BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Samiad Limited

ADDRESS: Unit 1
Holt Court
Birmingham Science Park
Birmingham
B7 4EJ

HEAD OF PROVIDER: Mr Alex Hopkins and Mr Phil Taylor

DATE OF INSPECTION: 22, 24 & 25 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☐ Award of accreditation to be withdrawn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

PART A – INTRODUCTION

1. Background to the provider

Samiad Limited (Samiad/the Provider) is a private limited company established in 2013 by the two current Managing Directors (MDs). In June 2020, the Provider established a sister school called Tudor School (TS), which is part of Samiad Limited. TS is registered at the same address as Samiad in Birmingham in the United Kingdom (UK), and the two entities share staff, business processes and lesson materials. The Provider is a company limited by shares, with the two MDs holding the vast majority of shares between them for Samiad and all of the shares for TS.

Samiad's summer schools are held at Box Hill School in Surrey, Trent College in Nottingham and Wells Cathedral School in Wells, Somerset. All three are independent boarding schools. Participants can stay for one to seven weeks, with the average length of stay being two weeks. Administration is carried out in their premises located in Birmingham.

Samiad aims to provide summer schools focusing on English language tuition and other activities in prestigious boarding schools for children aged mainly seven to 18 years,with all participants being recruited from outside the UK. TS has a focus on delivering the Provider's online English as a Foreign Language (EFL) provision.

The two MDs have oversight of the Samiad provision and, together with the Operations Director, are actively involved in the delivery of the summer provision. They work with full-time staff who take up the roles of Centre Managers, and who are based at the three school campuses and have operational management of the venues. They are also supported by staff members responsible for participant support and safeguarding; for example, Welfare Co-ordinators and House Parents. Samiad recruits teachers and activity staff on short-term contracts for the delivery of its summer schools. The provision offered by TS is overseen by the two MDs, one of whom has day-to-day active involvement with TS.

In 2021, Samiad began offering online language courses for overseas children and teenagers through TS. These courses are non-accredited English language courses that follow the Cambridge Assessment International Education syllabus and are only conducted online.

2. Brief description of the current provision

Samiad offers summer schools for seven weeks every summer on a residential, full-board basis. The provision is standardised across all the venues, with 15 hours of taught English language each week. The classes are organised according to participants' ages and level of language skills and range from beginners to advanced levels.

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

TS offers part-time, online non-accredited EFL courses at 11 levels, from beginners to advanced. The levels are linked to the Common European Framework of Reference (CEFR). The vast majority of courses are taught one to one. The learning packages vary in length and numbers of hours a week, ranging from one lesson to 36 lessons over a period of 18 weeks. A lesson can vary in length from 30 to 50 or 60 minutes.

During the summer programme, there were 765 participants enrolled on Samiad's summer schools. All participants are recruited from outside the UK and are aged from seven to 18 years old. The majority of participants are aged under 18 years. Participants came from about 50 different countries, with a majority from China, Spain, Russia and Portugal. There were equal numbers of male and female participants.

At the time of the inspection, 408 participants were registered with TS, with an equal number of male and female participants. The majority are aged under 18 years. There is no maximum capacity, and the number of classes depends on the number of trainers available. The trainers deliver classes from a range of countries around the world.

Participants can register to start a course at any time. There are no formal entry requirements for any of the courses. Participants are placed in English language classes based on the results of an entry test. Participants come from countries around the world.

3. Inspection process

The inspection was carried out over three days by one inspector and involved a mix of onsite and online inspection activities. The inspector carried out discussions with the MDs, the Operations Directors, Centre Managers and the staff members responsible for participant support and safeguarding. Discussions were held with a small number of participants and tutors. The inspector observed and listened to a wide range of lessons and social activities, covering all the delivery premises. A wide range of documentation was also scrutinised. Premises tours were carried out of the Box Hill School premises, including the residential accommodation, the Trent College and Wells Cathedral School premises and associated administration premises and residential accommodation. The Provider was well prepared for the inspection and co-operated fully with the inspector.

