BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/
Stage 3 inspection

NAME OF PROVIDER: Oxford Medwell Academy

ADDRESS: Suite 15

266 Banbury Road

Oxford

OX2 7DL

HEAD OF PROVIDER: Ms Laima Khan

DATE OF INSPECTION: 4–6 April 2023

ACCREDITATION STATUS AT INSPECTION: Unaccredited

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☐ Award of accreditation to be withdrawn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: 21 July 2023

PART A – INTRODUCTION

1. Background to the provider

Oxford Medwell Academy (OMA/the Provider) is a privately owned organisation based in Oxford that offers a range of non-accredited courses in science, technology, engineering and mathematics (STEM) subjects. As well as being a provider of STEM subjects, OMA is also provider of tuition in English as a foreign language. OMA provides online and in-person General Certificate of Secondary Education (GCSE) and Advanced level (A-level) tuition courses from its rented premises in Oxford. OMA was established in late 2019.

OMA's mission is to provide a comprehensive and accessible learning environment for participants interested in STEM and healthcare disciplines, striving to give participants the knowledge and skills they need to excel in the field and to make meaningful contributions to their communities. It aims to prepare participants for successful careers in the ever-changing world of STEM and healthcare and to provide comprehensive education and teaching to ensure participants are well equipped to handle the challenges of their chosen fields.

The Provider hopes to encourage and empower participants to make the most of their potential and to make a positive difference in their local and global communities.

OMA has two proprietors. The first proprietor is the Chief Executive Officer (CEO), who also acts as the Academic Director and sole trainer, and the other is a Director. The CEO is supported by various staff, including the Administration, Recruitment and Marketing Assistant and the Sub-Academic Director and Business Manager, with the management of the day-to-day operations.

OMA is planning to run its first in-person summer school in the summer of 2023. This inspection relates to the tuition courses running at the time of the inspection only.

2. Brief description of the current provision

OMA offers classes for GCSE and A-Level courses on a one-to-one basis, with the majority of the classes held online and the remainder held in person in London. In addition, OMA provides advanced neuroscience and neurology courses for professionals. These latter courses are accredited by the Royal College of Surgeons.

At the time of the inspection, there were two participants attending the one-to-one tuition programmes. Both participants were male, and one was aged under 18. One is from Morocco and the other is from the United Arab Emirates. Total capacity for the GCSE and A-Level classes is approximately 30 participants.

Participants can enrol for the courses at any time of the year and need to be studying for the related GCSE or A-level qualification to enrol.

3. Inspection process

The inspection was carried out over two and a half days by one inspector. One day of the inspection was carried out on site and the remainder of the inspection was conducted online. Meetings took place with the CEO and Academic Director, the Sub-Academic Director and Business Manager, a Director, the Administration, Recruitment and Marketing Assistant and the Manager of the rented office and classroom space. Online and in-person classes were observed, and the inspector met with one participant. OMA's rented managed office and classroom space in Oxford was inspected, and documentation was scrutinised. The Provider's staff co-operated very well throughout the inspection process.

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 that includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The management structure is very clearly defined and documented in an organisational chart. It is communicated to staff through a staff handbook and during induction. The extent of the authority of the Directors and owners is clear.

The Directors and the management team are appropriately experienced in working in the field of STEM education and university preparation courses. They are therefore very well placed to carry out their responsibilities effectively. They hold relevant qualifications in the fields of science and business and have strong connections with the university sector. They have clear job descriptions and demonstrate a good understanding of their roles.

There is a good range of effective communication channels to ensure that all staff are aware of the Provider's priorities. There are fortnightly meetings between the two Proprietors, as well as frequent, less formal meetings. The CEO and Business Director also have formal meetings once a week, and both meet the Administration, Recruitment and Marketing Assistant on a weekly basis.

The formal meetings are recorded appropriately, and actions are shared with appropriate staff. Most communication is remote, and there are good systems in place for this, including video-conferencing, instant messaging and cloud-based storage systems.

The Provider has a very clear mission and goals, which were developed when OMA was founded in 2019. These have since been reviewed by the leadership team on two occasions. Plans for the future development of OMA are documented and well known by Managers and Directors. The mission and goals are communicated to relevant team members through handbooks, training and induction.

The Directors have developed a risk management and mitigation strategy. Risk management and financial planning are standing agenda items at the fortnightly meetings of the CEO and Director. As a result, risks are clearly identified, and there are effective plans for their mitigation.

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

Directors carry out their own administrative tasks effectively, supported by the Administration, Recruitment and Marketing Assistant, who is suitably qualified and has a clear understanding of the role.

There is a sufficient amount of administrative support to ensure that all aspects of the Provider's administration are covered and that OMA runs effectively on a day-to-day basis.

There are comprehensive, detailed job descriptions, and the administrative structure is clearly communicated through a range of administrative policy and procedure documents, as well as through the staff handbook and regular team meetings.

There are appropriate, up-to-date administrative policies, procedures and systems in place. These are disseminated effectively through the staff handbook and during training and induction, ensuring that they are clearly understood. As a result, team members know what is expected of them, and managers understand the nature of the administrative support that is available.

Data collection and storage are effective. The Provider has a suitable, cloud-based database that supports its administrative functions. Training is provided to staff to ensure that they clearly understand the systems in place.

The database stores participant and trainer information effectively and is appropriately accessible to those who need to retrieve or amend the information.

The database system is secure and robust, and detailed policies are in place regarding data protection and cyber-security.

3.   The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that 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

There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff. Staff recruitment is managed by appropriate staff, including the Administration, Recruitment and Marketing Assistant. It follows very clearly documented policies and procedures. All staff and instructors are suitably experienced and qualified, and all staff sign a code of conduct, which ensures that the Provider's professional standards are clearly understood. Self-employed staff sign a performance-level agreement.

Experience and qualifications are verified by the recruitment team, with thorough checking of applicants' Curricula Vitae (CVs), verification of certificates, checking of references and suitability checks.

The recruitment process includes an in-person or online interview for all staff. Trainers have at least one practical microteaching session where they are assessed. As a result, new staff are very clear about OMA's expectations, and staff are appropriately qualified and experienced.

There are comprehensive appraisal and review systems in place for all staff. Administrative staff have a formal, annual appraisal, as well as quarterly performance reviews and a monthly self-assessment process. The review process for trainers includes regular observed training sessions, as well as participant feedback, which is collected on a regular basis.

Management and administrative staff are supported effectively in their Continuing Professional Development (CPD). Staff members complete a motivation and skills survey every six weeks. This identifies needs and establishes plans for further study and development, ensuring that both individuals and the team have a good range of appropriate skills and the opportunity to develop new skills.

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 OMA website and brochure provide accurate depictions of all aspects of the courses and services on offer.

The information on the courses is comprehensive and up to date and includes accurate details of location, costs and content.

Key policies are made available on the 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 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

The Provider takes reasonable care to recruit and register suitable participants for its courses. Participants' needs are matched to the courses for which they are registered through a clear and detailed registration and application process that includes email communication and an online interview.

Entry requirements are stated on the Provider's website and are reiterated throughout the application and registration processes. Appropriate entry requirements are set for participants' English language ability and general level of education. Applications are monitored by the academic management team to ensure that all applicants meet the entry requirements.

The application and selection process is formalised and documented, with clear steps that participants must complete in order to enrol, including an application form, initial assessment and interview. The academic management team monitors all applications and advises participants individually on their eligibility and choice of programme.

Applicants are initially provided with information via the website and brochure and then through email communication and an online interview, enabling them to make a judgement on the suitability of the nature and requirements of courses.

The customer service team has a stated 72-hour target response time for enquiries, but evidence of communications demonstrated that response rates are faster than this. Participants commented on the excellent response times, general information and personalised advice and support available at the application stage. This was confirmed by the application enquiries and responses sampled during the inspection.

OMA works with a number of overseas agents. Agents are selected based on their business ethics, code of conduct professionalism and level of staff training. The Provider holds regular meetings with them and provides them with accurate, up-to-date marketing materials to ensure that they are appropriately briefed. Any materials produced by agents are checked by the Provider before being published, and agents' performance is also monitored.

OMA has a clear policy on the support available for participants with any specific learning difficulties. Where learning needs are identified or declared, an additional interview is held to establish the needs and to discuss support arrangements and accommodations. Once permission for information-sharing is received, information is shared with the academic team for an individual learning plan to be drawn up.

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, 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

The Provider has a clearly documented attendance policy that is communicated to participants and their parents at the application stage and as part of the initial interview. The policy is also communicated to participants and staff in their respective handbooks.

There is an appropriate trainer record that is signed off by the trainer for each session and kept on a secure database. This ensures that participants' attendance is effectively monitored.

Unexplained absences are followed up by the trainer or a member of the administrative team, who takes appropriate action by contacting participants' parents.

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 that 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

The Provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement. The Provider reviews its performance through management and board meetings. The meetings are used to review financial and management performance as well as the progress and achievement of participants. In addition, reviews incorporate feedback from staff and participants.

Staff feedback is collected formally through an employee suggestion form and informally through conversations with staff and at meetings.

The resulting feedback is collated and reviewed on a regular basis by the academic management team. This includes a full write-up of the review process.

There are written records of actions taken in response to feedback. The records sampled during the inspection demonstrated that appropriate action was taken. Records include details of how the action will be reported back to stakeholders.

The Provider has appropriate plans and an appropriate template in place for annual financial and performance reporting and planning, which will include stakeholder feedback.

Action plans are produced for different parts of the business. These are reviewed by academic and admissions teams, who report back to the Directors, who in turn discuss these plans during their meetings. This ensures that there is a strategic approach to each department's action plans.

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 that 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

The academic management team consists of the Academic Director and the Sub-Director. Both are suitably qualified and experienced in teaching, learning and assessment of university and pre-university courses, ensuring that they can effectively co-ordinate course delivery and manage the team of trainers.

Courses have been well planned in advance, and timetables have been prepared effectively, with appropriate allocated start, finish and break times.

Trainers are allocated to particular courses and modules according to their skills and experience. They are allocated for complete courses to ensure a consistent learning experience. There is a thorough training and induction programme for new trainers, including plans to monitor them through observations and to support their planning, ensuring that there is consistency across the provision.

Course content and materials are produced and managed by the academic management team, although they may be adapted by individual instructors. Standardisation is ensured through the monitoring and review of planning and delivery.

There is an appropriate learning resources policy that is made available to trainers in the staff handbook. It states that the majority of resources are standardised and planned in advance and that their acquisition and development are

managed by the academic management team. This ensures that the learning resources available are in line with the course requirements and meet participants' needs.

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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

Course content and learning outcomes are based on curricula laid out by the examination boards, as well as reflecting the curricula of university courses. The members of the academic management team are very familiar with the university curricula and receive regular training and updates from the examination boards. By combining their expertise with curriculum knowledge, they ensure that courses reflect current standards and practice.

Course design is based on outcomes that are set by examination boards and university courses. These outcomes reflect the skills and knowledge required of participants to succeed in examinations in the subjects being taught, and therefore allow them to develop the relevant skills and knowledge.

Each course has a specific handbook and syllabus, ensuring that they are designed for a clearly stated level of study. Participants stated that the course materials are extremely useful in order to meet the course objectives. Inspection findings confirm this view.

Handbooks and other learning materials, including worksheets and links to external resources, are clearly presented to participants and are comprehensive, enabling participants to achieve the course objectives.

Teaching sessions are clearly focused on specific and detailed learning outcomes that are communicated to participants at the beginning of each teaching session, referred to throughout, and reviewed at the end. The assessment objectives of examination boards are clearly stated and made available to participants in course materials and are referred to during teaching sessions.

Course objectives are focused on the skills and knowledge that participants will need to work independently and succeed in examinations and/or at higher education level.

Participants' specific support needs are established during the application process. The trainer induction and handbook include guidance on how to adapt courses to meet participants' needs during induction. These two factors ensure that participants' needs are considered appropriately when planning courses.

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

The trainer observed displayed excellent knowledge and pedagogic and communication skills. New trainers are assessed on their knowledge and skills on hiring, ensuring that they have appropriate profiles to deliver courses effectively. In addition, there are excellent systems in place for the induction and monitoring of new trainers.

The trainer maintains and updates her subject knowledge through regular updates, seminars and webinars from examination boards and from leadership and management development programmes from their university, which include a focus on teaching.

The trainer responds to participants' support needs during sessions by presenting and rephrasing content and through a range of questioning techniques. In addition, the trainer offers additional support and materials to participants when required.

The trainer used a range of questioning techniques to support learning very effectively. This included excellent use of questions to check understanding of key concepts, as well as questions and feedback to extend or develop understanding further. In addition, there were quizzes to check progress against learning outcomes.

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

All courses are planned to include a schedule of assessments. Assessment procedures are clearly laid out for participants in their induction and handbook.

Participant are assessed by trainers on an ongoing basis through formative and summative assessments. Both types of assessment reflect the content and standards of examinations for which participants are preparing. There is no final assessment.

Assessment outcomes are monitored effectively by the academic management team. Assessment scores are clearly recorded on a platform that managers, trainers, participants and parents can access. If there is a concern regarding a participant's progress, achievement or involvement, trainers are advised to discuss this with participants and to make adjustments where possible. A report is made to the Academic Director, who then supports the trainer to ensure that the trainer is working at an appropriate level.

Formative assessment takes place every day and includes individualised feedback for participants. This ensures that participants have a clear understanding of how their progress relates to their target level of achievement.

Participants who are not making sufficient progress receive additional support from their trainer and from the academic management team, who have additional support materials and resources available.

Participants receive high-quality, daily feedback from their trainer, as well as receiving monthly written reports that are shared with them and their parents.

Participants and their parents have access to their trainers by email outside the scheduled course delivery times.

There is a clearly stated plagiarism policy in the student handbook. It is discussed with all participants during their induction to ensure that cheating is discouraged effectively.

Participants receive clear and regular guidance and instructions on the work schedule and deadlines to ensure that these are met.

When work is unsatisfactory or late, trainers take prompt action, offering support and feedback to help participants to rectify the situation. Parents are copied into communications regarding performance and deadlines.

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

Participants are supported for entry to higher education by their trainer, who advises and supports them in the preparation of their university application and guides them towards appropriate prospectuses and online resources. The CEO is experienced in guidance on further study and is the designated staff member for all participants.

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 to meet their needs. The designated welfare team is formed of the CEO and the Sub-Academic Director and Business Manager. Both have previous experience in welfare roles and have safeguarding and welfare qualifications, which means that they are suitably trained. The team is accessible to participants and available to provide an effective welfare service.

Pre-course information is detailed and comprehensive. There is clear information in the brochure and on the website, which is followed up with more detailed information in the student handbook, which is shared with participants in advance.

Participants receive joining and induction information prior to their course and on the first day.

Information is comprehensive and appropriate, offering participants useful advice and guidance on their course and welfare.

Participants are issued with an out-of-hours telephone number. Emergency support is provided by the welfare team, which operates the service on a rota basis.

OMA has clear and documented policies in place to avoid discrimination and to deal with inappropriate behaviour and bullying. It sets out clear expectations of participants, including for online conduct. These policies and expectations are clearly accessible in the student handbook, and participants' and parents' attention is drawn to them during the enrolment process.

Safeguarding arrangements are in place and include a policy and appropriate suitability checks in the form of Disclosure and Barring Service and reference checks. There is safeguarding training in place for staff. Safeguarding measures are integrated into many of the Provider's policies and practices. The safeguarding policy and practices are reviewed at least annually or more frequently if required.

