



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Stage 3 Inspection

NAME OF PROVIDER: Libra Education

ADDRESS: 126 New King's Road
London
SW6 4LZ
UK

HEAD OF PROVIDER: Mr Oscar Hardy

DATE OF INSPECTION: 3-4 November 2020

ACCREDITATION STATUS AT INSPECTION: Candidacy accreditation

DECISION ON ACCREDITATION:

- Accreditation awarded for the full one-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 28 January 2021

1. Background to the provider

Libra Education (the Provider) is a privately owned training organisation. It was established in 2017 and offers a wide range of educational consultancy, bespoke tuition, home-schooling through an online school and residential summer schools in prestigious educational establishments in the United Kingdom (UK). The provision is intended for participants aged from eight to 18 years.

The Provider's head office is based in a shared office complex in south west London, where there are also two areas used for tuition.

Libra Education aims to provide exceptional education in the form of advice, tuition and mentoring to participants under the age of 18 from across the world.

The Provider has two company directors. These are the Executive Director, who is involved in strategic oversight and planning, and the Chief Executive Officer (CEO), who is responsible for the day-to-day management of the business. The CEO is supported in his role by a senior consultant and together they form the senior management team, which directs four full-time education and administration staff. Course direction for the online school is undertaken by a team of education consultants. Additional programme managers and class assistants will be recruited prior to the start of the residential summer school in 2021.

Since the previous inspection, requests for and take-up of online courses, especially in home-schooling, have grown and these have become a significant part of the provision.

2. Brief description of the current provision

The Provider offers English as a Foreign Language (EFL) residential courses for junior participants aged 13-18 years and the Elite Academic Summer School, offering subject-specific tuition in academic subjects such as sciences, mathematics and geography for senior participants aged 16-18 years. Both programmes are two weeks in duration. Each of the programmes include a first week during which participants are immersed in a highly regarded UK secondary school in the south of England by the coast. The participants stay in host family accommodation that is organised through a third-party specialist organisation. The second week of the course is spent in London, where participants stay in accommodation provided by the London School of Economics (LSE). The participants attend academic tutorials with Libra Education tutors.

Supervised cultural experiences and visits with third-party cultural visit specialists are included in both programmes.

The two 2020 Elite Academic Summer Schools that were planned for March 2020 were postponed and they are now scheduled for the summer of 2021. There has been a major increase in the demand for online teaching and this provision is currently growing very quickly in response to the demand for home schooling.

In addition to the academic schools, the Provider also offers two-week EFL winter and summer schools for children aged 13–18 years. The maximum capacity is approximately 50 participants per course. These schools aim to develop the participants' study and communication skills through supported workshops and seminars. Accommodation is organised and managed through external specialist providers. The EFL curriculum focuses on English language skills and includes lessons in English language, cultural visits, and content on individual study skills and team working.

Parents can register their children at any point in the year for the programmes through an online application portal. Prior to acceptance, all applicants have to complete an online English test to establish the level of their skills. Participants attending the Elite Academic Summer School have to show that they have appropriate English

language skills at level B2 on the Common European Framework of Reference (CEFR), or 5.5 on the International English Language Testing System (IELTS). This is to ensure that they can handle the language demands of their subject-specific classes.

The Provider also offers an online school, which runs for two terms each academic year. This school aims to provide tutorial education through an agreed syllabus, daily lessons, progress tests and formal external examinations.

All participants are assigned a personal consultant who undertakes an initial assessment of the participant's skills and knowledge and may liaise with their mainstream schools to request course transcripts or a specific curriculum, for example if the participant wishes to achieve the International Baccalaureate (IB) qualification. Libra Education tuition replaces the participants' mainstream compulsory education.

Participants receive an agreed monthly schedule of lessons with goals for each subject as appropriate for their age. Lessons are delivered remotely by appropriately qualified, subject-specialist tutors. Enrolment is undertaken throughout the year and participants can join their tuition programme at any time.

Parents have access to daily and weekly progress reports that are sent to them via e-mail. This information is also uploaded to Libra Education's online management platform and provides a record of participant progress and achievement.

Participants' progress in their curriculum is regularly monitored and assessed through internally set tests. A review of participants' academic objectives takes place and new learning targets are set for the next term.

At the time of the inspection, there were six online home-school participants. The majority of the participants were male. They came from France, Germany and the United States of America (USA). All were under the age of 18.

3. Inspection process

The inspection was conducted remotely over two days by one inspector. The inspector held video meetings with the CEO, the senior consultant and the course consultants at the company's head office, as well as with online tutors and participants. Lessons were observed by video and various documentation and records were scrutinised. The staff were highly engaged and very supportive of the inspection process and made available all the relevant information in a timely and well-organised manner. British Accreditation Council (BAC) accreditation is for the summer programmes and all tuition.

4. Inspection history

Inspection type	Date
Stage 2	10 February 2020

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the 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, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively 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

The up-to-date organisation chart provides a comprehensive overview of the governance, leadership and management of the Provider. The structure includes clear lines of responsibility and accountability for monitoring and reporting outcomes. As a result, all staff understand what is expected of them in terms of their responsibilities.

The CEO is well qualified and experienced in educational leadership and he is effectively supported by well-qualified and experienced managers. All roles are supported by clear job descriptions.

The Provider makes use of a highly effective online management information system. This system provides administrators, managers and tutors with an excellent level of information sharing. This online access to information, together with instant messaging facilities, ensures that all staff, whether on site or working remotely, are able to communicate and share information with head office staff and their colleagues immediately and effectively.

The Provider's staff have a very clear focus on the future of the organisation. Libra Education's mission and goals are clearly stated on its website. These are underpinned by effective and well-managed policies and procedures.

The Provider's risk management strategy is highly effective and is regularly reviewed. The appropriate implementation of the strategy has resulted in the effective use and adaptation of existing teaching and technological resources to support the successful development and implementation of the online home-schooling provision.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<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	Administrative policies, procedures and systems are up-to-date, thorough, 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 in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administrators are well qualified and effective. All administrative functions are captured in detail in job descriptions so that the staff understand their roles and responsibilities very well.

There is a sufficient level of administrative support for the Provider to operate successfully. When required, the Provider uses external specialists, for example in the provision of its financial management. There are clear procedures to enable managers to request additional administrative support or temporary resources as required and to meet their needs.

The Provider's administrative policies are regularly reviewed for effectiveness and currency. Alongside the policies, there are process maps for regular tasks to ensure consistency in how these are carried out. These process maps are referenced in the relevant policy, detail the actions required, outline the expected outcomes and provide a summary report of the process.

The systems to collect, manage and monitor data collection are outstanding and very well organised. They enable efficient report generation. Managers are further supported through the system's performance summary dashboard, which is visible on entry to the system and provides an up-to-date summary overview of key performance targets.

Participants' and staff's personal records are sufficiently detailed and regularly updated. The information held on participants and staff is detailed, well organised and securely maintained on the electronic systems. The records are regularly reviewed and updated as required. The information about the staff is managed through a centralised system that includes the staff recruitment process and details of the pre-employment checks.

Data security is maintained through highly effective control systems and safeguards. These ensure that the Provider meets its statutory obligations. Legislative compliance relating to the use of data is regularly reviewed by the CEO.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A comprehensive and detailed staff recruitment policy effectively supports the online staff application process. The vast majority of teaching and teaching staff are self-employed. They receive clear information on the Provider's standards and requirements for self-employed staff. Contractual agreements are detailed and appropriately designed so they can be adjusted, as required, to meet the needs of both parties.

There is a comprehensive recruitment policy. Job applications are processed online and, once submitted, are reviewed by the senior management team. After a successful interview, required pre-employment checks are undertaken and records are maintained on a central register. In a small minority of historical cases, references were not checked prior to the applicant starting work, however this has been addressed in line with the organisation's policy requirement.

All tutors are interviewed, either face to face or online, by the relevant senior manager to ensure they meet the required standards of the Provider and the individual needs of participants.

Job descriptions provide clear and concise details for each role that includes the rationale for the provision and targeted outcomes for participant success. This detail provides clarity on the role's focus and the expectations of the Provider.

Performance management systems effectively enable the identification of areas for development and inform the schedule of Continuing Professional Development (CPD) for tutors and managers.

Tutor lesson observations are undertaken once a year. This provides a good overview of the short-term tuition programmes as this is undertaken annually in the same context. However, with the growth of the online provision where teaching takes place more frequently, an annual observation may not be sufficient to measure the standard of teaching effectively and inform where additional CPD or performance improvement are required.

Managers and administrators are able to identify CPD requirements as part of the annual appraisal process or as part of their regular meetings with the CEO.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

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
4.3	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The website is easy to navigate and includes images that provide an accurate representation of the facilities for the residential programmes planned for the summer of 2021. Information on the tutorial and home-schooling programmes is informative and accurately details the range and scope of the provision on offer.

All course details are up to date and reflect the changes that have taken place this year. The information on the short programmes is comprehensive and accurately reflects the range of the provision. The information about the home-school and online courses and tutorials includes accurate and detailed overviews of the different provision and explains how teaching and learning are tailored to meet the needs of each individual participant.

All key policies are accessible through the website.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All participant applications are managed effectively through an online portal. Each registration is checked and followed up promptly by a manager, who will discuss individual aspirations and learning goals with the prospective participant. All enquiries result in a telephone assessment with the parents of the prospective to discuss and evaluate the suitability of the programme or course. To support effective participant recruitment, the website is also available in Mandarin Chinese, and the Provider has two members of staff who are fluent speakers of this language.

All the provision is delivered in English. The entry requirements for the Elite Academic Summer School programmes are clearly stated. Participants must meet the relevant level on the CEFR scale in order to meet the demands of the programme. The home-schooling programme is delivered using the British National Curriculum. However, the tuition can be made more flexible, according to the participants' current levels of achievement and individual aspirations and goals. All relevant course information is easily accessed through the Provider's website.

The online application process is easy to navigate and includes a video interview, as well as initial assessment testing. Every participant undertakes an online assessment of speaking, listening and written language skills. This assessment is then used effectively to place the participant on the appropriate course or with a tutor for home-schooling. This process successfully ensures that participants meet the entry requirements.

The Provider offers good opportunities for parents and participants to discuss the programmes with the course manager before their start. These discussions are used to maintain a comprehensive record of the support and information offered, as well as recording any concerns prior to acceptance on the course.

There is a fully automated online enquiry system that directs any enquiry to the relevant manager. Target response times are set and these are met consistently.

The use of overseas agents is well organised, with a detailed contract and code of conduct. This framework provides clarity about the agents' responsibilities, as well as how the process will be monitored by the Provider.

Participants or parents are asked to declare any special educational needs or additional learning support requirements at the point of registration. Once a disclosure has been made, the Provider will endeavour to provide suitable support in negotiation with the applicant.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<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 regularly 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 is 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

There is a very clear policy on attendance and punctuality that is included in the participant and staff handbooks.

The system for monitoring attendance is well developed, with completed registers recorded using the management information system. The management information system automatically alerts managers to any absences. This enables an appropriate response to be made to facilitate the timely resolution of any attendance issues.

Attendance on the home-schooling programme is managed by a similar system, which is overseen by the tutor. Tutors therefore alert managers of any non-attendance at an online session.

Participant attendance with regard to the residential provision is supported by a clear policy, prompt messaging systems and appropriate procedures to be followed in the event of non-attendance. The information system records non-attendance and tutors can record any concerns on the daily report. There is a very clear welfare policy in place for the residential programmes which includes designated welfare staff in the residences and the Provider's designated welfare manager. Alongside a comprehensive welfare policy, there is a range of set protocols for specific welfare or safeguarding concerns and the information system provides a range of communication methods to ensure that the CEO has up-to-date and comprehensive information on issues as they arise through to resolution.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	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
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners 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
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Comments

All aspects of the Provider's business are quality assured and well monitored. There are key performance indicators that include targets and clear responsibilities. Managers are able to monitor all aspects of tutoring through a secure electronic system for sharing documents and collecting formal feedback from participants and parents.

Stakeholder feedback collection, collation and reporting are automated and monitored through an effective instant messaging system. There is clear overview of all aspects of the Provider's performance via the system's performance summary dashboard which provides a single point of reference for the Provider's key performance indicators.

There is a continuous cycle of feedback collection for all areas of the provision, although to date this has been from the home-schooling provision only. The feedback collection process is automated and results in responses from parents and tutors that are evaluated and analysed by managers. Parents are encouraged to provide feedback on the daily lesson reports and participants are asked to comment orally on their lessons, as well as their termly progress reports. This generates good levels of interaction between participants, their parents, tutors and the course consultants and feedback.

Performance against improvement targets is regularly reviewed for impact and effectiveness. This process makes good use of learning outcome data and feedback from parents and participants. All feedback is collected and reviewed and successfully monitors performance and contributes to accurate self-assessment of the strengths and areas for development.

There is a process to ensure that feedback from participants and parents is collected regularly on residential courses, with the aim of ensuring that any issues or concerns are identified and resolved promptly. In the home-schooling programme, parents receive a report on the lesson, recording the lesson's progress and achievements and provides a platform for any concerns or issues to be recorded formally. Parents are able to contact the course manager on any aspect of their child's course and discuss concerns or issues. Any concerns are promptly shared with the management team so that an appropriate staff member can take action as required.