4. Inspection history

Inspection type	Date
Stage 2	24 & 25 February 2014
Stage 3	4 August 2014
Interim	1 October 2015
Re-accreditation	15, 17 & 24 August 2018
Interim	23 October 2020
Supplementary	16 February 2021

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

A detailed and well-documented management structure is in place, with clear lines of accountability and responsibility that are fully understood by staff. The structure is appropriate for the size of the Provider and fully supports the day-to-day business of the Provider.

The MDs are well qualified, fully understand their specific responsibilities and are highly effective in carrying out all aspects of their role. Both are experienced in managing and developing educational provision and fully understand the development and education needs of the organisation well.

Clear channels of communication exist between managers and staff. Formal and informal communication opportunities and meetings are scheduled, undertaken and appropriately documented. For example, staff work in small teams and are continuously sharing information on an informal basis. In addition, a range of electronic communication is used very effectively to ensure that both those working onsite and those working remotely have full and timely access to relevant staff.

The Provider's aims are clearly stated on its website and are incorporated within the employee and participant handbooks. Consequently, stakeholders report that they understand the aims of the Provider well.

A formal, comprehensive written risk management strategy is in place and is regularly reviewed. Consequently, risks are regularly reviewed and effective financial planning is undertaken by the senior management team.

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.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No

2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

Administrators are well qualified, highly experienced and have a clear understanding of their specific roles and responsibilities, which enables them to carry these out effectively. The size of the administrative team is sufficient to meet the day-to-day needs of the Provider.

All administrative functions are clearly detailed in the organisation chart and are effective in supporting the managers. The Provider's electronic Management Information System (MIS) is very well developed and fully supports the administrative needs of managers and staff dealing with the summer schools and online English language courses.

An appropriate range of suitable administrative policies, procedures and systems effectively supports all functions of the business. These are effectively implemented, updated annually and shared with staff and participants through the employee and participant handbooks. Consequently, all relevant stakeholders are fully informed and up to date.

Well-developed bespoke systems for the collection of data and its collation fully support the administration of the Provider. As a result, prompt responses are made to any issues or concerns that arise, with detailed records kept.

The system to record participants' and staff's personal details is appropriate and regularly updated. Relevant personal information is accurately recorded. Appropriate policies and security systems ensure that this information and data are well protected.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

Detailed policies and procedures for the recruitment of suitably qualified and experienced staff are in place and these are fully implemented and regularly reviewed. Staff, including those who will be working remotely, have a two-part face-to-face interview and undergo appropriate pre-employment checks.

All previous experience and qualifications, that are claimed during the recruitment process, are verified before employment. A central record of all staff is maintained that includes information on pre-employment checks and qualifications

Self-employed staff have a signed service level agreement.

A comprehensive staff performance management policy is detailed in the staff handbook and is appropriately implemented. Performance reports are completed by senior staff each year for staff, and these include a lesson observation and a review of teaching for academic staff. Clear feedback is provided to staff and these reports form the basis of the following year's staff recruitment process.

A suitable policy to support the Continuing Professional Development (CDP) of managerial and administrative staff is in place and is appropriate to meet their needs.

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.	☒ Yes	☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes	☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes	☐ No

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

Comments

The Provider's website is very well developed and accurately details the Provider's location and ownership. It provides a comprehensive, up-to-date and accurate description of the range of courses and services on offer.

All key policies are fully accessible through the Provider's website.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ 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.	☐ Yes ☐ No ☒ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☐ Yes ☐ No ☒ 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 they can discuss any concerns before registration.	☒ Yes ☐ 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.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

There are no specific entry requirements for any of the Provider's courses. Participants are recruited through either its website or through a network of approved agents.

Applications are made through the Provider's bespoke MIS. Enquiries and applications are managed online and attended to quickly and professionally by staff. Customer service is excellent and is well supported by the use of a wide range of multimedia resources to facilitate effective communication with prospective participants. Consequently, all stakeholders are briefed properly on the nature and requirements of the Provider's courses and can discuss any concerns before registration.

