



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** ISSOS International

**ADDRESS:** Suite 2/1  
69 St Vincent Street  
Glasgow  
G2 5TF

**HEAD OF PROVIDER:** Ms Jennifer Monro

**DATE OF INSPECTION:** 28–29 July & 8 August 2022

**ACCREDITATION STATUS AT INSPECTION:** Accredited

**DECISION ON ACCREDITATION:**

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

**DATE:** 26 January 2023

## **PART A – INTRODUCTION**

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### **1. Background to the provider**

ISSOS International Limited (ISSOS/the Provider) is a privately owned institution that runs residential summer school programmes for teenagers aged between 13 and 18 years. The Provider was established by the Managing Director (MD) in 2005 and changed to its current name in 2010. The first participants were enrolled at St Andrews in 2006 and at Cambridge in 2011. ISSOS is established as a private limited company.

ISSOS's administrative headquarters is in Glasgow, Scotland. ISSOS programmes are held at sites in Scotland and England. All the programme delivery is based in university teaching and residential accommodation. The Scottish site is at the University of St Andrews in Fife. The English site is in Lucy Cavendish College, a constituent college of the University of Cambridge. A third programme is held at Yale University in the United States of America (USA). BAC accreditation is for the United Kingdom (UK) summer schools only.

ISSOS's aim is to offer participants a balanced summer experience of academic studies, creative enrichment and culture while having fun and making new friends from around the world.

The head of Provider is the Chief Executive Officer (CEO), who is also the founder, sole owner, Managing Director, and Programme Director of the St Andrews site. She is supported by a full-time senior management team of a Customer Service Director, Operations Director, Recruitment Director, Admissions Director and Communications Director. On each site, Programme Directors (PDs) are responsible for supervising programme delivery and Head Counsellors are responsible for participant welfare. They are seasonal full-time managers. On each site, teaching is delivered by a team of trainers, participant welfare is protected by a team of counsellors, and administrative support is provided by programme assistants. They are all seasonal full-time roles.

### **2. Brief description of the current provision**

Two three-week programmes in St Andrews and one three-week programme in Cambridge are held between late June and mid-August each year.

Participants select one academic subject and one creative, sporting or cultural elective subject for the three-week period of the programme. Academic electives include Debating, Study Skills and Advanced English, which are available on both sites. English Language, Youth Leadership, International Baccalaureate (IB) Extended Essay and Creative Writing are available in St Andrews. Journalism, and Business and Entrepreneurship are offered in Cambridge.

Three-hour academic classes are held in the morning with three-hour creative, sporting or cultural electives in the afternoon, which include art, film, golf, theatre, tennis and photography. All subjects are delivered in person.

Lessons are delivered by trainers. A team of counsellors supervise the welfare of the participants and assist with sporting activities and the social programme. Evening social events and midweek and weekend excursions are an integral and mandatory part of each programme.

There were 205 participants enrolled at the time of the inspection, 124 in St Andrews and 81 in Cambridge. Debate was the most popular academic subject, with a total of 65 participants. Tennis was the most popular elective subject, with a total of 58 participants.

Participants in St Andrews are aged between 13 and 18 and participants in Cambridge are aged between 15 and 18. The vast majority of participants are under the age of 18, and the majority of participants are female. Participants come from a wide variety of countries. There are significant numbers of participants from the United States of America (USA), UK, Canada, France, Germany and Greece.

Enrolment is continuous and starts in the autumn shortly after the dates for the following year have been announced on the Provider's website. There are specified entry requirements, including in English proficiency, for the English Language, IB Extended Essay and Study Skills programmes.

### 3. Inspection process

The inspection was carried out over three days by one inspector. One day of the inspection was conducted on-site in St Andrews and two days of the inspection were conducted online. Meetings were held with the CEO, Directors, Programme Managers, Head Counsellors, trainers, counsellors, programme assistants and participants, face to face and remotely. Premises and facilities were inspected onsite in St Andrews and remotely in Cambridge and Glasgow. Lesson observations were conducted onsite and remotely. Documents were scrutinised. The Provider fully co-operated with the process and all information was promptly made available and clearly presented.

### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	12–13 & 23 July 2012
Interim	29 July 2013
Re-accreditation	14–15 & 21 July 2016
Interim	26 July 2018

## PART B – JUDGEMENT 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 that is effectively implemented and regularly reviewed.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The management team consists of the CEO and the Customer Service Director, Operations Director, Recruitment Director, Admissions Director and Communications Director.