The quality assurance cycle informs the Provider's self-assessment process and informs the development planning process. Information is collected from a wide range of sources, including stakeholder feedback.

Action-planning is thorough and includes clear, time-related improvement targets. These targets are reviewed regularly, responsibilities are allocated and deadlines are set, monitored and reviewed. This process is linked to the performance indicators displayed on the management information system's dashboard, providing clarity of focus and direction, and contributes to successful outcomes.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

- | | | | |
|-----|---|---|-----------------------------|
| 8.1 | There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Training sessions are timetabled and rooms are allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.4 | The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.5 | There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The educational managers are suitably qualified and experienced teachers in relation to the UK educational system, including the National Curriculum, Further Education and Higher Education. This breadth and depth of knowledge effectively ensures the quality of the residential programmes and home-school tutoring schemes.

Every lesson across all the programmes is timetabled. All the necessary resources, including rooms, are allocated as necessary. Timetables are available on the management information system and any changes can be sent to staff via the instant messaging process.

The allocation of tutors to courses is a strength. The Provider has a large database of tutors who have been satisfactorily checked prior to allocation to a participant or programme. Tutors have a wide range of subject knowledge at various levels. This ensures the consistent high quality of the delivery and an effective learning environment for the participants. All tutors receive the staff handbook, which details the Provider's methodology and quality standards for lessons and programmes.

Lesson-planning is thorough. The course material is effectively tailored to achieve the stated outcomes for the groups undertaking the residential programmes and the individuals involved in the home-schooling provision. Standardisation of courses such as the IB or the UK National Curriculum, is undertaken by the consultants with the aim to review the learning outcomes. The provision is very well controlled and managed and as a result, courses are of a very high standard.

The residential courses are planned with high numbers of staff and tutor resources, and a clear process for obtaining these resources when working from home. The home-schooling provision makes effective use of the tutor's own teaching and learning resources and those specifically designed by the tutor for each participant. Tutors know who to go to if they need additional resources. Inspection findings confirm this.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All the online home-schooling courses are tailored to meet the individual participants' interests and academic needs. Managers have excellent overview of the provision through daily and weekly reports on participants' learning outcomes and achievement. Tutor and parental feedback are undertaken daily and weekly through the reporting process. Any issues can be emailed to the appropriate consultant and are immediately followed up and outcomes emailed as soon as possible.

Communication between managers and tutors, and between tutors and participants, is outstanding and highly successful in identifying areas for development or additional support for tutors or participants.

The course materials are provided in a comprehensive range of multimedia, effectively facilitate the application of a variety of teaching methods and successfully meet the participants' needs. The teaching and learning resources developed by the tutors are exceptional. Many tutors have excellent subject-specific knowledge and engaging resources that encourage high levels of interaction with the participants. As a result, the online lessons are interesting, fun and highly engaging, with participants making excellent progress.

All lessons are planned to develop independent learning skills. Interactive resources provide a safe environment for exploring new information, making judgements and evaluating individual performance. Home-schooling tutors often send participants an independent activity that is either a reinforcement of the lesson or preparation for the next one.

The residential programmes are based on a specific academic focus depending on the age of the participants and their nationality. The home-schooling provision is tailored to meet the individuals' academic targets and learning support needs. The Provider undertakes a whole person approach to the courses to ensure participants are able to explore areas of interest to them, consider and utilise learning and thinking strategies that make them feel safe and happy in their studies. The range of information collected at the application stage provides tutors with a wide range of information on the participant and this information underpins all aspects of planning the individuals' learning.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1 Trainers have a level of subject knowledge, and pedagogic and communication skills, which allows them to deliver courses effectively. Yes No

10.2 Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No NA

10.3 Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. Yes No

10.4 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

The Provider recruits high-quality and appropriately experienced tutors. All the tutors are well qualified and experienced, with recognised teaching qualifications. The tutors covering specific subject areas have outstanding levels of knowledge and competence and, as a result, they prepare and deliver high-quality lessons.

Tutors make use of high-level communication skills. This specifically enhances the experience of the home-school participants as they are encouraged to communicate and interact with their tutors in lessons.

The consultants have made good use of tutor and participant feedback and have created a CPD programme that supports individual tutor development through one-to-one sessions with the senior consultant and is supported by the communication and information sharing platforms on the information systems. Consultants and tutors are encouraged to share good practice with each other.

Participants thoroughly enjoy their lessons, which they report as being fun and interesting. Programmes are tailored to each participant's individual learning aims, and lessons are customised to incorporate learning preferences, additional support needs and make excellent use of a wide range of multimedia resources that include videos, podcasts, games and quizzes. As a consequence, learning outcomes are extremely high.

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

11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<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

Initial assessment is successfully used by tutors to place the participant on a programme at the appropriate level, and tutors use this as the foundation for the individual study plan for their studies. Tutors assess the progress made by the participants in each lesson and the participants' achievements are recorded on the daily lesson report.

If a participant is struggling to achieve in a particular area of their course, their daily report and weekly reports quickly identify difficulties and these are reviewed by the senior consultant and appropriate additional support is agreed and put into place very quickly.

The home-school provision is delivered on a termly basis. An appropriate range of targeted learning objectives is set for each term. Daily reports summarise participant achievement and half-termly reports summarise the participants' progress towards their targets and objectives. These are then used to inform the next term's scheme of work.

Tutors provide good constructive feedback to online participants in the lessons. They also summarise the progress made by the participant at the end of the lesson. This summary allows the participant to consider and comment on their own evaluation of their progress.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13. There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

- 13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

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

- 14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA
- 14.3 For internal awards, there are 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

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

- 15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA
- 15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

The Elite Academic Summer School programme has been designed to enable and support the participants' transition to further study and, therefore, the range of resources to support this is comprehensive. Participants are supported from the beginning to the end of their study programme and their progress in respect to individual goals is tightly monitored. If required, additional support for applications to further or higher education institutions is available on request.

The application process for all programmes is designed to identify individual participants' aspirations that may include achieving entry to study in a prominent UK university or a prestigious school sixth form. The applicant is allocated a personal educational consultant, who will coach and mentor them through their individual learning and progression planning process.

The Provider has a wide range of resources to assist with further study opportunities. These include prospectuses and academic support materials supplied by private schools and colleges and higher education institutions to support the application process and manage expectations. The support for individual applications to elite education institutions includes creating and designing a Curriculum Vitae, developing study skills, interview preparation and critical thinking skills development.

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.4	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
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyber bullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.7	A suitable policy and 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
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a named member of staff responsible for participant welfare and is trained and qualified to the appropriate level. Their role is clearly defined and referenced in the staff and participant handbooks and in-house information shared with staff via the online communication system. However, the name of the member of staff is not specifically communicated to the tutors who are working remotely. This could impact adversely on the speed with which a concern can be handled and resolved.

Participants on the residential programmes receive good levels of high-quality information, advice and guidance prior to starting their courses to support them to settle into their programme quickly. Home-school participants receive an appropriate level of information through the participant handbook. All participants and parents are given an out-of-hours contact number.

An appropriate induction for all participants is provided with a view to ensuring that they receive the correct level of information to meet their needs. The focus of the induction is on safety and maintaining well-being, as well as providing useful information for residential participants on how to get the most out of their time in the UK.

All participants receive a handbook that includes the Provider's rules and the code of conduct. There is a clear definition of bullying and harassment and the sanctions that will be put in place, if bullying or harassment occur, are clearly explained. There is a separate and comprehensive e-policy that provides guidance for ensuring online safety. The policy includes the measures for identifying and reporting on discrimination or cyber bullying.

Safeguarding arrangements are exemplary. There is a named Designated Safeguarding Lead (DSL) and a detailed and very well-researched policy. The policy is supported by effective monitoring systems and appropriate internal processes. Where appropriate, the Provider's policies are cross-referenced to the safeguarding policy, which provides extensive information, advice and guidance on how to monitor and support young participants.

The DSL is both qualified and appropriately experienced, provides effective leadership and is supported by appropriate systems and processes. The Provider follows safer recruitment practice for all staff and there is a central staff register that includes reference checks and records of Disclosure and Barring Service (DBS) checks. All staff are expected to undergo appropriate online safeguarding training before or shortly after appointment. The Provider's policy is that all seasonal or temporary staff for each EFL or Elite Academic Summer School programme will undergo training as part of each programme's induction process.

The policy for preventing radicalisation and extremism provides detailed and relevant information. This policy is included in the staff handbook. The good practice set out in the policy is further strengthened through annual training for all staff and is underpinned by detailed risk assessments and actions to mitigate risks across all aspects of the provision. There are high levels of clarity over the roles and responsibilities of the Provider in this regard and how to report concerns.