All participants are provided with comprehensive information prior to the start of the course so that they can make an informed judgment on its suitability, or raise any concerns.

Overseas recruitment agents are carefully selected, briefed, monitored and evaluated. Agents are well supported by senior managers and receive annual training to ensure that they understand the current provision and can explain it effectively to prospective participants.

Appropriate policies and effective systems are in place to identify participants who have special educational needs and/or disabilities and who require additional learning support or other assistance. The application process allows participants to declare any specific learning difficulties and/or physical disabilities. Wherever possible, appropriate arrangements are made by the Provider to meet any participant's declared needs.

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.	☒ Yes ☐ No
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.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

A detailed policy on participant attendance and punctuality is effectively shared in the staff and participant handbooks. The policy is further covered in the staff and participant induction processes. Registers are taken at all classes, and during activities and before excursions in the case of the summer school.

There is a clear process for recording and monitoring attendance, with detailed information available on the Provider's MIS.

All absences are followed up promptly and appropriate action is taken where needed.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No

7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes☐ 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.	☒ Yes☐ No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	☒ Yes☐ No

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

Comments

Performance is effectively reviewed. The Provider's bespoke MIS is used effectively to monitor performance and enables staff to consider, in a systematic way, all aspects of its business. The management information systems used are highly effective and inform improvement planning to ensure that the necessary resources are available to meet the developing needs of the Provider.

A wide range of mechanisms for obtaining feedback from stakeholders, including online, written and spoken methods, is in place and used effectively to bring about change where needed. For example, participants are invited each week to provide feedback on the course content, resources and the quality of teaching. Feedback is effectively recorded and analysed, and an action plan is completed as required.

Appropriate mechanisms for reporting to the participants what the Provider has done in response to their feedback are in place and effectively implemented. For example, this includes providing updates on notice boards in the refectories, dormitories and common rooms.

Comprehensive reports are compiled annually and include the results of the Provider's performance reviews against targets, an analysis of appropriate data, including participant feedback, and action plans. As a result, the Provider has a clear overview of its performance and future development needs.

Formal action plans are completed, implemented and regularly reviewed, with outcomes clearly reported to management. As a result, the management team is fully aware of whether any identified actions have been successfully completed.

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.	☒ Yes ☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

A highly qualified and very experienced course management team provides effective oversight of course delivery and the management of the teachers. The Operations Manager has overall responsibility for the delivery of the Provider's courses and provides clear and effective guidance to ensure that very high standards of teaching are maintained.

For the Samiad summer schools, each campus has a Teaching Co-ordinator, who reports to the Campus Managers and the Operations Manager to ensure that the curriculum is delivered to the required standard. At TS, two mentors train, observe and help the teachers maintain the required standards. These mentors report to the Operations Director. As a result, the content and delivery of courses are up to date, regularly reviewed and monitored, and meet the needs of the participants.

Teaching sessions are appropriately timetabled and the teaching rooms are of a high quality and are suitable for the courses being offered and for the number and age of the participants.

The process for the allocation of tutors to classes is effective and provides for a consistent learning experience. It is monitored carefully to ensure a consistent and high-quality experience for the participants. The senior management team monitors courses carefully and provides clear and useful feedback to the teachers on their performance.

Clear policies and procedures for the acquisition of teaching and learning resources are effectively implemented and ensure that appropriate learning resources are developed for both online and in-person courses. The content and style of the materials are monitored to ensure consistency and that they are of an appropriate standard. Other delivery resources for in-person courses are hired, as required, from the relevant venue.

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.	☒ Yes ☐ 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.	☐ Yes ☐ No ☒ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ 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.	☐ Yes ☐ No ☒ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

Each course is very carefully designed to ensure that it covers the knowledge and skills that are required to meet the stated learning outcomes. The course design and content reflect current knowledge and practice, and the content is carefully reviewed by the Operations Director and course management teams before being delivered.

Courses have a clear structure and appropriate learning objectives that meet the needs of the participants. A detailed electronic course document is available to participants at the start of the course. This details relevant subject coverage and detailed completion timelines.

