



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: International Summer Camp UK

ADDRESS: Glenarden
Fetlar Road
Bridge of Weir
Renfrewshire
PA11 3AX

HEAD OF PROVIDER: Ms Donna McGuire

DATE OF INSPECTION: 1, 2 & 4 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- Award of accreditation to be withdrawn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: 24 November 2022

1. Background to the provider

The International Summer Camp UK Limited (ISC/the Provider) is a privately owned institution that runs residential summer schools in the United Kingdom (UK) for young people aged between seven and 17 years. ISC was established in 2011 and held its first summer programme in 2013, with a second programme commencing in 2022. ISC is generally marketed under the name Camp Cooper.

The Provider's administrative headquarters is Renfrewshire, Scotland. ISC's summer schools are held at two sites in Scotland. The Crieff camp is held at Ardvreck School in the Perthshire countryside. The Edinburgh camp is held in Belhaven Hill School in the seaside town of Dunbar near Edinburgh.

The Provider's aims are to connect young people from around the world to create a community that fosters a sense of belonging and inspires creativity, and to provide them with new challenges and opportunities to develop new skills, forge new relationships and grow in confidence.

ISC is a private limited company that is owned and managed by two Directors, one of whom is the Head of the Provider. They are supported by a full-time administrator. Additional full-time senior staff are hired for the summer season, including Summer Managers, Head Counsellors and a Programme Director.

2. Brief description of the current provision

The ISC offers a Summer Programme that lasts for a minimum of one week and a maximum of six weeks. Participants and their parents choose the length of their stay. The maximum stay is four weeks in Edinburgh and six weeks in Crieff. The majority of participants, also known as campers, stay for two weeks. There is an upper age limit of 15 in Edinburgh and 17 in Crieff.

Participants take two subjects of their choice. Those staying for more than one week are encouraged to choose different elective subjects for different weeks of their course. The majority of electives are in sporting and creative activities and include tennis, dance, journalism, cooking, art, music, filmmaking, outdoor adventure, performing arts and soccer. Participants can also choose English language lessons, which are offered at beginners, intermediate and advanced levels. Approximately half of the participants typically choose the English language option. All teaching is in person. All elective classes run for two hours a day four days a week.

Electives are taught by trainers known as activity counsellors, whose primary role is training and who also undertake a limited amount of pastoral work. The role of cabin counsellors is primarily pastoral, with one-to-two cabin counsellors supervising each cabin; a group of eight-to-12 campers of the same gender and approximately the same age, who are accommodated together in the residence and eat and undertake social activities together. Counsellors live on site for the duration of the course.

A small minority of older participants in Crieff are on the Leadership in Training programme, which they can attend for two to six weeks. It is a structured course designed to develop life skills and the skills to be a future counsellor. It includes training sessions, team-building activities and practical experience of working with younger campers.

There were 152 participants at the time of the inspection, 85 in Crieff and 67 in Edinburgh. The vast majority were on the Summer Programme. The majority of participants are aged under 16 years and all are under the age of 18, with an equal proportion of male and female participants. Participants come from a wide variety of countries, including France, Spain, Italy and the UK.

Enrolment for the course begins in September each year, and there are no specific entry requirements.

3. Inspection process

The inspection was carried out over three days by one inspector, with a mix of onsite and online inspection activities. Meetings were held with the Directors, Summer Managers, Head Counsellors, Programme Director, trainers, counsellors and participants. Premises and facilities were inspected on site. A range of lesson observations was conducted, and documents were scrutinised. The Provider fully co-operated with the process and all information was promptly made available and clearly presented.

4. Inspection history

Inspection type	Date
Stage 2	24 March 2014
Stage 3	23 July 2014
Interim	21 July 2015
Re-accreditation	6–8 August 2018
Interim	6 October 2020

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 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 organisational structure is clearly defined and disseminated. The permanent full-time management team consists of the two owners, who are also Directors, and their home is the Provider's administrative headquarters. Additional full-time managers are hired for the summer season. They include Summer Managers, an Assistant Summer Manager, Head Counsellors and a Programme Director. Directors and managers are suitably qualified and experienced.

Managerial roles and reporting arrangements are clearly set out in job descriptions and contracts and are reiterated at staff training. These are also included in staff handbooks, so that staff are clear about their colleagues' roles. Managers and staff therefore understand the responsibilities of their roles, which supports their effective performance.

Effective communication between management and staff begins at recruitment when staff are provided with a comprehensive handbook of relevant information and organisational policies. This is reinforced during staff training. This means that staff are well prepared for their role.

There is also effective communication once staff have taken up post. A Director is on site all day during the summer school season, which enables direct communication with staff. Counsellors stated that the Directors had an open-door policy and were always receptive to their input. A Director meets the Head Counsellors every day. There is a daily meeting between the counsellors and the Head Counsellors to debrief, discuss any issues and review plans for the day. This ensures that all counsellors are fully informed of relevant issues and can take any necessary action.

Counsellors valued this communication with their line managers, which supports the effective performance of their role. The channels for communication are therefore effective and support efficient management and administration.

ISC's mission and goals are clearly stated on the Provider's website. They are reiterated in the written information provided to staff and participants and during staff training. They are effectively implemented and regularly reviewed at the conclusion of the summer school season to ensure ongoing relevance.

There is a risk management strategy that includes financial planning. Directors review it regularly to ensure it effectively supports the identification and mitigation of organisational risk.

As a result, the Provider is effectively managed.

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

A permanent full-time administrator is based at the head office in Renfrewshire and is suitably qualified and experienced. A seasonal logistics and administrative member of staff is based at each site. This is sufficient to ensure the effective day-to-day running of ISC. The administrators' roles are clearly set out in the job descriptions and contracts.

Appropriate and comprehensive administrative policies, procedures and systems are included in staff handbooks and are reiterated at induction. The participant handbook also includes relevant policies. The policies, procedures and systems are reviewed by the Directors as part of the ISC's annual post-summer-school evaluation process. These are therefore up to date, thorough, well documented and effectively disseminated to stakeholders.

ISC uses a specialised summer camp database for all participant and staff data. Detailed records for staff and participants are held on the system and updated as required. There is an appropriate privacy and data protection policy, which is included on the website and is implemented to protect the privacy of participants and staff.

Therefore, the administrative support, policies and systems enable the efficient administration of the Provider.

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. There are clear job descriptions, and staff are recruited through advertisements on the ISC website and other relevant sites.

Applications for employment are assessed against the job description and key requirements. All candidates are interviewed, references are taken up and followed up by a telephone call, and qualifications are verified. All staff have contracts. Seasonal staff, who return to work at ISC year after year, gain useful experience as a result. These processes ensure that staff are suitable for the posts they hold.

There is an effective system for regularly reviewing the performance of all staff. Seasonal staff receive regular informal feedback from their line manager, as well as formal feedback during each two-week course, which evaluates their strengths and areas for development. The timing of the evaluation means that counsellors can use it to improve their performance. Counsellors value the feedback as a helpful personal and professional development mechanism.

Trainer appraisal includes scheduled lesson observations and unannounced spot checks. Immediate feedback to the trainer is given after the lesson and is also discussed in a subsequent formal session with the observer. Trainers praised the mechanism as a supportive mechanism that helped them improve their skills.

Seasonal staff reported that ISC is receptive to suggestions for staff development. ISC had, for example, recently funded a member of staff to attend a course in a sporting activity to enhance teaching in that area. The permanent administrator's performance and continuing professional development needs are discussed with the Directors at an annual appraisal and, where appropriate, are supported.

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**

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| 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 online and 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**

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| 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 Provider's policies and procedures appropriately support the programmes to meet participants' needs and expectations. The ISC website contains relevant information to ensure parents and participants are fully informed about the programme before choosing to register. In addition, the Directors are in telephone and email contact with parents to answer any questions or clarify any issues.

Where prospective participants are speakers of English as an additional language and have expressed interest in an English language elective, their level of ability will be discussed to verify suitability. After registration, the participant handbook and other relevant information are supplied and there is further regular contact with parents. ISC has a policy of responding to queries within 24 hours and staff monitor adherence to this, which is excellent.

Parents and participants are therefore properly and promptly briefed on the nature and requirements of the course. Pre- and post-registration information and communication support parents' and participants' choice of course to meet participants' needs and expectations.

Overseas agents are chosen because of their relevant experience in summer programmes and/or English language schools for young people. Agents are briefed by the Directors about ISC's expectations and requirements to ensure a match between potential participants and the Provider. Information for agents is updated as required. Their usefulness is monitored and evaluated at the end of each summer school season to decide whether ISC will continue to use their services.

Participants' parents complete a declaration form about each participant's health and well-being status and any learning difficulties. Where the participant is identified as having disabilities and/or special educational needs, or as requiring additional learning support, a Director will contact parents to discuss the participant's requirements, the electives best suited to the participant's needs, and the support that ISC can offer. There is a registered nurse on each site who can offer support, if required, throughout the programme.

ISC therefore takes reasonable care to recruit and register suitable participants.

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
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6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, and are 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

The Provider's policy is that participants are required to attend all lessons, activities and evening programmes on time. Attendance requirements are made clear in pre-registration discussions with parents and at the welcome meeting with participants. They are also regularly reiterated by counsellors.

The elective counsellor takes an attendance register at the beginning of each elective. Attendance registers are uploaded on the computer system and regularly reviewed by the Head Counsellors.

If any participant is missing, the counsellor immediately contacts a Head Counsellor to locate the participant and bring them to their activity or take other appropriate action if the participant is, for example, unwell. Any absence is therefore immediately identified and followed up.

These 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

ISC has a number of appropriate mechanisms for performance review. These include efficient gathering of data, including participant feedback. The data analysis informs short-term and longer-term quality enhancement, and an annual review.

Informal feedback is constantly sought from participants. Each evening, cabin counsellors have a discussion with their cabin group about what the participants enjoyed or did not enjoy. Relevant issues are then discussed with Head Counsellors at the daily meeting and action is taken if desirable. Trainers seek feedback from participants about the aspects of the subjects that they most enjoy, and trainers then focus more on those areas in their lessons as appropriate. Daily feedback is regularly reviewed by the Directors and action is taken where necessary.

ISC seek formal parent and participant evaluation at the end of the course, collecting feedback on all aspects of camp, including the quality of lessons, social activities, food and staff performance. At the end of their seasonal employment, all staff members also complete an evaluation of their experience and feed back their opinions.

Stakeholders' feedback from participants, parents and staff therefore provides an important source of data for quality assurance and enhancement.

The feedback is reviewed by the Directors. It is also considered at the staff feedback and improvement meetings that are held every two weeks. All staff meet and discuss the previous camp session and suggest possible enhancements for the next session. Appropriate action will then be taken. This is an effective, rapid-response monitoring and improvement system.

An appropriate member of staff informs the participants about the action taken in response to their input. Participants stated that ISC welcomed and acted on their views. Evidence at the inspection supports this view. If a staff member or camper family provides negative feedback about their ISC experience, a Director will contact them to discuss the issue further. This provides stakeholders with an assurance that the Provider listens to and acts on their views and is an incentive to provide future feedback.

The data gathered from participants, parents and staff is also used in the Directors' annual autumn review. Stakeholder feedback includes quantitative scores, and these are compared year on year. The Directors discuss all aspects of ISC's performance, reflecting on their experience and identifying areas for improvement and challenges.

Feedback and other sources of information are turned into an action plan. Solutions are developed and implemented by the Directors throughout the year in preparation for the next summer season.

ISC therefore has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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|-----|---|---|-----------------------------|
| 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 Directors have responsibility for course delivery. Summer Managers manage the Head Counsellors who manage the counsellors. All staff are suitably qualified and experienced.

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 observations to ensure consistency.

Commissioning course materials is effectively managed and checked as part of the course design and lesson-planning process. Trainers identify materials required for the course. These are considered by the Directors and, if additional resources are required, these will be provided.

Trainers stated that requested materials were provided, a recent example being new camera equipment. Trainers were satisfied that they had the appropriate quantity and quality of resources. Participants were also satisfied with the resources available. Evidence at the inspection supports these views.

Course management is therefore effective 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

ISC ensures that the design and content of each subject 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 to ensure consistency. These plans are reviewed by the Directors and feedback is offered before the plans are approved. This ensures that course design and content are fit for purpose and effectively support the learning outcomes.

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

ISC emphasises dynamic learning and this was apparent during lesson observations. Participants are encouraged to take an active rather than passive role in their learning. This helps to develop independent learning skills

The course development process takes participants' age and experience in the subject area into account. English language lesson plans, for example, are tailored to participants' fluency in English, as assessed by a structured test. Participants are then assigned to beginner, intermediate or advanced level to ensure appropriate placement.

The planning and design of courses therefore support participants' success very well.

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

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|------|--|---|---|
| 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' curricula vitae and lesson observations demonstrate an appropriate level of subject knowledge, and pedagogic and communication skills that allows them to deliver courses effectively. Elective counsellors are all required to have experience of working with young people, experience in their chosen elective, and the appropriate personal attributes. English language teachers are also required to be graduates, with a qualification in teaching speakers of English as an additional language. Trainers' professional development and pedagogical abilities are supported through feedback on their teaching skills which includes advice on how to improve them.

Trainers in the classes observed were enthusiastic and encouraging and used appropriate teaching aids. Their teaching was interactive and engaging. They are appropriately flexible and respond to the different backgrounds, interests and support needs of participants, who differ in age and experience of subjects.

Participants were motivated and animated in class. The participants enjoyed the fact that lessons had a practical focus. For example, participants in the journalism class were working on a camp newsletter, and participants in an English class were working on a project based on a popular television programme. All the participants met were positive about their courses and the high quality of the teaching.

The trainers who were observed involved all participants, checked participants' understanding of the concepts being discussed, and provided positive reinforcement to build confidence.

Trainers are therefore suitably allocated and effective in delivery.

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

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

Participants regularly receive tailored and constructive informal feedback. This was evident during and after the lessons observed. They find it supportive and appreciate that it informs them about their strengths and encourages them to develop areas where there is scope for improvement.

The evening meeting with counsellors is also an opportunity for participants to receive feedback.

Participants are given formal feedback in a trainer’s report on completion of their course. This enables participants and their parents to understand the progress the participant has made during the programme, and to be aware of areas where further development is needed.

Participants were positive about the feedback they had received on their performance and progress. Evidence at inspection supports this view.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	External moderators are involved in the assessment 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

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

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. Yes No
- 16.2 Participants receive appropriate information, advice and guidance before the start of the course. Yes No
- 16.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 16.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA

16.5	The provider has policies to avoid discrimination and a procedure for dealing with an 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

A Director has overall responsibility for participant welfare. He is the Designated Safeguarding Lead (DSL). He is suitably trained and experienced, and is accessible and available to provide relevant advice.

Participants and their parents receive detailed pre-course information. They also receive advice and guidance on the website, in the brochure and handbook, and in individualised emails, telephone calls or video-conferencing.

On arrival, there is an in-person welcoming session at the camp. Comprehensive information, advice and guidance are therefore provided before the start of the course and on arrival.

Participants are issued with a contact card for out-of-hours and emergency support.

There are appropriate policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying. Detailed guidance on the action that should be taken is provided in the staff handbook, which is reiterated during staff training, and effectively implemented.

Effective safeguarding arrangements are in place for participants and are regularly reviewed by the Directors. All staff are required to undergo appropriate pre-employment checks and appropriate records are well maintained. There is a comprehensive and appropriate child-protection, safety and well-being policy and procedures handbook for staff. This 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.

These policies and procedures are reinforced during the five-day residential training programme that staff attend before camp to prepare them for their role. Counsellors confirmed that ISC emphasised that safeguarding participants should be their priority. They stated that the handbook, training and support from management equipped them to undertake their responsibilities in this area effectively. Inspection findings confirm this to be the case.

There is an appropriate anti-radicalisation and extremism policy. Staff induction includes training on the policy and procedures to be followed, and staff understand their responsibilities in this area. Implementation is overseen by the designated anti-radicalisation and extremism lead. Both Directors have completed appropriate certified training, and other staff have completed relevant internal training. An anti-radicalisation and extremism risk assessment and action plan have been developed. This supports the Provider in protecting participants from the risks of radicalisation and extremism.

ISC's policy about the use of electronic devices is included in the handbook provided to parents and participants before arrival and in the staff handbook. It is linked to codes of conduct. The policy is reiterated at staff induction and participant welcome sessions.

The participant information form submitted by parents includes contact details for participants and their next of kin, which can be accessed by appropriate staff 24 hours a day.

Participants therefore receive welfare support that is appropriate for their age, background and circumstances.

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 a wide range of countries.

The website and the parent and participant handbook provide comprehensive information for parents and participants on ISC, the course they are undertaking, and the practical steps that they need to take, for example on travelling to the UK. The Directors give individual advice to parents on particular issues.

Relevant information is reinforced during the welcome session and counsellors are a source of information and advice throughout the course.

ISC provides support for participants' cultural and religious needs, including dietary requirements and prayer rooms.

International participants' needs are therefore effectively supported.

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

The contractual terms and conditions are fair and transparent. They include appropriate refund arrangements and a cooling-off period. The terms and conditions are on the Provider's website, so fee payers have all the necessary information before paying.

The Provider's complaints policy is on its website. The participants are also advised about the BAC complaints procedure and have access to the relevant website link. This ensures that participants are aware of their rights in this area.

These mechanisms ensure 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 type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Male and female participants are housed in separate buildings. Within each building, participants are split into cabin groups of similar ages and a variety of nationalities. Participants sleep in bedrooms with others in their cabin group in a small dormitory. This information is provided on the website, so parents and participants are aware of it before booking.

The accommodation is clean, safe and of an appropriate standard. Participants reported that they enjoyed being in cabin group bedrooms. Residences are open to inspection by the appropriate authority.

There is an appropriate health and safety policy, and the residences conform to appropriate fire safety and other health and safety procedures. The health and safety procedures are emphasised at induction and the welcome to participants. There are regular fire drills. Counsellors regularly remind participants about health and safety.

Cabin counsellors live alongside participants in the residences and closely monitor their well-being. They are available at all times to provide advice or assistance. Counsellors are very thoroughly briefed and trained on their responsibilities. Participants were very positive about the counselling arrangements and praised their counsellors.

ISC therefore provides a level of supervision that meets participants' needs.

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 re-inspection 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. Yes 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.	<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

Events and leisure activities are a key part of ISC's provision. The website and information provided before and on arrival give participants all the information they need about these activities.

There are cabin activities before dinner and evening activities after dinner each day. Participants can choose from a wide range of sporting, recreational, and arts and crafts activities. The cabin activities are built around the particular interests of the cabin group. There is also a day trip during each two-week camp to a place of interest in Scotland. All participants gather for the evening and weekend activities, which include games and competitions and shows presented by participants.

The social programme and evening leisure activities are arranged in advance, but the Provider will adjust these in the light of participant feedback. Activities are therefore responsive to the views of participants.

The cost of activities and excursions is included in the overall fee for the course, so all participants are aware of the full costs and whether these are affordable for them.

Activities are closely supervised by staff at all times. All activities, including off-site activities, have been thoroughly risk assessed, registered and reviewed by managers, so suitable mitigations are in place.

Participants were very positive about the social programme and all leisure activities, 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The provider has access to suitable external premises of a temporary or occasional nature for training purposes. | <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

Contracts are in place with both venues that host courses so ISC has access to suitable premises for course delivery. Preparation and management of course delivery takes place at the ISC administrative base and at on-site offices at the venues.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> 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

ISC has exclusive access to both sites. All doors on both sites are locked and require either keypad or wristband fob for entry, so the premises including teaching and learning areas, residences and administrative offices are appropriately restricted and secured.

The premises are maintained by the maintenance staff of the host schools, which have a member of staff on call 24 hours a day to deal with emergencies. All premises including teaching and learning areas, residences and administrative offices are in a satisfactory state of repair, decoration and cleanliness.

Health and safety guidance is appropriate. Health and safety information, including evacuation details and emergency procedures, are provided to participants on their arrival at camp. Counsellors regularly remind participants about the importance of health and safety. The health and safety policy is available in the staff handbook and is reinforced at staff training. Visitors receive health and safety information on arrival. Health and safety information and general information is displayed on notice boards in teaching and learning areas, residences and administrative offices. External and internal signage is satisfactory.

There is adequate circulation space and a suitable area for visitors in the administrative offices. There is an appropriate number of clean toilets throughout the premises. Rooms are adequately ventilated, and heating is not required, given the time of year when courses are held.

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

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

ISC has access to a range of suitable classrooms and learning areas at both premises that provide satisfactory accommodation for the allocated sessions.

All classrooms are appropriately equipped with whiteboards and audio-visual aids that support effective delivery of the courses. Learning areas for electives include dance, music and arts studios, and ISC provides the additional equipment required. The locations and equipment for sporting electives are suitable.

Training rooms and other learning areas are therefore appropriate for the course.

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

Common rooms in participant accommodation, classrooms and the common room in the main school building are available to participants for work or study.

Staff can prepare, mark work or relax in the on-site office, staff room and vacant classrooms. Participants have access to space for relaxation in common rooms and residences.

Participants and staff are provided with three meals a day in the dining hall and can get snacks during the day.

Trainer and senior management meetings and staff meetings can be held in the staff room, vacant classrooms, on-site offices or the dining hall, which have sufficient capacity.

The Directors and Administrator work from home for most of the year. There are administrative offices on both sites for the duration of the camps. They are adequate in size and appropriately resourced for effective administration.

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

The competent and energetic Directors provide effective leadership.	
Efficient communication fosters good team spirit and supports the smooth running of the organisation.	
Effective use of stakeholder feedback supports quality enhancement.	
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

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 is provided to participants and prepares them for their programme.	
A dedicated and enthusiastic team of counsellors supports participants' safety and well-being.	
Participants enjoy a varied programme of activities and social events.	
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 premises are safe, secure and clean and provide a pleasant environment for participants and staff.	
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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS