



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Stage 3 Inspection

NAME OF PROVIDER: UK Schooling Limited

ADDRESS: 31 Amesbury Crescent
Hove
East Sussex
BN3 5RD

HEAD OF PROVIDER: Mrs Qi Yi (Linda) Man

DATE OF INSPECTION: 13–14 July 2023

ACCREDITATION STATUS AT INSPECTION: Stage 2

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 30 October 2023

1. Background to the provider

UK Schooling Limited (UK Schooling/the Provider) is a privately owned limited company offering two two-week summer camps for 13–17-year-olds in Cambridge in the United Kingdom (UK).

The Provider's offices are based in Hove in East Sussex in the UK. An agreement is in place with Lucy Cavendish College in Cambridge to use its accommodation and facilities for the summer camps in 2023.

UK Schooling aims to become a provider of short summer camps dedicated to inspiring participants from diverse backgrounds to develop their academic knowledge and cultural competencies. The purpose of the academic summer camps is to give participants an opportunity to experience study at a UK university, to ignite a passion for learning and to support the development of transferable and independent learning skills.

The Principal of UK Schooling, who is also the sole owner and company director, is supported by an Administrator and an Academic Administrative Assistant. An Academic Director, a Course Director and Course Activity Leaders are recruited seasonally to support the organisation and run the camps.

UK Schooling Limited was established as Asia UK Schooling Limited in April 2015, subsequently changing its name to UK Schooling Ltd in September 2022. It previously acted as an agent to help international participants find suitable summer camps in the UK.

2. Brief description of the current provision

UK Schooling's summer camps are designed to offer participants the opportunity to select a subject in which they have a particular interest and to study this for two weeks. The subjects offered during the 2023 summer camps include: Architecture, and Art and Design; Business, Innovation and International Leadership; Financial Maths, Economics and Financial Decision Making; Maths, Physics and Engineering; and Natural Science. Teaching takes place in-person for small groups of participants.

In addition to the academic content, the summer camps offer a range of workshops, including for academic English language, further study masterclasses, and advice and guidance on applying to UK universities.

At the time of the inspection, the Provider had 57 participants enrolled on the first two-week summer camp. All participants are aged between 13 and 17 years, with approximately equal numbers of male and female participants. The majority of the participants are from China and Singapore, with a smaller number from Malaysia, the UK and Hong Kong.

Participants are enrolled between April and July for the summer camps. There are no formal entry requirements, other than participants' proficiency in the English language.

3. Inspection process

The inspection was conducted on site at the summer camp in Lucy Cavendish College in Cambridge by a single inspector over two days. Meetings were held with the Principal, senior managers, tutors, participants and activity supervisors. Four observations of classes were conducted, and the teaching, residential and social accommodation was inspected. A range of documentation was reviewed. The Provider co-operated fully and positively with the inspection.

4. Inspection history

Inspection type

Date

Stage 2

5–6 April 2023

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.4 | The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.5 | The provider has a written risk management strategy that includes financial planning and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a clearly documented organisational structure that is made available to all staff as part of their induction, including staff employed for the summer camps.

The Principal and the administrative and academic staff are appropriately qualified for their roles, with their main duties and responsibilities clearly set out in detailed and appropriate job descriptions. The job descriptions include information about the required level of qualifications and experience to carry out individual roles effectively. This, along with the organisational structure, ensures that staff have a clear understanding of their duties and responsibilities.

UK Schooling has clear procedures in place to ensure that there is effective communication between senior staff and the trainers working at the summer camps. Communication includes regular meetings. The procedures are appropriately articulated in the staff handbook and explained as part of the induction training for all staff.

A clear, written mission statement is available on the Provider's website. The mission and vision statements are included in the summer camp brochure and in the staff handbook to support the accessibility of information. This is also reflected in the management and delivery of the summer camp provision. The Principal keeps the goals and vision statements under review to ensure that these remain relevant.

A clear risk management strategy is in place that includes appropriate consideration of financial planning. It is effectively implemented and regularly reviewed by the Principal.

2. The administration of the provider is effective

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|-----|---|---|
| 2.1 | Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The staff carrying out the administrative functions are suitably qualified and experienced. They understand their specific responsibilities and duties and are effective in carrying these out, both in preparation for and during the summer camps. UK Schooling has clear job descriptions for those staff with administrative duties, all of whom undertake an appropriate training programme on their appointment covering all aspects of the role.

UK Schooling employs a permanent, full-time Administrator and a permanent, part-time Academic Administrative Assistant. The size of the administrative team is sufficient to support the effective running of the Provider. The Principal carries out a number of the administrative duties, supported by the Administrator. These duties include the completion of documentation that is linked with the recruitment of staff and participants, which ensures consistency and effective management oversight.

The administrative functions and the support available are clearly defined and detailed in the staff handbook, which is made available to staff and explained as part of their induction.

All policies and procedures are regularly reviewed and updated and provided to staff on recruitment. These include policies and procedures on safeguarding checklists, risk assessments for activities, equality and diversity, participant complaints and the code of conduct, a resources policy and an attendance policy.

Data collection and storage systems operate under a clear data protection policy, including restricted access to ensure confidentiality, and are accessible to key staff to support the Provider's administrative functions.

2.5 At the time of the inspection, participants' information was stored in a number of different folders based on agent recruitment or self-referrals, thereby making the availability of information unclear.

All staff records are updated as job applications are received and staff are appointed. Participants' records are updated as appropriate as information is received from parents and agents and securely stored electronically to ensure confidentiality.

A robust security system is in place. It is supported by clear policies and procedures for the appropriate protection of personal data.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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|-----|---|---|
| 3.4 | There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.5 | Managerial and administrative staff are appropriately supported in their continuing professional development. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear and appropriate staff recruitment policies, job descriptions and detailed interview questions for each role have been developed for all staff. Staff who deliver teaching or activities and senior staff are required to sign performance level agreements that are appropriate to their roles.

The clear staff recruitment policy and procedures include checking references and qualifications and appropriate pre-employment checks. All staff are required to undergo an interview to confirm their suitability. Staff records are accurately maintained and updated and reflect staff training that has taken place. No staff are employed to work remotely.

The Academic Director and the Course Director are responsible for ensuring that all tutors are regularly observed using a clear observation template that includes judgements linked to appropriate participant engagement and activities to promote active learning.

In addition, feedback is collected from the participants formally each week in order to monitor the quality of the teaching and learning experience and participant satisfaction, and to enable any issues to be promptly addressed. These regular observations ensure the consistency of teaching.

Managerial and administrative staff are appropriately supported in their Continuing Professional Development (CPD). These staff have regular appraisals and are supported to undertake further training and development as appropriate.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Text and images in the promotional brochure and on the website provide an accurate depiction of the Provider's location, the summer camp premises, the facilities, and the range and nature of resources and services offered. The images of the location for the summer camps are clear and provide participants and their parents with appropriate pictures of the camp setting in Lucy Cavendish College and the nature of the summer camp experience.

Clear information is provided about the summer camp courses, activities and facilities. The descriptions of the amenities and the subject options are clear and concise and include brief descriptions of the individual subject coverage so that participants can make informed choices about which course to follow.

The Cambridge summer camp brochure includes a clear timetable of classes, excursions and social events. Information about the assessment activities is also made clear. As a result, participants have access to relevant information about the nature of the experience they will have in learning more about their chosen subject.

Key policies and procedures are accessible through the website and provide clear information for participants, applicants and their families.

5. The provider takes reasonable care to recruit and register suitable participants for its courses

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|-----|---|---|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.4 | Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.5 | The provider replies to all application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.6 | Overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.7 | The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

UK Schooling offers a choice of subjects from which participants can select two subjects, a first choice and a second choice. On registration, participants and their parents select courses based on their individual areas of interest. Participants confirmed that their chosen course meets their needs and expectations.

The information that is provided to participants makes it clear that the courses offer an experience of their chosen subject and do not carry any credits, but rather a subject-based learning experience that may help inform future study choices. Participants who complete the courses are provided with a certificate of achievement. Parents and participants are encouraged to contact UK Schooling directly to discuss the suitability of the chosen programme to ensure that they have sufficient information.

Details of the English language entry requirements for the summer camp are included in the brochure and on the website. All participants are required to have an appropriate level of English language proficiency, as defined in the Common European Framework of Reference for Languages (CEFR). Where participants do not have an International English Language Testing System (IELTS) or equivalent certificate, they are required to take a language test before enrolment. In the event that participants do not have the appropriate level of English language proficiency, they are required to take an intensive English course before attending the summer camp.

The clear application form captures all relevant information, including the participant's age and existing education level, to ensure that participants' needs can be met through their chosen course.

The nature of the summer camps is made clear in well-designed brochures. The brochures provide sufficient information to allow applicants to make an informed choice about the subjects offered and the nature of the learning experience and extra-curricular activities they may enjoy.

The Provider responds promptly to all enquiries, which are logged on a central register. The online expression of interest form allows the Provider to respond quickly, usually within two working days, and to provide additional information or to arrange an online meeting.

Agents are carefully selected based on the work they have undertaken with other providers and their success rates. Their performance in recruiting suitable participants is monitored. All agents are suitably briefed and provided with clear materials and guidelines, including the summer camp brochure. A signed contract stipulates that they will use only the authorised materials, which ensures consistency of the information provided to parents and participants.

Parents are asked to provide details of any specific participant needs or requirements for additional learning support as part of the application process. As a result, the necessary support is put in place in order to ensure that the identified needs can be met.

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 that is communicated to all participants and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

UK Schooling has a very clear policy on participant attendance and punctuality that is communicated through the terms and conditions of the course, the participant code of conduct, staff and participant handbooks, and during induction. This ensures that all participants and stakeholders are aware of the attendance and punctuality requirements.

Participant attendance and punctuality are recorded at every meal and for every class.

6.2 Attendance records do not systematically reflect any participant absences that take place at mealtime. Some participants order takeaway meals that they eat in the kitchens in the accommodation block and their attendance there may not be recorded. As a result, participants' attendance is not monitored at all times.

Any absences are promptly followed up by the camp staff.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear and appropriate systems have been developed for monitoring the Provider's performance, both during and after each summer camp. Reports are written by the Academic Director and the Course Director in order to ensure that any appropriate actions are taken promptly, and to monitor and support continuous improvement.

The Provider collects participants' feedback through surveys, both during and at the end of each summer camp. Feedback is also obtained from parents and staff at the end of the summer camp. All feedback survey information is collated and analysed by senior staff both during and at the end of each summer camp so that appropriate improvements can be made as quickly as possible to meet participants' needs.

Information on the actions taken in response to the feedback is shared with parents and participants by email after the summer camp has been completed so that they are informed about developments. Participants are also provided with updates on any actions taken in response to their feedback midway through the summer camp. This is provided as part of the daily announcements and updates session, ensuring that participants are well informed.

A Self-Evaluation Report (SER) is produced by the Academic Director at the end of the summer camp. The SER includes an analysis of participant satisfaction with the subject content delivery and is used to inform future delivery plans.

The Provider has also developed a clearly structured Self-Assessment Report (SAR), which draws on the SER and is used to evaluate the Provider's overall performance against its strategic objectives and key performance indicators.