Home-school provision is delivered online and participant safety is closely monitored and supported by clear guidelines for ensuring safety on the internet. The learning policy, which includes e-learning protocols and safeguards, is included in the participant handbook and it makes very clear potential issues or threats with online services and resources. E-safety is also reiterated by tutors as part of the programme induction.

Participant data, including contact details and next-of-kin information, is collected and made available securely to staff through the management information system.

17. International participants are provided with specific advice and assistance

- | | | | |
|------|---|---|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

17.4 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

International participants receive good levels of appropriate information on the programmes, the residential accommodation and travelling to the UK. This information comes from both recruitment agents and the Provider.

The agents are responsible for ensuring that parents receive comprehensive travel information in advance of the journey date. There is an appropriate system to monitor and support the effectiveness of agents as well as a policy and a process for ensuring that agents are providing accurate and up-to-date information on the provision.

All parental enquiries are responded to promptly. Appropriate checks are made to ensure the enquirer is satisfied at the end of the process.

International participant induction is planned well. It effectively facilitates international participants to settle into their course and life in the UK quickly. The induction covers information about the accommodation, as well as providing information on policies, including the code of conduct. Alongside this, participants receive information on who they should approach if they need additional help or guidance, as well as how they will be supported during learning activities. Relevant information on the local area is provided in the handbook and is included in the induction.

Any religious or cultural requirements are identified as part of the application process and support for these aspects can be put in place as required. Support includes accommodating religious practices and different cultural activities or holidays.

18. The fair treatment of participants is ensured

18.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. Yes No

18.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

18.3 Participants are advised of BAC's complaints procedure. Yes No NA

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

Comments

The terms and conditions for all the programmes are fair and transparent. A good level of information is provided on what is and is not included in the different types of the provision and what is expected from both sides.

The registration process includes an appropriate cooling-off period.

The complaints policy provides a good and detailed overview of the complaints process from initiation to resolution of the complaint. It includes the responsible manager for each stage of the process.

The complaints policy includes an appropriate reference to the BAC complaints procedure.

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

19.1 Any residential accommodation is clean, safe and of a standard which is adequate to meet the needs of participants. Yes No

19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
19.4	A level of supervision is provided which meets the needs of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	<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

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

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

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

Comments

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants and their families receive detailed information on the social programme and related activities. The summer programmes have been developed to ensure participants are able to experience academic and cultural aspects during their time in the UK. The social activities are arranged in partnership with the residential accommodation providers and external cultural visit specialists are employed by the residential host.

The social programme has been designed to respond to the interests of participants and has been chosen to complement and enhance the experience of being in the UK. Within the Elite programme, activities have been chosen to provide examples of sports and games that are played in the relevant schools appropriate to each participant age group.

The planned visits and tours are chosen to promote interest in UK culture, as well as to stimulate interest and broaden the learning opportunities. All aspects of the social programme are included in the price of the course.

As part of the social programme, there is a strong focus on the health and safety of all participants. Health and safety information is detailed in the Provider's policies and procedures. Accountability for participants is detailed in the management structure, and responsibilities for safety and support are included in the job descriptions. Staff are further supported by access to the instant messaging facilities to their supervising manager provided by the management information system.

The Provider has thorough risk assessments for all planned external activities. Assessment reports are detailed, provide clarity over the range of potential issues and include actions to be undertaken to mitigate risks.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

22.1 The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. Yes No

22.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The head office is secured under a lease and is located in a purpose-built office complex. The lease is reviewed and renewed annually. As the business grows, additional space can be added to the lease and this was arranged in 2020. There is also the capacity to rent additional external space as required.

The summer programmes take place in hired premises in London and the south east of England. There are appropriate contracts in place and additional spaces can be added to the lease or rented on demand as required.

23. The premises provide a safe, secure and clean environment for participants and staff

23.1 Access to the premises is appropriately restricted and secured. Yes No

23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

23.3 There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. Yes No NA

23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.5	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
23.6	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
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.8	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

The head office is located in a secure leased office and meeting centre, with access to the building controlled by the meeting centre's reception team. Visitors are registered electronically and this provides the building managers with the necessary contact details in the case of an emergency evacuation. Access to the Provider's offices and rooms is controlled by coded access points and security is also monitored at the reception by means of electronic monitoring systems.

The head office premises are maintained to a very high standard of repair and decoration. They are exceptionally clean because the building managers undertake deep cleaning on a monthly basis and disinfectant spray cleaning every day.

There are good levels of information about health and safety on the walls, notice boards and in the reception area, including fire procedures and evacuation protocols. There are several areas for hand sanitising and these stations provide additional information that is updated regularly. In all areas used by the Provider, there are signs and information relating to the Provider's protocols.

Staff work in a variety of rooms, from a good-sized main office to break-out work areas, meeting rooms and a sound-proofed booth for videoconferencing. Visitors are met in the reception area, where there is a large cafeteria in which informal meetings can also be held. Located close to this area, there are two meeting rooms that can also be used as training rooms.

Toilet facilities are sufficient in number and are maintained to the same high levels of cleanliness as the offices and other spaces.

A centralised air-conditioning system with in-room controls ensures a comfortable and well-ventilated environment.

The Provider has very high standards for the premises for the delivery of all its residential programmes. The Provider uses prestigious schools and colleges such as the London School of Economics. The required standards are detailed in contracts and hiring agreements and include appropriate security arrangements, health and safety protocols, and the quality of the learning environment, including standards of decoration and comfort.

The Provider has created a range of branded signage that can be moved from venue to venue and this can be adjusted as necessary to support effective communication, information and guidance on health and safety and participant wellbeing.

24. Training rooms and other learning areas are appropriate for the courses offered

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

24.3 There are facilities suitable for conducting the assessments required for each course. Yes No NA

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

Comments

There are two good sized training rooms in the head office. They are well lit and have air conditioning. As a result, they provide a good learning environment.

Each training room is well resourced with appropriate Information Technology (IT) equipment, including laptops, projectors and whiteboards. There are also well-stocked hot and cold drink stations and furniture that can be moved around to meet the demands of each session.

Facilities for the residential programmes have been chosen for the range and scope of learning resources, including large classrooms, breakout areas and specialist training areas, for example, studios or workshops and high specification learning resources such as libraries and a variety of study areas that include outside spaces. These facilities have been provisionally reserved for next summer and contracts are in place.

25. There are appropriate additional facilities for participants and staff

- 25.1 Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study. Yes No
- 25.2 Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. Yes No NA
- 25.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. Yes No
- 25.4 There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 25.5 Administrative offices are adequate in size and are resourced for the effective administration of the provider. Yes No

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

Comments

At the head office, the training rooms can be used for independent work or study during course breaks. Additional rooms can be leased from the premises' management company if required.

The building includes a cafeteria, which provides a large and comfortable space where people can meet informally or relax and consume food and drink. Outside the building, there are local shops and a variety of establishments providing food.

The training rooms can also be used as meeting rooms. Some meetings involving all the staff are held online using video-conferencing systems.

The administrative office is spacious and well-resourced with computers and printers. Additional space or quieter areas are available and the sound-proofed booth provides a good environment for effective online conferencing.

The locations chosen for the residential programmes include good IT facilities, libraries and self-study areas, as well as access to areas for relaxation and socialising. As the programmes focus on tutorials and taught lessons, the Provider has hired sufficient space which the tutors can use for planning their work. There are two large rooms with high-quality IT resources that can be used as training rooms and staff meetings.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are established processes which enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyber bullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The senior management team is very clear about the system requirements for all programmes and private tuition and online protocols required for developing and delivering effective online, distance and blended learning. As a result, the staff have very good levels of understanding about the support required for delivering online services. This provides a good foundation for meeting the needs of the tutors, participants and parents effectively.

The management information system provides accessible information about the planned lessons and their intended outcomes. In addition, live data is generated as the courses are running so that managers are alerted to any issues as they occur. This enables effective monitoring and prompt resolution of any issues.

Participant verification is effective and fit for purpose. All online classes are delivered with video interface and the programmes are not linked to formal accreditation so there is no formal programme identification involved.

The lessons, which are delivered one-to-one with the participants, are very well monitored. There is a comprehensive e-policy that is well promoted to tutors and participants and supported by a clear process and effective communication systems.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who has responsibility for programme delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<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 online tuition is managed and supervised by a highly qualified and experienced management team. Programme managers have very good experience in a wide range of teaching methodologies, and use their knowledge well to ensure that all lessons are delivered by subject specialists and competent online tutors.

A strength of the Provider is the number and range of highly qualified and experienced subject-specific tutors available. This ensures that each participant receives a bespoke programme of study that is tailored to meet their individual academic and learning needs. This results in very high learning outcomes in lessons.

Great care is taken to match tutors and participants, and this is effectively monitored through daily lesson reports and parental feedback by email to the senior consultant.

Managers observe lessons once a year in line with the quality assurance policy. This is appropriate for the summer and residential programmes. Home-school tutors require more frequent observations to support quality assurance, evaluate the online methods and support tutors' professional development.

Study programmes are planned and delivered according to the relevant curriculum framework and the specific needs of each participant. As a result, participants are engaged and active and make excellent progress in their studies.

Lesson plans are detailed and include teaching methods, resources and learning aids. In conjunction with the daily lesson reports, the senior consultant is able to monitor learning outcomes for each participant through the management information system.

The use of the study aids and resources that are developed by individual tutors is detailed in the lesson plans. These resources contribute greatly to the effectiveness of the lessons and programmes.

28. Trainers have an acceptable level of technical knowledge

- | | | | |
|------|--|---|-----------------------------|
| 28.1 | Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.2 | Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.3 | Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

All the tutors are professional online or academic tutors. The breadth and depth of their subject and technological expertise contribute significantly to the success of the online home-schooling provision.

Tutors are supported by excellent communication systems that include access to the Provider's policies and procedures for guidance, as well as instant messaging facilities to enable speedy communication with the Provider's managers. There is regular communication between the staff and the tutors so that the tutors are effectively updated on all aspects of the online provision and support available from the staff. Managers are able to monitor the impact of the information they provide to the tutors through reports that confirm that messages have been read and their review of lesson plans and post-lesson reports to ensure that the information has been used effectively.

Managers make excellent use of the performance monitoring systems to monitor quality. Performance monitoring is used effectively by the managers to measure the quality of the online lessons, the participants' outcomes and the feedback provided to participants and their parents. This information is used to inform and develop the Provider's tutor CPD programme, which is currently delivered through individual tutor support.

29. The enrolment process is comprehensive, transparent and supportive to applicants

- 29.1 Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. Yes No

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

Comments

There is a comprehensive and very clear application process. The process makes it clear that the programmes are delivered online, using a wide range of digital resources, and that a baseline of digital literacy is required.

All participants undergo an online assessment process that is designed to assess their digital competency.

30. Online services provided meet the reasonable needs of participants

- 30.1 Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively. Yes No
- 30.2 Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically. Yes No
- 30.3 The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility. Yes No
- 30.4 The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms. Yes No

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

Comments

All participants receive a handbook that includes study tips and suggestions for using technology effectively in their studies. Tutors are experienced online practitioners and are skilled in supporting participants to make good use of the online resources.

Participants report that they feel well supported by their tutors, are very happy using technology and that, as a result they enjoy their lessons. Inspection findings confirm this.

There is good technological support for tutors and parents who manage the learning of their children in their homes, and this support includes identifying and supporting system issues or requirements, as well as any access issues.

Where appropriate, there are opportunities for peer interaction through a Virtual Learning Environment (VLE) created by tutors. This is not used with young participants.

31. The technology used to deliver the programmes is fit for purpose and effective

- 31.1 The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services. Yes No
- 31.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely. Yes No

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

Comments

Lessons are delivered using a range of widely available online software and applications. The choice of online platform is agreed at the recruitment stage and is reviewed regularly to ensure it is suitable to meet the requirements and needs of the participants and tutors.

Great care is taken to ensure that the chosen online platform is appropriately matched to the teaching resources and, consequently, lessons fully engage the participants and support successful learning outcomes.

All staff have access to technical support through the management team, and as a result, tutors report feeling confident in delivering their lessons effectively. Inspection findings confirm this view.

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 Provider has strong leadership and staff are effectively supported by easily accessed and well-utilised communication platforms and an effective management structure.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The personalised private tuition curriculum the meets the individual needs of the participants very well.

The resources developed by the tutors promote participants' interest, develop high levels of motivation and support effective learning outcomes.

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

PARTICIPANT WELFARE

Provider's strengths

Strong safeguarding mechanisms and appropriate policies to prevent radicalisation and extremism clearly demonstrate the Provider's commitment to participant welfare.

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 head office provides an effective working and learning environment and there is scope for the space to be developed as required over time.

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Tuition on all programmes is bespoke to meet the individual needs of the participants and lessons are tightly focused on supporting participants to meet their individual academic needs with interesting and engaging online resources.

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

The Provider should consistently undertake all reference checks for all new staff prior to commencing their duties.

It is recommended that the frequency of observing online tutors is increased to reflect the frequency of each tutor's lessons.

The Provider should communicate to all staff the name of the person responsible for participant welfare as the point of contact for any concerns.

COMPLIANCE WITH STATUTORY REQUIREMENTS