High-quality course materials are used and are well presented and sufficiently comprehensive to enable participants to achieve the course objectives.

Participants are encouraged effectively during the course to reflect on their current skills level, and the programme is designed to develop the participants' independent learning skills.

The application process is effective in determining the participants' current knowledge of the subject matter of the course prior to their enrolment. This information is taken into account in the planning and design of the course to ensure that it meets the needs of all participants.

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

Teachers are well qualified and experienced and have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses very effectively. They are chosen for their specific knowledge, experience and qualifications in relation to the subject matter of the course. In addition, a number of teachers have taught on Samiad summer schools in previous years, which makes them well qualified to undertake their roles.

Teachers are appropriately supported in their CPD. For example, CPD sessions are regularly offered, dealing with topics such as using effective reward systems in the classroom and teaching small groups effectively.

In their delivery of the course, teachers respond very effectively to the different backgrounds and particular support needs of participants. They employ effective strategies to involve all participants in the lesson and also to check their understanding of concepts and course content. As a result, participants enjoy their learning and are fully engaged in their lessons.

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.	☐ Yes ☐ No ☒ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☐ Yes ☐ No ☒ 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.	☐ Yes ☐ No ☒ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☐ Yes ☐ No ☒ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☐ Yes ☐ No ☒ 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.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☐ Yes ☐ No ☒ 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.	☐ Yes ☐ No ☒ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☐ Yes ☐ No ☒ NA

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

Comments

Teachers regularly discuss course performance with participants both formally and informally so that they know how they are progressing, and so that any additional support can be provided if needed. In addition, Samiad's participants receive a report at the end of their programme. This includes the learning outcomes that they have met, and information on their behaviour and participation.

Participants undertaking TS courses have their homework marked before the next lesson. They receive written progress reports after every three units and they complete an end-of-course quiz. Consequently, all participants' progress is well monitored and appropriately recorded.

Participants have excellent access to teachers outside class time. They can be readily contacted in person in boarding accommodation or by electronic means at other times.

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

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

Comments

13.	There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods	
13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☐ NA

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

Comments

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

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes ☐ No ☐ NA
14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	☐ Yes ☐ No ☐ NA

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

Comments

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

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

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

Comments

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

Welfare and support are high priorities for the Provider, and effective policies and procedures are in place to ensure that participants' needs are met. Staff members responsible for participant welfare are clearly identified, suitably trained and accessible to all participants for advice and counselling.

Participants benefit from a wide range of information, advice and guidance prior to the commencement of their course. This includes comprehensive information regarding the content and aims of the course, as well as, for in-person courses, relevant details of the venue, its location and boarding arrangements.

Participants receive a detailed induction at the start of their course. A comprehensive participant handbook provides information relevant to promoting and maintaining their well-being, as well as expectations for behaviour in class and on social activities and trips. An emergency contact number, together with contact details for other key staff, are provided.

Policies and procedures to avoid discrimination and for dealing with any abusive behaviour, including cyberbullying, are appropriate and implemented effectively.

Highly effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. Central records of all safeguarding training are well maintained. Risk assessments are thorough and reflect every aspect of the provision and staff recruitment.

The Operations Manager is the designated safeguarding lead and is appropriately qualified. The managers at each summer school campus are also qualified to the appropriate level. In addition, at each campus there is a Welfare Coordinator, with the relevant House Parents reporting to them. All summer staff are appropriately trained in safeguarding. Staff, including those who will be working remotely, undergo enhanced Disclosure and Barring Service (DBS) checks. A central record of all staff is maintained that includes records of the DBS checks.

A suitable policy and effective arrangements protect participants from the risks associated with radicalisation and extremism. Appropriate risk assessments have been undertaken and staff have received relevant training.

An appropriate e-policy is in place that references existing staff and participant codes of conduct and covers participants' on-site use of social media and electronic devices.

Arrangements for collecting, collating and storing contact details for participants are appropriate and staff can quickly access the information if needed.