There is a clearly documented policy and strategy document to prevent radicalisation and extremism, as well as an appropriate risk assessment and staff training to ensure that participants are protected from the risks associated with radicalisation and extremism.

There is a comprehensive e-safety policy and detailed guidance in the student handbook covering the appropriate use of social media and technology.

Participants' next-of-kin details are collected by the Provider and stored securely on an online database. Relevant staff have access to the database, which is also accessible remotely.

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

International participants receive the student handbook containing general information prior to their studies commencing. The welfare team provides information about the local area, including emergency contact details. This ensures that participants have appropriate information for travelling to and living in the United Kingdom.

The induction programme provides international participants with appropriate support and guidance that are specific to the local area.

Information for international participants is ongoing from the welfare and counselling teams, who are available to participants outside class times.

OMA ensures that participants' cultural and religious needs are met by ensuring that advice, support and services take into account participants' diversity and recognise and celebrate cultural and religious differences. For example, timetables may be adjusted to allow for religious holidays.

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

Terms and conditions are fair, transparent and published on OMA's website. They include appropriate arrangements for refunds.

The student and parent handbooks include OMA's complaints policy. There are very clear procedures outlined, including timelines, responsibilities and a full description of the process.

The Provider is not yet accredited by BAC and therefore does not make reference to 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 accommodation.	☐ Yes ☐ No ☐ NA

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

Comments

OMA's year-round courses do not offer residential accommodation, as most participants are studying online or living permanently in the UK.

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 reinspection 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

OMA's year-round courses do not include a social programme, as most participants are studying online or living permanently in the UK. However, if the need arose, appropriate information relating to local leisure events and other opportunities for social interaction is available from the Provider's staff.

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

At the time of the inspection, the Provider was renting managed office space in Oxford for administrative and management purposes, as well as for occasional teaching. The premises are on a secure rolling contract.

The arrangements ensure that the Provider has appropriate formal arrangements in place for suitable external premises that meet the needs of its teaching purposes at the time of the inspection.

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	There is adequate circulation space for the number of participants and staff accommodated 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 are safe and secure, with access only via reception. There is closed-circuit television and 24-hour security on call.

There is a cleaner on site throughout the day. All spaces are redecorated periodically, and maintenance is managed effectively. This ensures that facilities are in an excellent state of repair, decoration and cleanliness.

There are no hazardous areas that are readily accessible to participants, staff and visitors.

Visitors are given an appropriate health and safety briefing when they sign in at reception. The trainer informs the participants of health and safety guidance.

There is adequate signage in the building to provide participants and visitors with appropriate information.

The premises are of a good size and offer space for the participants and staff to work and to relax, as well as for receiving visitors.

There are appropriately allocated toilet facilities that are clean and maintained daily. Heating and ventilation systems, including central heating and air conditioning, ensure that all the spaces are appropriately ventilated and heated.

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

The room being used for teaching provides appropriate facilities for the participant enrolled and for the nature of the courses.

The room is adequately equipped with appropriate furniture, facilities and technology to allow for the effective delivery of the course.

No formal assessments take place on the premises.

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

There is sufficient space for participants to work and study in the classroom and in the communal spaces. All participants work from their own device, which allows them to access all course-related materials.

The trainer has access to the teaching room and communal spaces. As a result, there is sufficient space to prepare teaching sessions and for relaxation.

Participants come into the premises solely for their class. However, they also have access to the communal kitchen and lounge for relaxation and the consumption of food and drink if required.

The teaching and office room provides an appropriate, accessible space where private meetings can be held.

The teaching and office room is adequate in size and resources for the required on-site administration. The administration team spends most of its time working remotely, which is appropriate due to the fact that the majority of courses are offered online.

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 CEO and Sub-Academic Director and Business Manager both have significant experience of online, distance and blended learning, including the technical requirements, methodology and pedagogical approaches. As a result, the Provider's staff have a clear understanding of the programme requirements.

Data is collected effectively via appropriate online learning platforms that are effective in collating submissions and communicating deadlines to participants and the trainer. Appropriate action is taken in cases where deadlines are not met.

All participants have been met in person by the trainer, and identification is checked, ensuring that participant identity is verified effectively.

The trainer ensures that all classes are recorded and that a report is written for each class. Participants receive a safeguarding briefing from the trainer at the beginning of the course. The trainer can note any concerns or risks on the online learning platform. These measures ensure that participants' online well-being is monitored effectively.

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 who has 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 learner.	☒ 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 CEO and Sub-Academic Director and Business Manager manage the programme and have extensive experience, expertise and qualifications in this area to ensure effective delivery of the programme.

Online teaching is on a one-to-one basis. Each participant has one trainer assigned to them for each class, ensuring that instruction is individualised and consistently delivered. As the Provider grows in size, delivery will be monitored through regular lesson observations.

The curriculum, teaching methods and planning observed demonstrated that courses are appropriately structured to meet curriculum objectives and intended learning outcomes. This was further demonstrated through participant feedback, where participants commented that their needs were being well met.

It was observed that courses use the benefits of appropriate digital resources and teaching aids and that this ensures the successful and engaging delivery of the sessions.

The trainer provides a range of supplementary online materials and study aids in addition to core content. This ensures that participants have materials and resources that consolidate and extend their learning.

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

The trainer demonstrated excellent understanding of the online learning challenges, particularly in the use of very clear structure, presentation and communication to ensure that the participant was engaged with the learning.

Trainers are appropriately trained in online delivery methods and strategies. In addition, they are provided with updated resources related to online, asynchronous delivery platforms and other online tools used in the delivery process to ensure that they approach the classes with the appropriate knowledge and skills.

At the time of the inspection, only the CEO was teaching. The delivery was monitored through participant feedback, which was very positive about the classes as well as the input and feedback that participants received from the trainer. Inspection findings confirm this view.

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

The enrolment process is transparent and comprehensive, with prospective participants being provided with all the relevant information and technical requirements required at every stage of the enrolment process.

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

Participants receive individualised support on how to best use learning resources, ensuring they learn very effectively.

The trainer is available before, during and after classes to assist and support participants in the resolution of any issues, technical or general. The participant interviewed confirmed that the support was prompt and always helpful.

Participants are provided with very clear guidance regarding the use of the online learning platform and have access to technical advice from the trainer or the administrator.

30.4 Participants are working individually in one-to-one classes, and there is therefore no peer interaction. This is appropriate for the nature of the course and the fact that participants are also attending mainstream education. Therefore, this key indicator is not applicable.

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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

The platforms used are industry standard for asynchronous delivery, data management and communication. They are both accessible and well suited for the enhancement of remote learning experiences.

The Provider has technical support available for trainers and participants to support them in their remote working environments.

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

There are comprehensive, detailed job descriptions, and the administrative structure is clearly communicated through a range of administrative policy and procedure documents in order to support the smooth running of the organisation.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Courses have been well planned in advance, and timetables have been prepared effectively, with appropriate allocated start, finish and break times, ensuring that courses run smoothly.

Teaching sessions are clearly focused on specific and detailed learning outcomes, which are communicated to participants at the beginning of each teaching session, referred to throughout and reviewed at the end, resulting in clear learning paths for participants.

Assessment objectives of examination boards are clearly stated and made available to participants in course materials, and referred to during teaching sessions, meaning that courses are coherent and focused.

The trainer uses a range of techniques, including excellent use of questions to check understanding of key concepts, as well as questions and feedback to extend or develop understanding further, in order to support learning very effectively.

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

PARTICIPANT WELFARE

Provider's strengths

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

PREMISES AND FACILITIES

Provider's strengths

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

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The CEO and Sub-Academic Director and Business Manager manage the programme and have extensive experience, expertise and qualifications in this area to ensure effective delivery of the programme. The trainer demonstrated excellent understanding of the online learning challenges.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

COMPLIANCE WITH STATUTORY REQUIREMENTS