



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Short Course Provider)

PROVIDER: Samiad Limited

ADDRESS: 2 Holt Court
IBIC
Birmingham Science Park
Birmingham
B7 4EJ

HEAD OF PROVIDER: Mr Alex Hopkins and Mr Phil Taylor

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 23 October 2020

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 28 January 2021

PART A – INTRODUCTION

1. Background to the provider

Samiad Limited (Samiad/the Provider) is a private limited company established in 2013 by the two current Managing Directors.

Since 2013, Samiad's summer schools have been held at Box Hill School in Surrey and Trent College in Nottingham. Last year, Sherfield School in Hampshire was added as a result of growing participant numbers. All three are independent boarding schools. Participants can stay for one to seven weeks, with the average length of stay being two weeks.

Since 2018, the Provider has worked with a student residence company, the Stay Club, in Colindale in London, where courses are offered all year round.

Samiad aims to combine high-quality accommodation, friendly and helpful staff, and unique and high-value excursions in all its programmes.

The Managing Directors have oversight of the provision and are actively involved in the delivery of the summer provision. They work with full-time staff who take up the roles of Centre Managers, and who are based at the three school campuses and have operational management of the venues. Samiad recruits teachers and activity staff on short-term contracts for the delivery of its summer schools.

2. Brief description of the current provision

Samiad offers summer schools for seven weeks every summer on a residential, full-board basis. There are on-site catering facilities and large refectories. The provision is standardised across all the venues, with 15 hours of taught English language each week. The classes are organised according to participants' by ages and language skills level and range from beginners to advanced levels. Participants are placed in classes based on the results of an entry test.

A wide range of afternoon activities is on offer. This includes two weekly excursions to local places of interest, and a wide range of activities such as horse riding, performing arts, golf, tennis and a clinic to develop the skills of young footballers. The schools used for the delivery of the programmes provide facilities for these activities, such as sports fields, sports halls, theatres, drama studios and art rooms.

Events for closed groups of participants from overseas schools are organised at the Stay Club residents outside the summer period. An entertainment schedule and a bespoke programme of trips are organised. If English is offered as part of the programme, this is organised in conjunction with the Stay Club campus, situated in the residence.

No summer schools have been run in 2020 and there were no courses running at the time of this inspection. All participants are recruited from overseas and are aged from seven to 18 years old. Last summer, participants came from about 50 different countries, with a majority from China, Spain, Russia and Portugal. They were all under the age of 18 and there was an equal gender mix. The vast majority were recruited through agents.

There are no formal entry requirements for the programmes.

3. Inspection process

The inspection was undertaken remotely by one inspector over half a day. The inspector scrutinised documentation and had video calls with senior managers, teachers and participants from previous years. Videos of the office premises and of Trent College were viewed. It was not possible to view premises at the new boarding school used last year, Sherfield College. The Provider responded promptly to all requests for information.

4. Inspection history

Inspection type	Date
Stage 2	24 & 25 February 2014
Stage 3	4 August 2014
Interim	1 October 2015
Re-accreditation	15, 17 & 24 August 2018

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

An Operations Manager was appointed in September 2019. She leads on how the programmes are run, which includes the activities, the curriculum and the teaching, and ensures the standardisation of provision across the campuses.

The two Directors have split their roles, with each one having a specific focus in relation to business development to promote increased sales and a more efficient business approach.

Two new sales staff have been appointed, with a new focus on direct sales. This supports a change in the strategic direction of the business.

The Welfare Manager and two additional staff known as House Parents now have specific responsibilities allocated to them, which include first aid and safeguarding. In this way, extra support is being offered to the participants.

2. Response to actions points in last report

There were no actions points identified in the last inspection report.

3. Response to recommended areas for improvement in last report

It is recommended that the Provider reviews the class disciplinary policy in order to standardise the management's response to behavioural issues.

The Teaching Policy now includes a section on behaviour, which clearly specifies what behaviour is acceptable on the part of participants. Previous teachers were key to providing input into the development of the policy. Good behaviour is rewarded. However, where bad behaviour exists, participants can receive up to three warnings before any final action is taken. This is displayed on the wall in each classroom. Clear guidance on how staff should manage behaviour is given. This framework has resulted in a clear understanding for staff and participants about the approach taken to dealing with behavioural issues.

The Provider is advised to provide opportunities for teachers to discuss behaviour management best practice and to identify appropriate support methods.

Behaviour management is first discussed at the staff training day. Once the summer programme has started, teachers and activity co-ordinators have daily planning sessions with staff, during which discussion about behavioural issues arises. Staff share ideas on how to resolve these. They are also given the opportunity to observe a colleague teaching or leading an activity to see best practice in relation to dealing with behavioural issues. This has had a positive impact on how behaviour is managed.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined and is understood by all staff, resulting in an efficient operation. The two Directors are suitably experienced in the education sector and carry out their duties effectively. High levels of support are offered by managers to staff to promote a high-quality working environment. Clear channels of communication exist between managers and staff in the daily planning

sessions. Staff work in small teams and are continuously sharing information on an informal basis. Consequently, everyone is kept well informed about all developments.

A variety of appropriate policies and procedures are in place and are reviewed annually for their suitability. Consequently, staff and participants are fully informed and up to date.

The data collection system is bespoke and allows for a wide range of information to be input, processed and drawn down into reports. As a result, it provides an excellent resource in supporting the business.

Effective procedures are in place for the recruitment of suitably qualified and experienced staff. Staff performance is reviewed every two weeks. This promotes quality in the provision.

There are no entry requirements for Samiad's courses, which run from the beginners' level of English. Participants are recruited through agents, who receive thorough annual training from senior managers. This ensures that they understand the provision, which they can effectively explain to prospective clients. The process successfully keeps them well briefed.

Quality assurance systems are good. Feedback is gained through completion of an end-of-course questionnaire, which is very well designed and easy to understand. The data gained is collated and analysed, with action being taken as necessary. Targets for satisfaction levels are set, but these are not sufficiently challenging and specific to promote higher standards of excellence.

An absence of formal action-planning reduces opportunities for management to keep track of actions to support consistent quality developments in the provision.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

A suitably qualified and experienced Operations Manager is responsible for overall course delivery. She has held various posts in the organisation and is therefore knowledgeable about a wide range of aspects of teaching and learning. This is effective in promoting high standards.

A standardised curriculum across the sites is understood by all teachers. A very flexible range of weekly topics allows teachers to choose appropriate content for their classes and so engage participants well.

At the start of the summer, a short internal training course helpfully supports teachers in their teaching. As many of the teachers have not taught on a summer English as a Foreign Language (EFL) programme before, they would benefit from an interim refresher course to ensure that they are up to date and can easily maintain the high standards of teaching throughout the programme.

A large proportion of staff return each summer, which creates an effective system of mentoring of new staff.

The regular programme reviews include a lesson observation for teachers. The feedback from this observation effectively supports individual teachers' ongoing development and contributes well to continual improvements to the organisation.

4.3 Participant Welfare (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The Welfare Manager and two House Parents in the residence block are responsible for participant welfare and provide suitable support.

Prior to starting a course, participants and their families receive appropriate information and advice from the agents.

At the start of a course, participants receive a suitable induction. Standards of expected behaviour are made known to participants, as well as any resulting action that will be taken if the standards are not adhered to. This makes it clear that discrimination and abusive behaviour are not acceptable. Consequently, participants are well briefed.

A weekly welfare meeting with the Welfare Manager, the House Parents and the participants ensures that any issues that arise are discussed and solutions found. A nominated young prefect and an older prefect, chosen from the participants, act as the intermediaries between staff and participants to raise any issues that may arise. In these ways, the welfare of participants is very well supported.

As part of their course, participants take part in a programme of excursions and activities, which is suitably led by an activities co-ordinator. This includes visits to, for example, Warwick Castle, Alton Towers, and York and Manchester. On-site activities include tennis, football and drama.

In the meeting held with participants as part of this inspection, they spoke very highly of all the excursions and activities. The programme is therefore effective in meeting their needs and expectations.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Access to the administrative premises is appropriately secured by a swipe-card system.

The premises have recently been refurbished and provide a clean working environment, which is decorated to a high standard. Toilet facilities are suitable. Signage clearly indicates where staff should go in the event of an emergency evacuation.

At the residential premises at Trent College, several members of staff are accommodated on each floor of the residence to ensure the safety of participants.

The modern, light and spacious dining hall provides an excellent area for meals. The provision of appropriate kitchen facilities allows staff to make their own drinks, and the common rooms are used for social purposes. Suitable offices are provided for activity and teaching staff. These are suitable for the preparation of lessons and activities. As a result, the premises provide suitable accommodation for staff and participants.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes

No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Relationships amongst staff are successfully maintained and effectively support a high-quality business.

The programmes on offer are highly effective in meeting participants' needs.

Effective support and guidance are offered to participants to ensure their well-being.

The premises provide an excellent working and learning environment.

ACTIONS REQUIRED

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is suggested that the Provider reviews the quality of the targets set in relation to participant feedback data to promote higher levels of quality improvements in the provision.

It is recommended that formal action-planning is introduced regarding the results of participants' feedback to allow management to keep track of actions in order to support consistent developments in the provision.

The Provider should consider introducing an additional interim refresher course for teachers to further support high standards of teaching.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE