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.	☒ Yes ☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes ☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes ☐ No
17.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No

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

Comments

Comprehensive information is provided to international participants undertaking in-person courses prior to their arrival. Full details of the travel arrangements, together with detailed advice on the requirements for visiting the UK, ensure that they are suitably prepared for their trip.

On arrival, a detailed induction process provides information on the local area and highlights whom to contact should there be an issue. As a result, participants settle into their programme of study quickly.

Support and guidance are available throughout the course from staff, including theWelfare Coordinator and House Parents, who provide opportunities for participants to raise or discuss any issues. In addition,weekly welfare meetings are held in the boarding accommodation to check that participants are fine and to provide participants with an opportunity to discuss any issues.

The support provided takes into consideration religious and cultural considerations relating to the participants.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes ☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes ☐ No
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes No ☐ NA

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

Comments

Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

A clear and fair complaints procedure is in place and is available to all participants.

Participants are advised of the BAC complaints procedure during induction.

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 accommodation.	☒ Yes ☐ No ☐ NA

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

Comments

The residential accommodation is of a high standard, is clean and safe, and meets participants' needs well. All accommodation is rented from and managed by the host independent boarding schools, which are open to inspection by the appropriate authorities. Participants report that they are very happy with their accommodation.

Detailed security, fire safety and other health and safety rules and procedures are in place and are effectively implemented and communicated to participants and staff. Comprehensive fire safety information, as well as appropriate health and safety and security information for individual premises, are provided on arrival. In addition, health and safety notices are placed around each school and risk assessments for the premises and all activities are completed prior to the start of the summer school.

High levels of supervision are provided at each school, which meet the needs of participants. All those over the age of 18 years, such as group leaders, are accommodated separately from those aged under18 years. Male and female participants separated and accommodated in different blocks.

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.	☐ Yes ☐ 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.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ 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. | ☒ Yes ☐ No |

21.2	The social programme is responsive to the needs and wishes of participants.	☒ Yes ☐ No ☐ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☒ Yes ☐ No ☐ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☒ Yes ☐ No ☐ NA

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

Comments

Comprehensive information is provided to participants regarding the planned social programme. The programme forms a key part of the participants' summer school experience and the vast majority of activities are compulsory. All activities are included in the course fees.

The extensive and very well-organised social programme includes a range of afternoon and evening activities. The programme includes a large full-campus activity in the early evening, followed later by a number of optional activities.

In addition, two full-day excursions are offered each week. These include a visit to London and a visit to Warwick Castle, including an overnight stay in the grounds.

All activities and trips are appropriately supervised by the Provider's staff, with comprehensive and detailed risk assessments and appropriate safeguards in place.

INSPECTION AREA – PREMISES AND FACILITIES

22.	**The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises**	
22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider has appropriate arrangements in place to ensure that it has access to suitable premises for the delivery of and administration of its courses.

Appropriate additional venues are available as needed for the delivery of the Provider's courses.

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.	☒ Yes ☐ No

23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	Thereisadequatecirculationspaceforthenumberofparticipantsandstaffaccommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The premises, including those used by the Provider for administration, are of a very high standard, providing participants and staff with a safe, secure and comfortable environment in which to learn and work.

Each of the premises is maintained to a high standard and is clean, well decorated and in a good state of repair. There are numerous areas for staff to receive and meet with visitors.

Detailed guidance on health and safety is made available to visitors as required. Staff and participants receive detailed information prior to the start of the course and are reminded about health and safety during the course introduction.

Signage, circulation space and other facilities are excellent. All premises are well lit, with appropriate ventilation and appropriate access to clean toilet facilities.

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

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

Comments

Teaching rooms, including specialist areas, are of a very high quality and are suitably equipped to ensure the effective delivery of the courses. For example, teaching rooms have smart whiteboards and wireless broadband to support interactive learning.

The training rooms are very well furnished, of a good size and of an appropriate layout. As a result, they meet the needs of the participants well.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No

25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Participants have excellent access to premises and facilities to undertake private study, including access to the school library, common rooms and rooms providing Information Technology (IT) when required.