The SAR is completed at the end of the summer camp, along with a Quality Improvement Plan (QIP), which provides an action plan for future developments. The reports are reviewed by the senior team at the end of each summer camp to inform priorities for development and identify areas of good practice. The documents are reviewed by the Principal, and actions are agreed and appropriately implemented to support the continuing enhancement of the provision.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Course Director and the Academic Director, along with the Principal, are responsible for the management of programme delivery and the management of the trainers and activities supervisors. Senior staff have appropriate knowledge and experience to ensure that learning, teaching and assessment are delivered in a way that provides an interesting and rewarding learning experience, and that the quality of provision is regularly observed to maintain consistency of standards.

Teaching sessions are appropriately timetabled to rooms that can accommodate the number of participants on each course. Rooms provide spacious and comfortable learning environments.

The teaching and activity sessions are regularly monitored in line with the teaching observation policy, by both the Academic Director and the Course Director. Observations effectively assure the consistency of the learning experience. Formal and informal feedback from participants also feeds into the monitoring of the quality of participants' learning experience.

The procedures for trainers to request resources to support their delivery are set out in a clear resources policy and procedure, which is covered as part of the summer camp training for teaching staff. Resources can be requested in advance and during the camps, as appropriate, to ensure that the sessions are appropriately resourced, meet participants' needs and enable active learning. Tutors are provided with advice on suitable learning and academic resources as part of pre-camp training sessions.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The production of the curriculum delivery plan for each course lies with individual tutors and is designed in the weeks leading up to the course. Trainers are mainly postgraduates with teaching experience. They are up to date with the latest research, meaning that each course reflects the most recent advances in curriculum and subject knowledge.

Clear guidance is provided on the nature of course design and assessment activities, with a focus on active learning and participant engagement. All subjects include participants having to prepare a presentation and completing a groupwork project that showcases their learning and promotes the development of broader skills, such as communication and collaborative working. All subject courses must meet the six general learning objectives, which

focus on maintaining participant engagement and promoting future learning interest. Participants confirmed that they were able to explore their chosen subject and broaden their understanding. Inspection findings confirm this view.

The course materials are designed to meet the needs of participants aged 13–17 years and to allow the teacher to differentiate the learning to ensure that individual participants are provided with appropriate levels of challenge and supported in their engagement with their chosen subject. The Academic Director monitors and approves course materials along with schemes of work to ensure the consistency and quality of the delivery.

All delivery strategies and resources are required to focus transparently on supporting participants to achieve their learning objectives. All plans and resources are approved by the Academic Director as part of the lesson plan review process. This provides consistent oversight of courses and supports participants' achievement.

All subject courses have a key objective of developing participants' independent learning skills through their project and presentation work. Participants are provided with appropriate support to meet their needs through differentiated lesson plans. Tutors are provided with information on individual participants' education level and any support needs before the programme starts.

Staff are able to ensure that individual needs are met through differentiated activities and appropriate learning resources, so that teaching can support all participants' learning and engagement effectively. This was confirmed as part of the teaching observations.

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

All tutors are recruited on the basis of their subject knowledge and experience, as set out in the detailed job description requirements. Tutors are required to have current, research-based knowledge in the subject they will teach, as well as appropriate experience of teaching and supervising young people. Individual knowledge and experience are explicitly confirmed at interview to ensure good pedagogical and subject knowledge. References are taken up to confirm tutors' suitability.

The pre-camp training session for tutors supports the development of professional skills and pedagogic techniques. It focuses on the need for courses to engage participants actively and to stimulate their interest. The six generic objectives provide an appropriate framework for tutors to develop their course plans. The course delivery plans are reviewed by the Academic Director and Course Director, and appropriate advice and guidance are provided to support participant engagement and a positive learning experience.

Tutors clearly set out the nature of class activities in their schemes of work and lesson plans to ensure that participants are actively engaged with the subject content. Activities are planned to engage both younger and older participants and pose the appropriate level of challenge. To ensure an inclusive approach to all sessions, tutors are required to submit a minimum of four activities designed to check participants' understanding and to promote their engagement for approval by the Academic Director. Lesson planning and delivery effectively ensure active learning engagement for participants across the age range.

The active engagement of participants is a central part of lesson planning, preparation and delivery, and activities allow trainers to check on participants' understanding of concepts and subject content.

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

11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants are provided with information about their course, including the overall objectives, nature of content, assessments and submission deadlines at the start of each camp. The two assessments for each course are designed to allow participants to apply their learning and for trainers to check on participants' understanding. Participants are also provided with in-class exercises and formative assessment tasks, which allow trainers to monitor individual progress and to identify where additional support is needed.

Participants receive ongoing feedback on their progress through class-based activities. If in the first two days any participant appears to be struggling, there are clear guidelines as to the additional help and support that may be provided, including a change of course or the provision of an additional support trainer. Participants receive spoken feedback on their classroom activities and spoken and written feedback on their two more formal assessments. Clear guidance is provided to tutors on the need for positive and constructive feedback, which is internally moderated by the Academic Director and Course Director to ensure a consistent standard.

A checklist for monitoring progress is completed by tutors to provide additional clarity and consistency across subjects and to support the monitoring of participants' engagement and progress. Participants are able to contact their tutors for additional guidance and support through the use of tutors' individual UK Schooling email addresses, which are used for the duration of the summer camps. In addition, participants are able to seek support from the Academic Director, who may also contact tutors on behalf of any participant, thus ensuring that support is provided promptly.

Participants are provided with clear guidance to discourage cheating and plagiarism in the participant handbook. Guidance is also included in the course handbook.

Assessment schedules are approved by the Academic Director and Course Director before the summer camp starts. Tutors provide participants with sufficient time to prepare their presentations and collaborative projects as part of their class time. This allows tutors to monitor and assess individual progress and to provide appropriate support, including in respect of time management.

Where participants do not meet deadlines or do not engage with the class-based activities, clear disciplinary outcomes are detailed in the participant behaviour and discipline policy and summarised in the participant handbook. These outcomes include contacting participants' parents with any concerns. Participants confirmed that they understood the code of conduct and assessment requirements.

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

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

Comments

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.2 | Participants receive appropriate information, advice and guidance before the start of the course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.6 | Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 16.7 | A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.8 | There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 16.9 | The provider collects contact details for participants and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

Comments

The Principal, the Academic Director and the Course Director are all suitably trained and experienced in providing welfare support. They work as a team to ensure participants' safety. They are accessible to all participants and available to provide advice at any time as needed. The Provider displays posters on noticeboards that include useful information about the available welfare and pastoral support to ensure participants have access to clear information.

Participants and their parents receive clear information about the advice, guidance and support available in advance of the summer camps. Appropriate information is also provided in the participant handbook, including key contact numbers, email addresses and an out-of-hours emergency contact number. In addition, emergency contact numbers are printed on participants' identification cards to ensure that they have access to these at all times.

Participants are provided with an appropriate induction. The induction covers key contacts, policies, the code of conduct and information on other relevant aspects of the summer camp. A clear outline of the roles of the Course Director in ensuring the quality of the learning experience, and the Activities Manager in organising social and leisure activities is provided to support participants in understanding whom to approach about concerns or suggestions. Participants also receive a comprehensive induction pack that includes a map of the site, emergency information and the attendance policy.

Out-of-hours support is provided by the Academic Director, the Course Director and the Activities Manager. Further support is also available from the Night Wardens, who are resident in the accommodation block. The participants are also provided with the Principal's contact details in their handbook and during induction.

Clear and appropriate policies are in place concerning discrimination and abusive behaviour. Participants are required to sign the participant code of conduct, which clearly sets out the expected standards of behaviour. Participants also receive clear information about the risks of cyberbullying and the associated penalties.

Very clear safeguarding arrangements are in place. The Principal is the Designated Safeguarding Lead (DSL) and all staff receive training on safeguarding as a condition of employment. Policies and procedures linked to safeguarding are regularly reviewed by the Principal and senior staff to ensure their currency.

All appropriate staff, including the trainers, are required to have a Disclosure and Barring Services (DBS) check to ensure the safety of the participants. In addition, their experience of working with children is confirmed as part of their reference checks. The staff recruitment policy and procedures include the requirement for all staff to complete appropriate safeguarding training.

The Provider has a clear policy and risk assessment to ensure the protection of participants from the risks of radicalisation and extremism. The senior staff and tutors have all undertaken appropriate training in advance of the summer camp to ensure the protection of participants, as part of their contract.

Staff and participants receive clear guidance on the use of Information Technology (IT) and social media. The participants' induction pack includes a policy about the acceptable use of IT and the misuse of social media, as well as the use of cameras, tablets and mobile telephones. Participants are not allowed to share or post photographs of themselves and others on social media sites, and penalties for breaching the rules are made clear in handbooks.

Details of next of kin are collected, along with each participant's contact details, and held in a secure database to which designated staff have 24-hour access should parents need to be made aware of any concerns.

17. International participants are provided with specific advice and assistance

- | | | |
|------|---|---|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

17.4 Provision of support takes into account cultural and religious considerations. Yes No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

All international participants are provided with clear and appropriate information, including on travel to the summer camp and guidance on customs in the UK. Participants are met at the airport and taken to Cambridge to facilitate their safe arrival if they are unaccompanied by a parent or teacher.

All international participants are provided with a comprehensive induction that includes information about Cambridge and the local area. Further guidance, information and support are available to participants throughout the duration of the summer camp both from the trainers and from senior staff.

The Provider takes appropriate account of cultural and religious considerations in the planning of activities and menus. All participants have individual study bedrooms, which provide the necessary privacy for any religious activities. Any dietary requirements are catered for.

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

Clear and fair terms and conditions for the summer camp are available on the website and are provided to participants and their parents before enrolment. The terms and conditions include appropriate information on refund arrangements and the cooling-off period.

A clear complaints policy and procedures are included on the Provider's website and in the participant handbook and induction pack, which ensures that participants have clear information should they wish to make a complaint.

18.3 Reference to the BAC complaints procedure is not currently included in the UK Schooling complaints policy but will be added for clarity.

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

Participants are provided with comfortable, single-study bedrooms with ensuite facilities. The bedrooms are of a good standard and are inspected and approved by an appropriate inspection and accreditation agency. They meet the needs of the participants.

Participants are provided with clear information on fire safety procedures and fire evacuation exits. A fire drill is organised early in the programme. Participants receive floor plans showing the emergency exits and assembly points as part of their induction to ensure they have clear information.

A level of supervision is provided that meets the needs of the participants. Residential accommodation for male and female participants is on different floors. The accommodation is supervised by male and female night wardens respectively, who have rooms on the same floor. There are also duty staff who supervise the programme and are available to participants at all times.

The Provider does not enrol participants over the age of 18 on the summer camps.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 21.5 | Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The summer camp programme includes a wide range of social and leisure activities that meet participants' needs. All the activities are included in the course fees, so that participants are not asked to pay any additional charges. Participants are also able to suggest activities, for example sports and games at a nearby park.

The activities and excursions are clearly set out in the camp programme and include a sightseeing trip to London, a walking tour of Cambridge, punting, and visits to local areas of interest. Sports and evening activities are also arranged, including a team debating competition, guest speakers and a talent show.

The participants are supervised by qualified staff during all the social events and activities to ensure their safety and well-being.

The assessments include detailed risk factors and are completed for all external activities and excursions. Lucy Cavendish College also has an appropriate risk assessment that covers its buildings and facilities.

INSPECTION AREA – PREMISES AND FACILITIES

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a contract with Lucy Cavendish College for the use of its facilities and accommodation for the four-week summer camp period.

No other external premises are needed for the summer camps.

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

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

23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Lucy Cavendish College has appropriate 24-hour security at the entrance. All staff and participants are required to wear their identification lanyards, and visitors are signed in and out and are always accompanied by a member of staff.

The premises are well maintained and clean, with clear guidance on health and safety displayed for participants, staff and visitors. Participants receive clear information on health and safety guidance in their induction packs, which is also given as part of the induction.

No hazardous areas are used for teaching participants or used by staff or visitors.

There is clear signage across the college site, including a display of all locations in the porter's lodge. All buildings are clearly marked with their names, and participants and staff are provided with maps of Lucy Cavendish College as part of their induction pack to help them locate buildings.

Notice boards in the main teaching areas display information on activities and any changes to the programme, as well as copies of timetables and reminders of events to ensure that participants have access to all relevant information. Announcements are also made at mealtimes as appropriate.

Staff and participants have access to adequate circulation areas, including the coffee shop, the refectory, kitchen areas in the accommodation block and outdoor spaces with seating, where people can meet informally and visitors can be received.

Participants and staff have access to sufficient toilets in the main buildings, which are cleaned daily. Heating and ventilation arrangements are appropriate and meet the needs of participants and staff.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The classrooms provide comfortable accommodation and are appropriately equipped with projectors for presentations. This allows for the effective delivery of each course.

There are facilities suitable for conducting the assessments required for the summer camps. The classrooms provide appropriate facilities for participants' presentations and the submission of groupwork course assessments.

25. There are appropriate additional facilities for participants and staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants have access to sufficient space for private study, including their study bedrooms, which are suitably equipped with desk space. Participants can use classrooms for private study when classes are not being taught. All participants use their own IT equipment for their studies and completion of assessments.

Appropriate office space is provided for the administration of the courses, and trainers prepare their lessons and activities in advance of the camps, as lesson plans and materials must be approved by the Academic Director. Trainers and other staff use the administrative office space to undertake work on site.

Staff and participants have access to the coffee shop and the gardens for socialising and relaxation. Each floor in the accommodation block has a spacious kitchen for the consumption of food and drinks. In addition, all main meals are provided for the participants and the staff managing the summer camps, although participants may order in meals if they wish. Tea, coffee and water are provided in the main teaching building for staff and participants.

The administrative office on site is large enough to accommodate staff meetings, which may also be held in classrooms as appropriate. The administrative facilities are appropriate for the effective administration of the summer camp.

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 clear and attractive summer camp brochure sets out accurate information about course options, guest speakers and the camp timetable, providing accurate information about the summer camp experience to inform participants' choices.

Clear and detailed staff job descriptions include the necessary qualifications and experience and the requirement for training in preparation for the summer camp, and this supports the recruitment of appropriate staff.

Actions required	Priority H/M/L
2.5 The Provider must ensure that all participant data is stored on a central register.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.2 All attendance records must be centrally collated and stored.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

There are clear lesson plans that include differentiation to ensure that participants of different ages are able to fully engage with the learning activities.

There is a clear policy on observations of classes, and checklists are used to ensure the consistency and quality of participants' learning experiences.

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

PARTICIPANT WELFARE

Provider's strengths

Clear information on participant welfare and the support provided to participants and their parents is provided in handbooks, and there are policies that ensure that all stakeholders are well informed about safeguarding and the available pastoral support.

The well-developed social and additional activities programme provides participants with access to a wide range of activities and excursions to enrich their summer camp experience.

Actions required	Priority H/M/L
18.3 The Provider must include reference to the BAC complaints procedure in the participant materials.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

The residential accommodation is comfortable, with ensuite facilities for all participants and the provision of comfortable study space and privacy.

Attractive grounds and garden areas provide space for participants and staff to relax and socialise, enhancing their summer camp experience.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

COMPLIANCE WITH STATUTORY REQUIREMENTS

The inspection was carried out by:

Miranda Hobart	Lead Inspector
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