.

The participants also raise any issues about the activities and teaching with the staff during the course. As a result, a new activity, for example, can be put in place very quickly when required.

These procedures mean that there is a comprehensive system for the gathering of feedback from a number of appropriate stakeholders and appropriate action is taken in response where necessary.

7.4 There is currently no mechanism for reporting on the Provider's response to the feedback from the participants.

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 type="checkbox"/> Yes <input checked="" 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

Staff meet to reflect on the success of the provision after the courses have finished. This review takes account of the feedback from the range of stakeholders and from observations carried out of the administrative staff and teachers. From the analysis of this data, the provider makes informed decisions about how to move forward and what improvements can be made.

Regular staff meetings are held but are not recorded. As a result, it is not possible to track the content and outcomes of the staff meetings that have been held during the year to enable them to be taken into account as part of the reflection process.

8.2 There is currently no annual report which presents the results of the review.

An overall action plan for all staff that covers different aspects of the operations is in place. It is monitored and updated as necessary by the MD.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

9.1	There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers	<input checked="" type="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

There is a suitably qualified and experienced programme manager. The Academic Manager is appropriately qualified and experienced and is directly responsible for academic oversight, planning and strategy as well as the operational management of the course teachers during the summer school. This results in a heavy workload that may need to be reviewed for the future.

Classes are planned in advance when all the information from the placement testing is in place for the new participant cohort. An appropriate number of classrooms are allocated for the teaching of the different groups. Rooms are of an appropriate size for the number of participants.

Each teacher is allocated a group at the beginning of each week. There is a sufficient number of EFL teachers for the number of participants. A supply teacher takes over to cover a class as required. Supply teachers use lesson plans and resources that are prepared by the class teacher to ensure consistency. Teaching observations are carried out by the Academic Manager to monitor delivery.

The teachers are made fully aware of the policy and procedures regarding the deployment of resources during their initial training. Appropriate management staff are responsible for ensuring that there are appropriate resources available.

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

10.1	Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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**

Classes are appropriately organised and delivered according to the level of English ability and participants' ages. Lesson plans are in place and used well to ensure that the course objectives are met by the end of the lesson and that the lessons meet stakeholder requirements. There is ample opportunity to practice all four language skills, particularly speaking and listening skills, in the pair and group work that takes place in the interactive lessons. Advice on continued learning is given in the end of course report.

The participants take part in appropriate team building exercises that effectively develop their independent learning skills.

The participants are appropriately placed in a group with other participants at a similar English language level. Activities are chosen that target a range of abilities and from which all participants can benefit. Careful monitoring of participants' levels of engagement and understanding takes place and the delivery is adjusted, where necessary, to meet the individual needs of the 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**

The teachers have appropriate qualifications and experience. Activity instructors are appropriately qualified and are specialised in either sports or arts and crafts. They also have previous experience of working with young people.

English language teachers are observed by the Academic Manager and given useful feedback as part of their appraisal. An observation of each teacher, as well as random spot check observations, are used and a written report is made to include the outcomes of any follow up conversations. A further second observation will take place if required to follow

up on performance. This process assures a good level of quality of teaching in the classroom and contributes to the teachers' Continuing Professional Development (CPD).

All activity instructors are observed by the Camp Manager or the Assistant Camp Manager. The appraisal procedures for the activity instructors include a written record of the meeting following the observation and a follow up on performance issues. Currently, there is no verification from the activity instructors to confirm receipt of the observation findings and agreement on the performance issues and targets for improvement.

Teaching staff confirm that they feel very supported. More lesson planning time has been allocated this year and the teachers report that this has led to an increase in the quality of the teaching. Collaborative activities in place encourage teachers to work together and learn from each other. As a result, they find appropriate ways to manage the different participant group dynamics within and between the groups of young people. There is no programme of peer observation in place to enhance the sharing of best practice.

Teachers use a variety of appropriate techniques and teaching methods to engage all members of the class effectively. The lesson plans include good opportunities for the participants to practice the new skills they are learning in the classroom. There are appropriate numbers of participants in classes allowing for effective monitoring of their understanding.

12. The provider provides participants and trainers with access to appropriate resources and materials for study

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

Comments

The provider provides participants and trainers with access to appropriate resources and materials for study. Participants and staff are provided with all the resources that they need for their studies and for the delivery of the sessions. These include sports equipment. There are also appropriate resources available on the shared computer drive.