The CEO is well qualified with relevant experience in business and entrepreneurship. Other senior managers are also suitably qualified and experienced. Role- and line-management arrangements are set out in job descriptions, contracts and the employee handbook, and are reiterated at induction. This ensures that the management structure is clearly defined, documented and understood by managers and staff. This enables them to carry out their responsibilities effectively.

Staff reported that effective communication between management and staff begins before the summer schools start, when there is regular contact by email and social media. There is also effective communication once staff have taken up their posts.

All staff complete three days of staff induction and training prior to the summer school beginning. The induction includes ISSOS's values, policies and procedures, safeguarding and emergency protocols. Staff found it a very good preparation for their individual roles and a helpful teambuilding process. They reported that receiving the staff handbook well in advance helped to make the induction a success.

The Head Counsellors meet the counsellors every morning, with some meetings also attended by the PD. These meetings are used to share relevant information, review any issues that have arisen and discuss plans for the day. This ensures that all counsellors are fully informed of relevant issues and can take any necessary action.

Trainers were also satisfied with communications. They reported regular informal contact with the PD or other members of the senior management team in sharing information. The PD and trainers and one of the Head Counsellors have a weekly scheduled meeting.

At least once during each programme the CEO has a semi-formal, one-to-one meeting with each counsellor and trainer to discuss their views and, if necessary, to take action. Counsellors and trainers appreciated this. They found the CEO very receptive to their views and stated that this attitude was reflected across the management of the organisation.

Seasonal staff who had previously worked for the Provider reported that ISSOS kept in touch with them about relevant issues throughout the year, with communication accelerating in the Spring. This ensures that the seasonal staff are up to date with developments and proposed changes and makes them feel part of the ISSOS community.

The communication channels are therefore effective and support efficient management and administration.

The Provider's mission and goals are clearly stated on the website. They are also reiterated in written information provided to staff and participants and during induction and are effectively implemented and regularly reviewed before the start of the summer school season to ensure ongoing relevance.

Senior managers are aware of organisational risks which are discussed at management team meetings and at the annual autumn review held by the CEO and the Directors. Appropriate action is taken to mitigate risk.

1.5 The Provider is developing a written risk management strategy, but does not currently have one. This reduces the Provider's ability to systematically identify and respond to organisational risks.

## 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

Programme assistants on each site provide the operational administration functions for the summer school and support the management team. They work closely and effectively with the PDs and Head Counsellors to make sure that the sessions runs smoothly. A permanent part-time personal assistant supports the CEO and Directors throughout the year.

The staff carrying out the administration are suitably qualified and experienced, understand their specific responsibilities and duties and carry them out effectively. The administrative support is sufficient to meet the needs of the Provider and is defined in job descriptions and contracts and is documented and understood. This is evident in the efficiency of administrative functions, which was praised by staff and participants.

Appropriate and comprehensive administrative policies, procedures and systems are included on the website and in staff and participant handbooks. These are reiterated at staff induction and participant welcome events. All policies are available to staff in full on the staff portal.

The policies, procedures and systems are reviewed by the CEO and Directors as part of the ISSOS's annual post-summer-school evaluation process. They are, therefore, up to date, thorough, well documented and disseminated effectively to stakeholders.

Detailed personal records for staff and participants are held securely in the client management system. These are updated as required.

There is an appropriate data protection policy that, together with the terms and conditions document on the website, sets out the basis on which any personal data provided will be processed and how the privacy of participants and staff is protected.

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

There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Staff are primarily recruited through advertisements on the ISSOS website. Their applications are assessed against the job description and key requirements.

All candidates are interviewed, references are taken up and qualifications are verified. All staff have contracts. Records are maintained and appropriately updated on the system. This ensures that staff are suitable for the posts they hold. Many seasonal staff return to work at ISSOS year after year and so gain useful experience of the Provider.

There is an effective system for regularly reviewing the performance of all staff. Trainers receive regular informal feedback from the PD throughout the course. Counsellors receive regular informal feedback from the Head Counsellor. There is formal feedback to trainers and counsellors after each programme, identifying their strengths and areas for improvement.

There are regular scheduled classroom observations for trainers, with subsequent feedback provided. Depending on the results of the initial observation, a follow-up observation may take place to ensure that suggestions for improvement have been implemented. Lesson observations are one of the sources of information used for the evaluation of each trainer included in the end-of-programme report written by the PD.

Permanent staff have an annual review process with the CEO at which outcomes and goals are reviewed, agreed and recorded. This ensures that staff are aware of their areas of strength and areas where further development is needed. Staff reported that ISSOS is receptive to staff development and that training has been arranged in response to needs identified.

These policies and procedures enable the Provider to recruit and retain suitable staff.

**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**

Text and images on the website and in print accurately represent the Provider's location, premises, facilities, resources and services.

Detailed information on courses is provided in the online brochure, which is comprehensive, accurate and current.

Key policies are accessible through the website.

Publicity materials, therefore, provide the information that potential applicants, parents and potential staff need to make informed decisions.

**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
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/or 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**

The website provides comprehensive information that will enable prospective participants and their parents to make an informed choice about the suitability of the provision to meet the participants' expectations and needs. The website includes information about the level of participants' ability that each course is intended for, course structure and content, delivery methods and intended learning outcomes. The information includes which courses require a minimum age for entry. Information for prospective participants with disabilities is also provided. The majority of courses do not require formal entry requirements. They are required for the English Language, IB Extended Essay and

Study Skills programmes. In these cases they are set at an appropriate level, include language ability, and are clearly specified.

ISSOS's information therefore supports participants in choosing a course that matches their needs and expectations and on which they can succeed.

The website also invites prospective participants or their parents to contact ISSOS to discuss any questions with a member of the senior management team before application or registration. The Admissions Director reviews each application individually before acceptance and may communicate with parents to ensure their child is placed in the most appropriate class.

If ISSOS has any concerns about a prospective participant's English language ability, it will contact the applicant's school before registration to confirm that the applicant is competent to undertake the chosen course. Participants on the English Language course take an English language evaluation on arrival using the Common European Framework of Reference for Language. This enables ISSOS to assign a prospective participant to the English Language or Advanced English course, supporting their success on their course.

Participants stated that the information on the website provided them with sufficient information for their needs. They also found the Provider's active presence on social media to be a useful source of information. They confirmed that ISSOS answered questions promptly and helpfully.

ISSOS has contracts with overseas agents, who are briefed about the Provider's expectations and requirements to ensure a match between potential participants and the Provider. ISSOS monitors agents' performance to decide whether their contract will be renewed.

Participants' parents complete a declaration form about the participant's health and well-being status and any learning difficulties. Where the participant is identified as having disabilities or special educational needs or as requiring additional learning support, ISSOS will contact parents to discuss the participant's requirements and the support that ISSOS can offer.

ISSOS, therefore, takes reasonable care to recruit and register suitable participants for its courses.

**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 clear policy on attendance and punctuality that is appropriately communicated. The terms and conditions state that participation in all academic and elective classes and evening programmes is mandatory. Participants sign an agreement to attend all academic, elective and summer-school activities. The need for attendance and punctuality is reiterated at the welcome event.

Participant attendance is checked before breakfast, for each academic and elective class and for the evening programme, and at bedtime. ISSOS will therefore immediately detect any lateness or absence. This will be followed up by a counsellor or trainer who will, if necessary, contact the Head Counsellor or PD for further action.



Attendance and punctuality records are recorded on the system and regularly reviewed to detect any patterns that need to be addressed.

These effective procedures promote high levels of punctuality and attendance.

**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**

ISSOS has a number of appropriate mechanisms for reviewing its own performance. These include efficient gathering of data, including participant and staff feedback, the use of the data for short-term and long-term quality enhancement, and an annual review and planning day.

At the end of their programme, participants, parents and staff are asked to provide their views on their experience. They are asked to score various aspects of ISSOS's provision and suggest any improvements. This ensures that stakeholder views are known and can be used in decision-making.

Feedback is one of the sources of data used for the detailed review of each programme. A report is produced by the Programme Director on each site within a few days of the conclusion of the programme. This provides a wide-ranging evaluation of any issues, including staff performance, and incorporates the results of lesson observations, classrooms and equipment, and suggestions for improvement.

The promptness with which the report is produced means that information from the first programme at St Andrews was available not long after the start of the second programme at the same venue. The results of the review can therefore be used to improve, for example, the layout of a classroom. This is, therefore, an effective, rapid-response monitoring and improvement mechanism.

Stakeholders who have suggested improvements are contacted to explain that their feedback has been taken on board and that action has been taken. This provides stakeholders with an assurance that the Provider listens to and acts on their views and it is an incentive to provide future feedback.

The data gathered from participants, parents and staff is also used in the annual autumn review. At the end of every summer, the CEO and the Customer Service, Operations, Recruitment, Admissions and Communications Directors have a day of review and planning known as the ISSOS wrap-up. Each Director compiles and presents a report about their

area, reflecting on their experience, identifying challenges and providing suggestions for improvement. These annual reports are excellent. However, the lack of a single annual report means that a consolidated organisational overview is not immediately available for managers and stakeholders.

All feedback and other sources of information are turned into an action plan that is reviewed and revised at the wrap-up session. Solutions are developed and implemented by the senior management team throughout the year in preparation for the next summer season.

ISSOS therefore has effective systems for monitoring and reviewing performance. Relevant information is collected, analysed and used for quality enhancement, which benefits the Provider's operations.

## 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 full-time Recruitment Director is responsible for managing course delivery and trainers and has a qualification in teaching English as a Foreign Language and relevant experience.

Training sessions are timetabled, and rooms and other venues are allocated appropriately for the courses offered.

Trainers are allocated appropriately depending on their qualifications, experience and area of expertise. Delivery is monitored through participant and staff feedback and lesson observation to ensure consistency.

Commissioning of course materials is managed effectively and checked. Trainers identify the materials required for the course when drawing up their lesson plans. These proposals are considered by the Recruitment Director and if additional resources are required, they will be provided. Trainers stated that any requested materials were always provided, and that they had an appropriate quantity and quality of resources. Participants were also satisfied with the resources available. Inspection findings confirm this.

Course management is therefore efficient and supports the effective delivery of the programmes.

### 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 that 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

ISSOS ensures that the design and content of the courses reflect current knowledge and practice and are regularly updated. Before the courses begin each year, all trainers complete detailed lesson plans for each class they will teach, using the Provider's lesson-planning guidance and format. These plans are reviewed by the Recruitment Director and feedback is offered before the plans are approved. This ensures that course design and content are fit for purpose and support the learning outcomes.

Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. This includes sports equipment and specialist equipment, for example for photography.

ISSOS emphasises dynamic learning, including project work and participant-delivered presentations. This helps participants to take an active rather than passive role in their learning and helps to develop independent learning skills. Older participants, in particular, appreciated the way in which ISSOS encourages and develops this maturity.

Lesson plans take into account participants' age, fluency in English and level of knowledge in the subject area. Participants are asked to state their goals for their courses before they start. Trainers are informed of these goals and any learning support needs and adjust their lesson plans accordingly.

The Provider's approach and the procedures implemented enable courses to be planned and designed in ways that enable participants to succeed.

### 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 that allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met    Partially Met    Not Met

### Comments

Trainers' resumés and lesson observations demonstrate that they have the knowledge and ability to deliver courses effectively. All trainers are suitably qualified and experienced for their role. Trainers are working professionals in their relevant subject areas, and many trainers have experience of teaching international participants at ISSOS and elsewhere. Trainers are therefore qualified and experienced and support participant development very well.

The comprehensive staff induction and the feedback that trainers receive supports their continuing professional development and pedagogical skills. Trainers are enthusiastic and encouraging and use appropriate teaching aids. Their teaching is interactive and engaging. They are appropriately flexible and respond to the different backgrounds and support need of participants, who differ in age and experience of the subject.

Participants were motivated and animated in class. All the participants that inspectors met were positive about their courses and praised the high quality of the teaching. Inspection findings confirm this view.

Trainers involve all participants, check participants' understanding of the concepts being discussed, and provided positive reinforcement to build confidence in their teaching sessions.

Trainers are therefore suitably allocated and effective in delivering the courses.

**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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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**

Participants' performance and progress are monitored effectively and they regularly receive tailored and constructive in-person feedback. This was evident in lesson observations and confirmed by participants. Participants welcomed this as a way of identifying their strengths and areas for improvement. Participants are therefore made aware of how their progress relates to their target level of achievement.

Participants and parents are given formal feedback from each class in a report from the trainer at the end of their course. This enables participants and parents to understand the progress the participant has made and the areas that they could focus on in future. Some of the participants met had previously completed an ISSOS course and found that the report helped them to work towards their goals.

Trainers are accessible to participants outside the course delivery time when required.

While there are no formal assessments, an anti-plagiarism policy, including penalties, is included in the terms and conditions. This ensures that the work produced by IB Extended Essay and Creative Writing participants reflects their own thoughts, ideas and expressions.

**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.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

**Comments**

**INSPECTION AREA – 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 cyberbullying, 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**

The Recruitment Director has overall responsibility for participant welfare. She is suitably trained and experienced, accessible, and available to provide advice. The Programme Directors are the nominated protection officers at each site and they effectively support the Recruitment Director.

There is comprehensive welfare support information, advice and guidance on the website and in the participant handbooks. It is reinforced as part of the participant welcome session, which reiterates welfare information, including ISSOS's policies and procedures, expectations of participants' attitudes and behaviour, and health and safety.

Comprehensive information, advice and guidance are therefore provided before the start of the course and on arrival, and participants are well prepared for the programme.

Counsellors are available in person 24 hours a day, but participants are also issued with a number they can contact out of hours or in an emergency.

An anti-discrimination policy is included in the terms and conditions. Anti-bullying policies, including for online bullying, are disseminated to staff and participants in handbooks and on the portal. The code of conduct that participants are required to sign includes a pledge not to engage in bullying or discriminatory behaviour. ISSOS makes expected standards of behaviour very clear to participants in written information and during induction and emphasises that action will be taken if these are broken.

Safeguarding arrangements are set out in a commendably comprehensive safeguarding and protecting children policies and procedures handbook provided for staff. It includes a policy statement, safeguarding roles and responsibilities of staff, staff code of conduct, professional boundaries, types and possible signs of abuse, staff response to abuse and the action that must be taken, and maintaining a safe environment. All staff have safeguarding training during induction. The Recruitment Director and Programme Directors on each site have completed certified safeguarding courses. All staff undergo criminal records checks as part of the recruitment process. Effective safeguarding arrangements are therefore in place.

ISSOS has an appropriate anti-radicalisation and extremism policy that is disseminated to all staff. ISSOS has also produced an appropriate anti-radicalisation and extremism risk assessment and action plan that identify potential risks and the mitigations in place to avoid and address them.

An e-policy is in the safeguarding handbook and reiterated to staff at induction. Participants are advised at the welcome session about the appropriate use of devices.

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.

Comprehensive information, advice and guidance are therefore provided before the start of the course and on arrival. It enables the provision of appropriate welfare support and a safe and enjoyable experience for participants.

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

The Provider is experienced and effective in providing advice and assistance to participants from many countries, including advice on travelling to the UK. Information on the website and in the participant handbook includes specific local information for both sites. This is reinforced as part of the participant induction.

Counsellors are an accessible source of information and advice for international participants throughout the programme. ISSOS supports participants' cultural and religious needs well, including providing opportunities for prayer and catering for dietary requirements.

International participants' needs are therefore supported effectively.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.3 | Participants are advised of BAC's complaints procedure.   | <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**

Detailed contractual terms and conditions are available on the website. These include appropriate refund arrangements and a cooling-off period. Participant conduct and the potential impact of breaching regulations also form part of the terms and conditions. These are therefore fair and transparent.

There is a fair complaints procedure that is available on the website and communicated to participants at induction. It includes information about the BAC complaints procedure. This ensure that participants are aware of their rights in this area.

These mechanisms effectively promote the fair treatment of participants.

**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 that is adequate to meet the needs of participants.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.                             | <input checked="" 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 19.4 | A level of supervision is provided that meets the needs of participants.   | <input checked="" 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Participants are accommodated in university halls of residence. A rooming policy that provides information for parents and participants is available on the website, so that they are aware at an early stage of the residential provision.

The residences are split by gender and by age group so participants will always be accommodated alongside participants of the same gender and a similar age. Rooms are either single or shared with one other participant of the same gender and a similar age. Participants were very satisfied with the accommodation, which is clean, safe and of a standard that meets their needs. Inspection outcomes confirm this.



Residences are inspected and certified by the relevant authorities that regulate Scottish and English university residential accommodation.

The residences conform to satisfactory university fire safety and other health and safety procedures. Fire safety and other safety procedures are part of staff orientation and the welcome to participants. Counsellors regularly remind participants about health and safety in the residences and fire drills are held.

Restricted access and the presence of resident counsellors mean that appropriate precautions are taken for the security of participants and their property. Counsellors live on the same floor as the participants in their care, and the Head Counsellors also live in the halls of residence. Counsellors are very thoroughly briefed and trained on their responsibilities and therefore provide an appropriately high level of supervision for participants' needs.

The very small minority of participants who have reached the age of 18 are placed in a separate group with others of the same age.

Residences are therefore fit for purpose, well maintained and appropriately supervised.

**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 that 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 that 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.  Yes  No  NA

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

#### Comments

Events and leisure activities are an integral part of ISSOS's provision. The website and information provided before and at arrival provide the participants with all the information they need about these activities.

Every evening, participants take part in a scheduled programme of sporting activities and recreational and creative pursuits. Participants are grouped into teams for the duration of their stay, and they enjoy the sense of identity and competition that the grouping fosters. Participants also have the option of taking part in activities after elective classes have finished.

There are half-day excursions each Wednesday and a full-day excursion each Saturday to places of interest.

The social programme and leisure activities are arranged in advance, but the Provider will adjust them in the light of participant feedback.

The cost of activities and the social programme is included in the overall fee for the programme and so all the activities can be attended by all participants.

Activities are closely supervised by a member of staff at all times. All activities, including off-site activities, have been thoroughly risk assessed and suitable mitigations are therefore in place.

Participants were very satisfied with the social programme and leisure activities, which they greatly enjoyed and which fulfilled their expectations and needs.

### 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

Contracts are signed with both sites specifying the Provider's requirements in advance of the courses commencing. This ensures that ISSOS has suitable premises for course delivery. ISSOS has a secure lease on its administrative headquarters in Glasgow.

#### 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 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

Access to the summer school premises is appropriately restricted and secured with keycard access restricted to relevant staff and participants. Access to the administrative headquarters is secure.

Summer school premises in St Andrews and Cambridge are in a satisfactory state of repair, decoration and cleanliness and are well maintained by the universities. The administrative headquarters in Glasgow is also in a satisfactory state of repair, decoration and cleanliness.

Health and safety information is provided in handbooks, during induction and welcome sessions, and on notice boards. Fire safety and other safety procedures are part of staff orientation and the welcome to participants. Counsellors regularly advise participants about health and safety. Staff are required to log any health and safety incidents, however minor, on the portal for daily review by the PD, who will take any necessary action. Visitors are provided with relevant health and safety information.

External and internal signage is satisfactory and there is a large number of notice boards displaying relevant information for participants and visitors.

There is adequate circulation space and a suitable area for visitors. There is an adequate number of clean toilets. Rooms are adequately ventilated and comfortable.

Premises at the summer school premises and administrative headquarters therefore provide a safe, secure and clean environment.

### 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 that 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.	<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

ISSOS has access to a wide range of rooms and facilities at both campuses. The required rooms and facilities include seminar rooms, classrooms and lecture theatres and are fit for purpose for the allocated sessions.

All the rooms are equipped with whiteboards and audio-visual aids that support effective delivery of the courses. The locations and equipment for sports electives are all appropriate.

Training rooms and learning areas therefore provide suitable accommodation for teaching and learning.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.2 | Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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.                          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.5 | Administrative offices are adequate in size and are resourced for the effective administration of the provider.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants can study in their bedrooms. On relevant courses, including the IB Extended Essay, participants have access to the university's library.

Trainers can prepare, mark work or relax in their private bedroom on campus, in a vacant classroom, common room or social area, or in their homes.

All participants and staff have access to the university dining facilities and are provided with three meals a day. There are kitchens in the residences where participants can eat snacks.

The head office in Glasgow and the programme offices on the campuses are all adequate in size and appropriately resourced to support effective administration.

There are meeting spaces for staff meetings, including in vacant classrooms when participants are taking afternoon electives.

Additional facilities therefore meet the needs of participants and staff.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

A competent and energetic management team provides effective leadership.

Efficient communication fosters a team spirit and supports the smooth running of the organisation.

The recruitment of well-qualified and effective staff provides a high standard of service.

Effective use of stakeholder feedback supports quality enhancement.

Actions required	Priority H/M/L
1.5 The Provider must produce, implement and regularly review a written risk management strategy to systematically identify and respond to organisational risks.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Well-designed courses with detailed lesson plans enable participants to succeed.

Lively and interactive teaching sessions promote participant enjoyment and engagement.

Feedback provided to participants supports their further development.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Comprehensive information provided to participants prepares them for their programme.

A dedicated and enthusiastic team of counsellors supports participants' safety and wellbeing.

A varied programme of activities and social events is offered, which participants enjoy.

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

Safe, secure and clean premises provide a pleasant environment for participants and staff.

Premises and facilities support participants' learning and their enjoyment of the programme.

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

ISSOS should consider producing a consolidated annual report to provide an organisational overview for internal management and external stakeholders.
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**COMPLIANCE WITH STATUTORY REQUIREMENTS**