



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Oxford Scholastica Academy

ADDRESS: 8 South Parade
Oxford
OX2 7JL

HEAD OF PROVIDER: Mr Jamie Dear

DATE OF INSPECTION: 25, 27 & 28 July 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- Award of accreditation to be withdrawn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

Oxford Scholastica Academy (OSA/the Provider) is a privately owned limited company that offers academic, non-accredited short courses. It is owned by two of its three Directors. One owner is a non-executive director. One owner is an executive director. One director does not own shares in the company. All three directors are members of the company's Board.

OSA was founded in 2013 and ran its first courses in 2014. Initially, courses were for participants aged from 15 to 18 years. This age range has now been extended to include 12- to 14-year-olds.

OSA is based in Oxford in the United Kingdom (UK). Courses are held each summer in the Blavatnik School of Government, University of Oxford. Participants are accommodated in the undergraduate, residential premises of St Peter's College Oxford in the college annexes at St George's Gate and St Thomas' and in the Lampl Building, a residential annex of Corpus Christi College, Oxford. All three residential premises are close to each other. During the summer, when the courses are taking place, administrative offices are sited within each of the residential blocks with the main office being at St Thomas'. Other administrative offices in Osberton Road, Oxford are not used during the summer.

OSA's mission is to provide a truly memorable summer school experience for each participant. OSA wants to help participants to identify what they want to study when they leave school and start to identify a career path. In addition, the Directors want to support young people to consider ways in which they can become more active and socially engaged citizens.

OSA is run by two of the directors. These senior managers are supported by the Head of Education and the Head of Content and also have a consultant, who provides advice on a variety of educational matters. A small administrative team provides further support.

2. Brief description of the current provision

OSA runs various two-week courses during July and August. These are divided into programmes for 12- to 14-year-olds and for 15- to 18-year-olds.

The courses are delivered in person and include courses in Business, Technology & Writing, Business & Enterprise, Computer Science & Coding, Creative Writing, Debate & Public Speaking, Engineering, International Relations, Politics & Leadership, Law, Medicine, and Psychology & Neuroscience. The courses are supplemented by a series of masterclasses which are skills-based workshops such as debating.

At the time of the inspection, OSA has 127 participants enrolled from a capacity of 128. The small majority of the participants are female. Forty participants are from the United States of America (USA) and eight are from the United Kingdom (UK). Overall, 74 nationalities are represented including European countries such as France, Italy and Germany. Most participants are under the age of 18.

Enrolment is continuous until a course becomes fully booked. There are no formal entry requirements.

3. Inspection process

This inspection was undertaken by one inspector over two and a half days. The inspector met with two Directors, the Designated Safeguarding Lead, the Head of Education, participants, tutors and administrative staff. The inspector observed a range of lessons, including a masterclass. The training premises were inspected, as were all three of the sites used for the residential premises. The administrative offices used during the summer in the residential premises were inspected. A wide range of relevant documentation was scrutinised. The Provider co-operated fully with the inspection.

4. Inspection history

Inspection type	Date
Stage 2	11 February 2014
Stage 3	14 July 2014
Interim	10 August 2015
Re-accreditation	3, 8 & 9 August 2018
Interim	15 September 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 Provider is effectively managed. The management structure is clearly outlined in an organisation chart. Managers work to detailed job descriptions and have a clear understanding of their roles. The roles and authority of the two active Directors are suitably defined in their job descriptions.

Senior managers are suitably qualified and have substantial experience in their roles. They understand their specific responsibilities and work well as a team. As a result, they are effective in carrying out their duties.

Channels of communication between management and staff are strong, including between those working at the delivery venue and those working remotely. To enhance communication, most of the management staff work on site during the summer school. A planning document outlines the location, activity and responsibilities of each member of staff, including management, for each day of the course, which further facilitates communication.

OSA has a mission statement and vision that are widely disseminated through the website and that effectively guide its activities and future planning. The mission statement and vision are reviewed regularly, are communicated to stakeholders, and have become changed and enhanced over time. As a result, all stakeholders are aligned to the same aims.

OSA has a detailed written risk management strategy, including for financial planning, which is effectively implemented. Risks and mitigation strategies are identified and further actions are detailed. The policy is reviewed quarterly and

annually. Staff and tutors sign to acknowledge they have read the policy. Where appropriate, external consultants are brought in for specialist advice.

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

OSA is efficiently administered. Administrators are qualified and experienced in their roles. Administrators have detailed job descriptions and understand their responsibilities and duties. Tutors and participants confirm that the courses are well administered. Inspection findings confirm this.

The size of the administrative team is sufficient to ensure the smooth running of the courses. In addition, many of the administrative processes are automated, using appropriate computer software, which enhances their effectiveness. The administrative support is clearly outlined in the staff handbook. Consequently, all staff are aware of the support they can expect.

Administrative policies, systems and procedures are well defined, well developed and widely disseminated. As a result, OSA functions effectively and efficiently. For example, the initial response to new prospective applicants is automated. The impact of this has been to reduce response times substantially and to reduce administrative workload.

Data collection systems are effective in supporting the administration and data collection is largely automated. Data from enrolment and participant information forms is transferred through the use of customer relationship management software. The resulting data is used effectively to support the administrative process.

Personal records for both participants and staff are kept in well-organised digital folders. These are appropriately detailed for OSA's purposes. Suitable systems are in place to update the records periodically. The data protection policy ensures that all data is maintained securely and access is limited by differential password access.

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

Policies and procedures for the recruitment of suitably qualified and experienced staff are effective and ensure that only staff who are suitable to work for the Provider are offered employment. Prospective staff are given sufficient information to decide whether they are suitable for the post for which they are applying. All self-employed staff have a signed performance level agreement. As a result, recruitment is well managed.

Staff recruitment includes appropriate pre-employment checks, including the checking of qualifications and references. Checks are suitably recorded in a single central register. All records are kept up to date.

Staff performance is effectively reviewed. All non-teaching staff have a weekly personal meeting with a manager to review performance. Teaching staff receive regular formal observations, followed by one-to-one feedback meetings, including a professional dialogue. The process includes the setting of targets. These targets are reviewed in subsequent observations. Consequently, tutors have the means to further develop their teaching skills.

Managerial and administrative staff are suitably supported in their Continuing Professional Development (CPD). They receive a variety of suitable training opportunities, including software training, first-aid training, and the prevention of radicalisation.

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

4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Provider's publicity materials include a comprehensive, up-to-date and accurate description of the provision. The website is professionally designed and easy to navigate. It contains a large number of photographs and videos from past courses, including images of the actual facilities and classrooms used during the summer schools. As a result, the information provided gives an accurate representations of the programmes and prospective participants know what to expect when they enroll on a course.

Comprehensive, accurate and up-to-date course information is available on the website. This includes the course location, age range of participants, class size and fees. Each course has its own dedicated video providing additional useful information.

A range of key policies is accessible through the website. There is a link from the Provider's terms and conditions to a range of policies, including the safeguarding policy, privacy and cookie policy, data protection policy, and the rules and regulations for participants. Consequently, these key policies are effectively disseminated.

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 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 takes reasonable care to recruit suitable participants. Promotional materials, including the website, are very clear about the general nature of the courses and include detailed course descriptors. As a result, participants can decide whether the courses will meet their expectations and needs.

Entry requirements are clearly stated on the website and relate to age and personal characteristics, such as motivation. A minimum level of English language skills at Level C1 in the Common European Framework (CEFR) is required. Participants and tutors confirm participants have an appropriate level of English language for the courses. Inspection lesson observations further confirm this.

Participants apply through a formal application process that includes a short personal statement to outline motivation and expectations, as well as acting as an indicator of language proficiency.

The website provides sufficient information regarding the courses, the programmes and the overall experience so that prospective participants are able to make an informed decision on the suitability of the courses to meet their requirements. All participants have the opportunity to make a video call to OSA to discuss the courses, including any concerns, prior to registration.

OSA replies to all applications in line with its target response time of 24 hours. All participants are appropriately informed of the nature and requirements of the programmes. Participants confirm that OSA responds to queries in a timely manner.

A small minority of participants are recruited by way of a limited number of overseas recruitment agents. The agents sign a formal agreement with OSA to confirm that they follow appropriate published guidance about good practice for educational agents. In addition, the Provider's agents are fully briefed on the programmes on offer.

OSA has an effective system to identify participants requiring additional support. During the registration process, participants are able to self-identify any additional needs that may require extra learning support or other assistance. Tutors confirm that this information is passed on to residential and teaching staff.

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

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|-----|---|---|---|
| 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

The attendance and punctuality policy is appropriate, clear and effectively disseminated prior to participants' arrival and at induction. Punctual attendance at lessons is compulsory. Appropriate sanctions are applied for non-compliance, these are usually the deduction of merit points, grounding or ultimately being sent home. Participants are also required to register at check-ins with staff at various points throughout the day. Participants and parents sign to acknowledge receipt of the policy.

Session leaders fill in attendance registers online at the beginning of each lesson. These and the periodic check-in registers are collated, checked and filed each day.

Timely, appropriate action is taken in response to participant absence. When a participant is marked as absent, the appropriate member of staff is informed. This member of staff contacts the participant and ensures they are escorted by a staff member to their class.

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

OSA has effective systems to monitor its own standards and has effective mechanisms for obtaining and using feedback. The Provider has a strong culture of seeking, analysing and responding to feedback.

The Provider has multiple systems in place for obtaining and responding to feedback on a wide range of aspects of the provision. These systems include in-programme and post-programme systems.

Participants and their parents comment on a wide range of different aspects of the provision through online surveys. Staff and tutors also feedback formally in one-to-one sessions.

In-programme feedback is responded to in a timely fashion, with the results communicated to the participants immediately.

The various forms of feedback are consolidated into an annual report each September. The annual report is compiled, including performance reviews, participant feedback analysis and action plans. In turn, this annual report informs the annual review implementation plan. As a result, OSA has suitable oversight of the provision and is effective in monitoring standards with a view to continuous improvement.

Action plans are directly informed by the analysis of feedback. The action plans are detailed and allocate responsibility and a timeframe for fulfilment. Progress against the action plans is closely monitored. As a result, OSA has an effective system to use feedback to guide future progress.

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

Course management is effective. The delivery of the courses is well managed and planned. The Head of Education is suitably qualified and experienced, and readily available to manage any operational issues that arise. Consequently, courses run smoothly.

Courses are timetabled and rooms are allocated appropriately. All teaching rooms are adequate in size for the number of participants. Individual classes are consistently held in the same classroom.

Tutors are appointed for the duration of the courses. Classes always have the same tutor. As a result, there is a consistency in delivery.

An established procedure allows for the acquisition of additional resources if required. Resources are monitored and, as a result, are of an appropriate standard across the provision.

Tutors confirm that the courses are suitably resourced in terms of both quantity and quality of resources. This includes materials for practical lessons and expenses covered for outside visits if required. Inspection findings confirm this.

A few participants in the masterclasses, which are held in large halls, have difficulty hearing the tutors.

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

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

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

Comments

Courses are designed to enable participants to succeed. Courses have been modified in response to participant and tutor feedback over time. Courses are also regularly reviewed and updated to reflect current knowledge and practice. As a result, the courses fulfil the needs of the participants.

Course resources, materials and in-class activities are sufficiently comprehensive to ensure participants achieve the course objectives. Tutors and participants confirm that the course objectives are achievable. There are no formal assessments required.

Courses take into account the potentially wide range of ability and prior learning within each class. Tutors use an appropriately wide range of teaching strategies based on interaction, participation and independent learning. Daily study periods, usually involving research, further support the development of independent learning.

Tutors receive information regarding the participants prior to the start of the first class. This information consists of the participant's reasons for joining the class, their career aims and prior knowledge of the subject, and any additional support needs. Lesson observations show that tutors take these needs into account in their planning.

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. Yes No

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

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

10.4 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

Tutors are experts in their field and are enthusiastic about sharing their knowledge. They are highly qualified and have suitable prior teaching experience. As part of the recruitment process, prospective tutors are observed teaching a class to ensure they are able to deliver their courses effectively.

All tutors receive suitable training prior to commencement of the courses. In addition, all tutors are observed teaching. The lesson observation serves as an effective basis for a professional dialogue and the setting of developmental targets. This supports the tutors' professional development.

Course tutors plan for a wide range of learning needs, combining pair work, groupwork, practical tasks and individual work, as well as whole-class learning, to ensure sessions are inclusive.

Tutors employ effective strategies to involve all participants in their lessons. When necessary, they nominate participants to respond to questions in order to include those who are reluctant to participate in the question-and-answer sessions. Groupwork and pair work are used to encourage participation and to enable tutors to check for understanding of concepts and course content. As a result, participants are fully involved in their lessons and make appropriate progress.

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

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

Comments

Feedback to the participants is regular, specific and constructive. In class, tutors circulate whilst participants are working and offer timely and effective advice and check understanding. Spoken feedback on the participants' presentations is supportive. Written feedback, for example on essays, is detailed, specific and effective in supporting progress.

Participants have appropriate access to tutors outside class time. Tutors are often available to provide additional support prior to and just after their lessons. Participants can also email tutors through the Provider's in-house system.

A timetable for coursework is scheduled at the beginning of the courses. Deadlines for the submission of coursework are realistic and communicated well in advance. Participants have many opportunities to seek advice from tutors if there is going to be a difficulty with their coursework.

Prompt action is taken if a participant misses a deadline or their work is not up to standard. As part of OSA's disciplinary policy, participants who do not hand in their work on time can be sanctioned. If persistent, this may result in further sanctions being applied, such as parents being informed or participants being excluded from activities.

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

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

Comments

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

13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA

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

13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

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

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

14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA

14.3 For internal awards, there are clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

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

15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA

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

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

Comments

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 any abusive behaviour, including cyberbullying, and these are effectively implemented. Yes No

16.6 Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. Yes No NA

16.7 A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes 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. Yes No 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. Yes No

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

Comments

Participants receive appropriate welfare support from a named staff member responsible for participant welfare. This staff member is supported by two matrons, both of whom are appropriately trained and have substantial experience. At least one matron is available to participants at all times. In addition, one of the Directors is resident on the residential site when courses are running.

Participants receive appropriate information, advice and guidance prior to arrival. A useful participant welfare pack is sent to all participants after they have booked a course. Participants and their parents are also given the opportunity of participating in a video call during which they can raise any issues or ask for further advice or guidance. Further appropriate information is available on OSA's social media platforms.

All participants receive a detailed induction at the start of the programme. This includes an overview of key policies, safety and the code of conduct, as well as a familiarisation tour of the premises and the local area.

All participants are issued with an emergency 24-hour contact telephone number. Staff check that each participant can make and receive calls in order to be able to use the emergency number effectively and appropriate steps are taken to provide any required equipment.

OSA has a set of various rules and regulations that are widely disseminated prior to and upon arrival. These outline the policies to avoid discrimination. The rules and regulations also contain a procedure for dealing with abusive behaviour. The policies are regularly reviewed. Participants confirm that they feel safe whilst studying with the Provider.

OSA has suitable arrangements in place to safeguard its participants aged under 18. An appropriate safeguarding policy is in place. One Director is the designated senior member of staff responsible for leading on safeguarding and is appropriately trained. The safeguarding policy covers the code of conduct and health and safety and effectively outlines the procedure to be carried out if allegations are made.

Participants are required to carry a mobile telephone at all times so they can be contacted quickly. No participant is allowed to be off site alone. The safeguarding policy is included in the induction of all staff, including returning staff. Safeguarding arrangements are reviewed regularly. Consequently, participants benefit from a safe environment.

A policy is in place to prevent radicalisation and extremism. OSA has carried out a risk assessment to identify the level of risks to participants. All staff have undertaken appropriate training. A clear process is in place for participants and staff to raise any concerns. As a result, participants are suitably protected from the risk of radicalisation.

A comprehensive e-policy is in place that outlines the steps OSA takes to keep staff and participants safe online. This includes an online code of conduct covering on-site use of social media and devices. A procedure is in place for the confidential reporting of incidents. The policy is reviewed regularly.

Participants are required to provide their contact details and those of their next of kin. This information is securely stored and can be accessed, as required, at any time.

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

International participants receive specific advice prior to arrival. This advice is contained in the welcome pack and the participant handbook and includes advice regarding travel to the venue, accessing healthcare and summoning emergency services.

International participants receive a suitable induction that includes an introduction to the local area. This includes local transport, places of worship and places of interest.

Specific advice for international participants is continuously available from the residential staff and the activity coordinators, whose main role is to support the participants. Consequently, international participants are suitably supported during their course of study.

OSA gathers information regarding cultural and religious issues during enrolment. This information is passed to staff and tutors. Consequently, cultural and religious beliefs are taken into account during the planning of support.

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

Participants apply and are enrolled under fair contractual terms and conditions, which are easily accessible and clearly outlined in detail on the website. These include suitable refund arrangements.

A fair complaints policy is accessible on the website, and in the participant handbook and the welcome pack. The complaints policy is sufficiently detailed and includes how to make a complaint and the various stages a complaint may go through. As a result, participants have access to a suitable procedure. The complaints policy contains a link to the BAC's complaints procedure.

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

- 19.1 Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants. Yes No
- 19.2 Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. Yes No 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. Yes No
- 19.4 A level of supervision is provided that meets the needs of participants. Yes 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. Yes No NA

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

Comments

The residential accommodation in all three premises used is fit for purpose, well maintained and appropriately supervised. Most participants have their own lockable, ensuite study bedroom, with a minority sharing a twin room. Rooms are located in secure premises, are regularly cleaned and are of a standard that meets the requirements of the participants.

All residential accommodation, including that of participants aged under 18, is open to inspection by the relevant authorities.

Fire safety and other health and safety procedures are effectively covered in the participant induction and reinforced during the course.

The level of supervision provided meets the needs of the participants. At least two members of staff are allocated to each residential block. A matron or one of the Directors can also be contacted easily. As a result, there are always supervisors present in the accommodation if a participant is present.

Appropriate measures are taken to ensure participants over the age of 18 are effectively separated from younger participants in the accommodation. Rooms are allocated according to gender and age, so that the accommodation for those aged over 18 is in a different part of the building from that for those aged under 18.

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

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

Comments

Participants have access to an appropriate social programme that supports the courses and provides opportunities to experience the local area and the other places in the UK.

The social programme is responsive to the wishes of the participants. Feedback about the social programme is systematically gathered and acted upon. Participants rate each activity, and the programme is adjusted in line with the feedback. In addition, participants express their needs and wishes in focus groups with staff.

All activities within the social programme are included in the course fee. Consequently, all participants can take part.

All activities are effectively supervised by responsible adults who have suitable qualifications and experience.

The activities are supported by appropriate risk assessments. Activity leaders are required to make the necessary risk assessment for their activities. The risk assessment identifies potential hazards, and the safeguards to be put in place. Staff carry a first-aid kit and all staff members are first-aid trained. As a result, any risks are appropriately managed.

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

OSA has formal arrangements in place that guarantee access to the teaching premises at the Blavatnik School of Government. This contract is an annual contract renewed each Spring on a rolling basis. OSA also has formal arrangements with St Peter' College and Corpus Christi College for each of the residential premises. Contracts are renewable each year on a rolling basis. These contracts also provide for exclusive use of the premises. As a result, access to the residential and teaching accommodation is secure.

When required, OSA has access to suitable additional premises, usually provided by the Oxford colleges. For example, OSA uses other meeting rooms in the Oxford Union for Masterclasses.

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

All of the premises are safe and clean. Each of the three residential premises has one entry point, which is permanently locked and requires a fob to gain entry. All three of the residential premises are hired on a sole-use basis. They are not shared with other institutions. The teaching accommodation is also safe and clean. The sole entrance is supervised by a staffed reception desk. Key-fob access is also required. Consequently, all of the premises, both teaching and residential, are safe and secure.

The teaching accommodation is well maintained and well decorated. A deep clean is undertaken during the vacant periods between courses. Teaching rooms are cleaned regularly overnight. They are clean and well decorated. The residential premises are similarly kept to a high standard of maintenance, decoration and cleanliness. Consequently, the participants enjoy a pleasant working and living environment.

Appropriate general guidance on health and safety, including fire and other emergency evacuations, is included in the inductions, as well as in the staff and participant handbooks. The inductions cover emergency procedures and health and safety at the teaching premises as well as at the residential premises. Clear information regarding health and safety procedures is displayed on posters on the entrance to all of the buildings. Information is given to visitors regarding what to do if fire alarms sound and what to do if they feel unwell. Full risk assessments are undertaken for the teaching premises as well as for the residential premises. Safety rules are readily available to participants, staff and visitors.

There is sufficient signage for the display of general information for both participants and staff at each of the residential premises at the entrances and in the corridors and in the classrooms of the teaching premises.

Circulation space in all the residential buildings is of adequate size. The corridors and stairwells are adequate. In all three residential premises there is a choice of suitable areas in which to receive visitors. The teaching accommodation is spacious with a very wide stairwell and wide corridors more than adequate for the maximum number of participants envisaged. There is an appropriate area to receive visitors.

In the residential premises and in the teaching accommodation, toilet facilities are appropriate for the number of participants and staff. Toilets are to be found on every level. These are maintained to a good level of cleanliness. All rooms, including both the residential and teaching rooms have radiators and windows, so that heating and ventilation are controllable.

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

Training rooms are appropriate for the courses offered. The different courses in the provision have different sizes of intake. OSA, therefore, matches classrooms appropriately on the basis of the size of the classes.

Training rooms are appropriately equipped with large screens and internet access. The furniture allows for a range of teaching approaches, such as whole-class, group-, pair-, or individual work. This supports the tutors' ability to offer a range of activities.

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

OSA provides appropriate additional facilities in all of the residential premises. Participants have communal areas, with access to good wireless connectivity, in which to carry out their own private study. Within the teaching premises, participants and staff have access to breakout areas for their own private work or study.

Trainers have space in the staff common room of the teaching premises for work and relaxation. The teaching rooms are also available before and after the lessons, affording additional space for lesson preparation.

Staff and participants have access to a number of different spaces for relaxation within the residential premises, including, for staff, areas for cooking and the consumption of food. Participants can make use of the plentiful outside spaces for work, relaxation or eating. In the teaching accommodation, participants and staff can use the breakout areas.

A variety of different rooms is suitable for private meetings, group meetings or staff meetings within all three of the residential premises and within the teaching accommodation.

During the summer, while the courses are underway, administrative offices are located within each of the residential premises though the administrative office at St Thomas' is used as the main office. This office is very conveniently located for both staff and participants. The office is adequate in size and suitably resourced. Consequently, the courses are well administered.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

OSA has a clear mission statement that effectively guides its ethos, thinking and planning so that the management and staff are highly focused on delivering the Provider's aims.

OSA has a strong culture of seeking, analysing and responding to feedback in order to identify strengths and challenges and to plan for continuous improvement.

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

Tutors are experts in their field and are enthusiastic about sharing their knowledge and, therefore, participants benefit from high-quality teaching.

Tutors emphasise active participation and self-directed learning in their teaching so that participants are able to develop their independent learning skills.

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

PARTICIPANT WELFARE

Provider's strengths

The social programme extends and enriches course content.

The social programme provides participants with excellent opportunities to interact with other participants and with welfare staff, and to experience the local area and the UK.

Residential and activity staff have a close relationship with participants and are able to support participants well with any concerns and issues.

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, residential and teaching, are of good quality and are secure to ensure that participants and staff work in a safe environment.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

OSA should consider using a sound system to amplify the tutor's voice in the masterclasses held in the hall to enable all participants to hear and engage.

COMPLIANCE WITH STATUTORY REQUIREMENTS