Teachers have good space in which to prepare lessons and undertake other work and also to relax when not working. In addition, there are a number of rooms and areas where managers, administrators and teachers can hold private or staff meetings.

There are excellent spaces on the premises for participants to relax and for consuming refreshments. For example, participants in the provision based at Box Hill School have access to a refectory, sports hall, swimming pool and tennis court, as well as large and attractive grounds in which to relax and play.

All administrative offices used by the Provider are adequate for the effective administration of its courses and to hold meetings if needed.

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

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

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

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

Comments

The two MDs and senior management team have a clear understanding of the specific requirements of Online, Distance and Blended Learning (ODBL).

Appropriate data collection and collation systems are in place. The logging of tutor and participant submissions and interactions ensures that quick action is taken if required standards of contact fall below expectations.

The online activity of participants and trainers is carefully monitored. Appropriate action is immediately taken if there are concerns about cyberbullying or other online risks to participants.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, with responsibility for programme delivery and the management of the trainers.	☒ Yes ☐ No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each participant.	☒ Yes ☐ No
27.3	The allocation of online trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes ☐ No ☐ NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☐ Yes ☐ No ☒ NA

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

Comments

The Operations Manager and course management teams are suitably experienced in the delivery of ODBL and provide effective management of tutors.

The Provider has access to a sufficient number of qualified online trainers to ensure each participant is provided with appropriate support. Tutors are appropriately allocated to individual teachers to provide a consistent learning experience and are monitored effectively by managers using the Provider's bespoke MIS.

Delivery is effectively monitored, including through online lesson observations, to ensure consistency, with the delivery methods used sufficient to attain the stated course objectives and intended learning outcomes.

The online programmes use a wide range of appropriate teaching aids and learning resources. There is no need to provide additional study aids or study materials.

28.　　Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

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

Comments

Teachers have an appropriate understanding of the special challenges and demands of ODBL and hold a Teaching English as a Foreign Language (TEFL) qualification that effectively supports the delivery of the online English language courses.

Teachers are properly and continuously updated with respect to the Provider's policies, participant needs, instructional approaches and techniques, and the use of appropriate instructional technology by the provision of regular training documents and briefings.

Each teacher's performance is effectively reviewed and monitored via participant feedback and lesson observations.

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

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

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

Comments

Clear information is provided to participants prior to the start of their course. This includes the necessary level of digital literacy required to successfully undertake the programme of study.

30.   Online services provided meet the reasonable needs of participants

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

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

Comments

The participant handbook provides comprehensive instructions to participants on how to study and use the learning materials provided on the course. Teachers assist participants effectively to resolve general and/or technical issues, with all enquiries handled promptly and sympathetically.

Any system requirements for courses are highlighted prior to enrolment. Participants have access to appropriate technical advice to assist with technological problems that are the Provider's responsibility.

Peer interaction is encouraged through social media and virtual learning environment platforms.

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

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

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

Comments

Appropriate and accessible technology is used to support the interaction between the Provider and the participant and to enhance instructional and educational services.

An experienced IT technician is in place to ensure that systems are operative at all times and to provide appropriate support to teachers and staff working remotely.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The Provider has strong and focused leadership that supports the continuous development of the provision and its quality.

Highly effective oversight of the curriculum, its development and the quality of its delivery ensures high standards are met.

Effective administrative processes ensure the smooth running of the Provider for the benefit of participants and staff.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Teaching is of a high standard and effectively supports participants' learning and subject skills development.

Teachers are very well qualified and experienced in their subject areas.

Highly effective systems are used to monitor participants' progress and to provide additional support where necessary.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

A very well-developed welfare system is highly effective in supporting participants throughout their course.

A comprehensive social programme enhances the participants' experience and effectively supports the development of their use of the English language.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

High-quality premises are used for the delivery of short, in-person courses that effectively enhance participants' experience.

Actions required	Priority H/M/L

None	☐ High ☐ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Teachers are well qualified and experienced in the delivery of online and distance learning that effectively supports participants.

Highly developed monitoring of participants' progress ensures participants progress well, and any required support is provided in a timely manner.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS