



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM VISIT AND SUPPLEMENTARY INSPECTION NEW / ADDITIONAL PREMISES (Short Course Provider)

PROVIDER: Summer Boarding Courses

ADDRESS: Cubo Work
Floor 3
6 Wellington Place
Leeds
LS1 4AP

HEAD OF PROVIDER: Mr Will Finlayson

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 6 June 2023

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 28 September 2023

PART A – INTRODUCTION

1. Background to the provider

Summer Boarding Courses (SBC/the Provider) is a limited company and was founded in 2007. SBC became part of Dukes Education group in May 2015. The content of the Provider's courses includes English language skills and academic subjects, as well as various activities and excursions.

SBC's head office is based in the centre of Leeds. The provision is delivered onsite in Oxford and Cambridge, at Wadham College and Wycliffe Hall in Oxford and at Sancton Wood Senior School in Cambridge. Residential accommodation for the participants is offered in both Oxford and Cambridge. The course administration is carried out at the delivery sites in Oxford and Cambridge, when the courses are running.

SBC's vision is to bring together the cultures of the world through education by ensuring an unrivalled experience for participants, participants' parents and staff through high-quality education. The provision is designed so that the participants can experience what it is like to study specific subjects at university level.

The Director of SBC manages the organisation on a daily basis with the support of a staff team that includes the Head of Admissions, Operations Director, Head of People, Head of Marketing, Head of Learning and Development, Finance Controller and the Academic Director. The Director reports to both the Managing Director and the Board of Dukes Education.

A significant change since the previous inspection is that this year's summer school programme is being held at Wadham College in Oxford.

2. Brief description of the current provision

SBC provides short-term, summer programmes to international participants who wish to study English and/or an academic subject. There are two main streams of activity which are the summer school and the summer college. None of the courses is externally accredited. Participants are given a certificate of attendance or certificate of completion by SBC.

The summer school consists of a summer camp, at which participants receive lessons on their chosen topic of speciality such as Law, International Relations, Engineering or Medicine. They also take part in afternoon and evening activities that include excursions, games, sports and outdoor learning. The outdoor activities are used in order to increase health and well-being and environmental awareness among participants.

The courses are aimed at a mix of participants, those for whom English is a first language and international participants looking to improve their English language skills in order to increase their opportunities for study within the United Kingdom (UK). The teaching of English is integrated with the teaching of the academic subjects.

The summer college is more academically focused, with participants receiving a greater number of tuition hours a week and fewer activity sessions. The 25 hours of tuition a week include tutorials, lectures, seminars and practical sessions. Subjects offered are Business, Medicine, Law, International Relations, Politics and Economics, Mathematics, Engineering, Architecture, Psychology, and Natural Sciences.

The summer college includes an element of industry experience as the participants have the opportunity to take part in a practical placement simulation linked to their chosen area of study.

There were 52 participants enrolled at the time of the inspection. All participants were under the age of 18. There was an equal mix of male and female participants across all courses. The participants come from a wide range of nationalities including China, Italy, France, Thailand, Brazil, Turkey, India and Saudi Arabia. A small number of participants were from the UK.

Enrolment is based on the start dates of the courses throughout July and August. The entry requirements are clearly stated on SBC's website. For example, participants who wish to participate in the summer college or take the Engineering session need a minimum level of English language skill based on the Common European Framework of Reference (CEFR).

3. Inspection process

The inspection was carried out on site in Oxford by one inspector in a day. The inspector met with the Managing Director, the College Principal, the Academic Director and a Programme Manager. The inspector also met with tutors, mentors and the Office Co-ordinator. Meetings took place with teaching staff and participants. The inspector observed a wide range of lessons. Various documentation and systems were scrutinised. A tour of the new delivery premises at Wadham College in Oxford was carried out. The Provider was very well prepared for the inspection and co-operated fully with the inspector.

4. Background to the supplementary inspection

For the first time, SBC hired premises at Wadham College in Oxford for its summer programme.

5. Inspection history

Inspection type	Date
Full Accreditation	26–27 & 29 July 2022

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the provider.

1. Significant changes since the last inspection

Since the previous inspection, SBC has expanded its curriculum offer and Psychology and Engineering courses have now been added.

Courses are being delivered at Wadham College in place of University College in Oxford. Residential accommodation for participants is also offered at Wadham College.

2. Response to action points in last report

4.1 SBC must provide an accurate description in text and images of the teaching at Cambridge.

SBC's website has been updated. The revised images and supporting text provide an accurate description of Sancton Wood Senior School as the teaching location in Cambridge.

3. Response to recommended areas for improvement in last report

There were no recommendations in the last inspection report.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Leadership and management are effective in accordance with the Provider's aims and mission to ensure the delivery of high-quality education. The management structure is clearly defined and documented and shared with all staff prior to the commencement of the summer courses. Management roles and responsibilities are clearly described. As a result, the management structure and responsibilities are understood by everyone working for SBC.

Members of the senior management team and departmental heads are well qualified and experienced. They have significant experience in running summer schools. Regular meetings enable senior managers to discuss strategic, academic and operational matters. Staff are able to discuss issues arising with senior managers at any time. The monthly newsletter updates staff on current developments.

SBC's vision and mission statement on bringing together the culture of the world through education is clearly communicated through an online document. This statement is also on display on notice boards at the delivery sites and included in the handbooks given to staff and participants.

The Provider has a written risk management strategy that is effectively implemented and regularly reviewed. The risk management strategy includes financial planning. Financial planning is linked to clear expectations set out in a three-year strategic plan for providing education services to ensure that the Provider has access to the appropriate resources to operate successfully.

Administrative policies, processes and data collection and collation are well documented and updated regularly. There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff. There is a suitable and robust staff recruitment policy.

The performance of the managerial and administrative staff is reviewed regularly through staff appraisals and professional development reviews. Regular course delivery observations are included in reviewing the performance of the training staff. Constructive feedback is given during class observations, including areas for further development, to support continuing professional development. The staff interviewed confirmed that there was an effective culture of Continuing Professional Development (CPD) to enable them to carry out their roles effectively. Inspection findings confirmed this view.

The participant application and selection processes ensure that participants meet the entry requirements. The participants are provided with appropriate details and information on their chosen course. This enables them to make an informed decision on whether this course is right for them and to discuss any concerns before registration.

The participant attendance and punctuality policy and procedures are communicated to participants through the participant handbook. Information about attendance is also covered as part of the course induction. Attendance is effectively monitored by staff on a daily basis. It is checked at least five times a day. Thus, procedures to monitor participation and attendance are rigorous. Parents and guardians are regularly informed of participants' attendance levels.

Feedback from participants, staff and other stakeholders is reviewed regularly after each training session. The feedback is analysed and appropriate action plans are produced as a result and implemented prior to the next participant intake. An analysis of data on performance and progress is used to improve performance. The self-evaluation and strategy development processes are thorough and used effectively to monitor quality. As a result, challenging targets are set through self-evaluation and progress is monitored effectively.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Academic Manager is highly skilled and experienced in managing the delivery of the courses.

Excellent learning materials and resources are used, including specialist resources, such as the use of medical resources like stethoscopes in medical training sessions. An annual review of the available resources is undertaken by the academic staff so that additional materials can be appropriately commissioned. The staff also check the validity and relevance of materials to ensure standardisation across the provision.

The range and content of the courses provide participants with a choice of subjects that are relevant to their career goals. Enrichment activities contribute to their enjoyment. Meetings with participants confirmed that the courses are designed to provide a coherent course of study, with a variety of interesting and useful activities to meet participants' needs.

Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. Each course is designed in advance. Completed lesson plans are detailed and show that the intended session outcomes are effectively covered.

Trainers have the required subject knowledge and relevant experience for the courses they deliver. All trainers have sector- or subject-related skills, knowledge and experience and have excellent English language competency. Their pedagogic skills are monitored by the Principal and Academic Director and enhanced through CPD activities, where appropriate. Trainers are observed twice whilst the courses are running. Feedback on these class observations is of a good quality, timely and focused on both strengths and areas to work on. This monitoring ensures that the level of pedagogic skills of the trainers is suitable.

During class observations, it was noted that the use of activities in training sessions motivates and engages all participants. It was also seen, during inspection observations, that reasonable adjustments were made for participants with additional learning support needs, such as dyslexia.

The use of ongoing assessment helps participants understand how well they are progressing towards their learning goals. Feedback on assessment is provided regularly. One-to-one tutorials assist them with their acquisition of knowledge, understanding and skills and help them develop confidence and make good progress.

4.3 Participant Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Participants receive welfare support appropriate to their age, background and circumstances. Welfare staff are suitably trained and experienced and support participants well on a day-to-day basis in order to meet their needs.

There is a comprehensive induction at the start of each course. This provides the participants with appropriate advice and guidance so that they are effectively introduced to the structure and demands of their course and their responsibilities as learners.

In addition, ongoing support is provided to all participants by mentors, trainers and welfare staff during the course, as required. Participants confirmed that they were very happy with the guidance and support they receive on a daily basis. Inspection findings confirm this view.

Parents receive welcome and induction packs. These packs provide all the necessary information that the parents of the participants require, including answers to frequently asked questions.

Appropriate safeguarding arrangements, which are regularly reviewed, are in place. These include appropriate pre-employment checks. The staff are appropriately trained. The training includes basic health

and safety training, which is provided as part of the Induction for all staff and volunteers. Participants confirmed that they felt safe and secure, whilst studying with the Provider.

Appropriate policies, procedures and risk assessments related to the prevention of radicalisation and extremism are in place and staff have been suitably trained.

Next-of-kin contact details are accessible to staff. This information is provided on participants' application forms and entered on the online database, which is securely password protected and to which appropriate staff have access.

The comprehensive induction programme also provides relevant information for international participants.

The provision of ongoing support for international participants takes into account cultural and religious considerations, as necessary. SBC's staff understand well the requirement to provide support to participants in relation to their cultural or religious needs. Thus, support is sensitive to linguistic and cultural diversity. Staff are also able to direct participants to sources of additional support and information. As a result, international participants are very well supported, enabling them to concentrate on gaining as much as possible from their course.

There are high-quality social and enrichment activities provided on a daily basis. These are effectively supervised and subject to risk assessments for each activity.

4.4 Premises and Facilities (supplementary inspection)

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

- | | | | |
|------|--|---|--|
| 22.1 | The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The provider has access to suitable external premises of a temporary or occasional nature for training purposes. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

SBC has contractual hire agreements for course delivery and accommodation at Wadham College in Oxford.

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

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|------|--|---|--|
| 23.1 | Access to the premises is appropriately restricted and secured. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.5 | There is adequate signage inside and outside the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to the Wadham College premises used by the Provider is restricted and secured. Secure systems include video surveillance cameras, alarms and door locks. Fob keys are required to enter all buildings, classrooms and accommodation sites. Signing-in sheets are maintained in the Provider's office for staff and visitors, who are also required to wear a lanyard at all times.

The levels of maintenance and decoration are excellent. SBC staff carry out a pre-course inspection of the premises and report any findings so that appropriate action can be taken.

Participants do not have access to areas that may be hazardous.

General guidance on health and safety is made available to participants, staff and visitors. The health and safety policy is communicated effectively to staff, participants and visitors via staff and participant handbooks. There is also clear signage and the display of health and safety notices throughout the premises. Emergency fire evacuation plans and appropriate health and safety information are displayed in key areas of the premises, such as classrooms and communal areas.

Signage, circulation space, heating, lighting and ventilation are excellent. Noticeboards and directional signage are available to help participants, staff and visitors find their way around the buildings. There is excellent circulation space for participants, staff and visitors in the communal areas.

Toilet facilities are sufficient in number. A cleaning rota indicates that these are cleaned several times daily.

24. Training rooms and other learning areas are appropriate for the courses offered

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for each course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Training rooms and other areas provide excellent accommodation for the teaching sessions. They are of a good size.

All the training rooms are very well equipped and these facilities ensure that the course are delivered appropriately for the benefit of the participants.

Facilities to conduct ongoing assessments are excellent.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Learning materials for the course are provided to the participants, and classrooms can be set aside for use as a private study area should this be necessary. Participants can request additional space to work collaboratively with other participants, work on independent projects and to relax.

Trainers have access to sufficient space for the preparation of teaching materials and relaxation. They have access to computers where they can organize their course materials and upload files and coursework.

There is a cafeteria in the premises for the purchase and consumption of food and drink. In addition, participants are provided with food vouchers, which they can use to purchase their own choice of food outside the premises.

The administrative office is of sufficient size and appropriately resourced to enable efficient course administration to be carried out and for private staff meetings to take place.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Highly qualified and experienced staff ensure that teaching, learning and assessment are of very high quality.

Risk assessments, safety procedures and the arrangements made for safeguarding ensure that the levels of health and safety provided for staff and participants are excellent.

ACTIONS REQUIRED

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

None

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE

THE INSPECTION WAS CARRIED OUT BY:

Margaret Arokiasamy

Lead Inspector