The participants are provided with a list of what they need to bring in the welcome pack.

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

13.1	Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers.	<input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.5	Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.6	Participants have appropriate access to trainers outside class time.	<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

On-going constructive feedback is provided by the teachers to the individual participants. This enables participants to develop their language skills effectively during the course.

There are no formal assessments. The target for all participants is to improve their level of English, particularly their speaking skills. There are constant opportunities for the participants to practice and demonstrate newly acquired vocabulary, which gives them a good awareness of their progress. An end-of-course report is issued which is sent to the parents. It covers areas relating to participants' skills in speaking, listening, literacy as well as their participation and attitude. The teacher comments on the progress made and provides recommendations for further study. The report gives a very clear appraisal of what the participant has achieved and how they can take their learning forward.

There is the possibility for a participant to move to a lower level English language group if they are finding their course too challenging to be able to make progress. Conversely, participants are able to change their class to a higher level as they make sufficient improvements to their English language skills.

Participants have appropriate access to trainers outside class time. The English language teachers spend their breaks with the participants and can provide additional support at those 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

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

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

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

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

Comments

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

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

INSPECTION AREA - PARTICIPANT WELFARE

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

All participants report that they know who to go to if they have a problem. This results in the participants feeling very safe and secure, knowing that there is always someone to help them if they need it.

Participants receive comprehensive advice and guidance before and on arrival and throughout the course. They receive the welcome pack on enrolment before starting the programme and a formal induction on arrival. There are morning and afternoon welcome meetings to bring the participants together and to make sure that everyone knows what they are doing at all times.

There is an appropriate policy, through the ongoing monitoring of participants' behaviour, to pre-empt incidences of discrimination and abusive behaviour. There is a behaviour policy and procedure that contains a code of values for participants and staff as well as information about bullying and a procedure for dealing with negative behaviour.

Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Appropriate levels of safeguarding training are provided for all members of staff. The training is reviewed annually and updated as necessary. Disclosure and Barring Service (DBS) checks are carried out before an offer of employment is made.

A risk assessment and a suitable policy and procedure are in place to protect participants from the risks associated with radicalisation and extremism. Radicalisation and extremism also form part of the safeguarding training. The EFL teachers and activity instructors receive training on how to spot signs of abuse and how to raise any concerns. As a result, the participants are well looked after whilst at the Provider.

18. International participants are provided with specific advice and assistance

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

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

All the participants are international. The welcome pack provides appropriate advice and information to meet their needs and the website and other marketing materials help to prepare them for their time at the summer school camp. On arrival, the participants receive a suitable induction and appropriate advice, for example relating to homesickness, is provided as required throughout the course.

Cultural and religious considerations are taken into account well, for example, in the provision of halal, kosher and vegetarian diets.

The measures that are in place to provide international participants with specific advice and assistance result in participants being able to settle into the course quickly and gain the most from their experience at the summer school camp.

19. The fair treatment of participants is ensured

19.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Participants are advised of BAC's own complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

The terms and conditions of enrolment are clear. They clearly state the booking deposit required and how and when to pay the balance. There are cancellation and refund policies that are fully transparent.

Included in the terms and conditions and in the welcome pack are details of the Provider's complaints procedure, and BAC's complaints procedure. Participants and parents have access to this information before the course starts.

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

20.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
20.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

20.4	A level of supervision is provided appropriate to the needs of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Separate accommodation blocks are provided for participants under 18.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

The residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. There are two residential blocks. One is more recently built and has room for 30 participants and there is an older accommodation block that houses 70 participants. The accommodation is inspected by the appropriate authority.

Clear rules and fire, health and safety procedures are in place. These include a fire drill that is conducted every week.

The level of supervision provided is appropriate to the needs of the participants. Staff sleep in the same block as the participants and are accessible in an emergency using a buzzer system.

All participants are under the age of 18. There are separate bedrooms and shower and toilet facilities for males and females.

The range of measures in place ensure the comfort and safety of all the participants and provides them with a very high level of supervision and care.

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

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

Comments

A suitable homestay and hosting policy and procedure is in place. There is a rigorous application process for host families. This consists of a number of stages and helps to build a useful profile of the family that is sent to the recruitment agents. The participant is then carefully matched to the appropriate homestay, often including host families with children of a similar age to the participant.

Regular inspections of homestay accommodation are carried out by the Provider to ensure that they provide a safe and comfortable environment for the participants. There is an appropriate contract between the Provider and its host families. There are clear procedures to ensure that any issues that arise are dealt with promptly although there have been no significant issues arising to date.

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 type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	The social programme is responsive to the needs and wishes of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<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 Provider has secure possession and access to their head office, which is occupied year-round. A contractual lease is currently in place.

A licence agreement is currently in place for the summer school facilities at Cothill House.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Access to the summer school camp premises is appropriately restricted and secured. All visitors are required to sign in and out and display appropriate identification documents. A site-specific risk assessment was carried out on all areas of the camp and access restrictions put in place from the outset to fully mitigate any risks.

The premises are cleaned regularly, adequately maintained and decorated.

Areas such as the swimming pool have appropriate health and safety rules and regulations. Emergency evacuation and fire prevention procedures are in place and all staff and participants are fully aware of the procedures. There is a comprehensive health and safety policy and procedure in place and regulatory signage is visible as required. The measures in place ensure a secure environment for the participants and staff.

The camp is spacious with ample room in the dining area, the classrooms, the indoor activity hall and outside in the open spaces to ensure that the participants are able to circulate freely.

There are sufficient toilet facilities that are cleaned regularly.

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 classrooms are bright, airy and spacious. Some have doors that open onto the grassed areas, helping to provide a pleasant learning and work environment for the participants and staff. The rooms are fit for purpose and suitable for the number of participants and for the delivery of the various sessions and activities. There are sufficient classrooms for the number of different levels of English.

Classrooms are well equipped with whiteboards, overhead projectors and access to the internet in each classroom for the delivery of audio-visual material. There is sufficient space to rearrange the desks or move the participants around the room for doing role play, pair and small group work. The room where the art activities take place is sufficiently well equipped for the participants to undertake a range of arts and crafts activities, for example pottery.

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 type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 26.2 | Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

management can hold private meetings and a room of sufficient size to hold staff meetings.

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

The premises are suitable and appropriate for the running of a summer school, with large open grassed areas, tennis courts, a swimming pool, a canteen and accommodation blocks.

No private study is required at camp.

There is sufficient space for the preparation of lessons in the spacious staff room, which is in a quiet area of the premises and is also suitable for relaxation. There is a spacious dining hall with enough tables and seats for all participants and staff to eat together. Three balanced meals a day are provided, and healthy snacks and refreshments are available at appropriate times.

There is plenty of storage space in the bedrooms and in the swimming pool changing rooms to ensure participants' belongings can be safely stored at all times.

There is a separate and appropriate administrative building for the staff, which is permanent. It is spacious and situated in a peaceful, rural setting. There are also good kitchen, toilet and car parking facilities. This results in a very pleasant working environment.

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 staff are well qualified and experienced to provide an excellent overall learning experience for the participants.	
Actions Required	Priority H/M/L
3.3 The Provider must ensure that there is a formal performance appraisal procedure that is fully documented and includes any agreed performance targets.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 The Provider must put in place a suitable mechanism for reporting to the participants on the Provider's response to their feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
8.2 The Provider must put in place an annual report which presents the results of its review of all aspects of its performance and includes action plans for continuous improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

The opportunity for international participants to meet, mix and interact allows them to practice and improve their English in an environment that fosters tolerance and understanding between participants of different cultures.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's Strengths

Comprehensive risk assessment and safeguarding measures ensure that the well-being of each of the participants is the first priority of the Provider.	
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 open spaces and sporting facilities at the host school ensure that the participants are able to take part in a wide range of interesting activities in a relaxing and fun environment.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that main staff meetings are recorded to provide a useful tracking system of the decisions made and ensure effective follow up.

It is recommended that the management of the day-to-day operation of the summer camp be kept under review to ensure an appropriate staff structure is in place.

The Provider should consider introducing a procedure whereby the activity instructors confirm receipt of the lesson observation findings and there is a record of their agreement to any targets for improvement.

VI should introduce peer observation of teaching into the internal quality assurance process to support the teachers' internal continuing professional development.

COMPLIANCE WITH STATUTORY REQUIREMENTS