

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Reaccreditation Inspection

ORGANISATION: Oxford Study Courses

ADDRESS: Belsyre Court
57 Woodstock Road
OXFORD
OX2 6HJ

HEAD OF ORGANISATION: Dr Kim Polgreen

DATE OF INSPECTION: 11 and 13 July 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 25 August 2017

1. Background to the organisation

Oxford Study Courses (OSC/the Provider) was established in 1990 as a family run business. The present Chief Executive Officer is the daughter of the founder. It is registered as a limited company. In 2007, it was sold to Pamoja Capital. In 2015, Global Education Management Systems (GEMS) Education made a significant investment in OSC, while Pamoja Capital retained a minority share and representation on the Board.

OSC operates as an independent organisation, which is dedicated to supporting the International Baccalaureate (IB) curriculum, IB schools and IB students. Its mission is to provide the highest quality educational support for IB students and schools, to support philanthropic educational projects and to nurture a fulfilling working environment in which all stakeholders are treated with integrity and respect.

The OSC headquarters and administration office, where 34 permanent staff are based, is in leased accommodation in central Oxford.

2. Brief description of the current provision

OSC provides academic support courses for participants, who are taking the International Baccalaureate Diploma Programme (IBDP) at their different schools. Most participants study on a residential basis. OSC also publishes revision guides for various IB subject areas and offers an interactive IB revision platform. It also provides management support for the United Kingdom International Baccalaureate Schools Association, (IBSCA) and manages their residential IB teacher workshops in the United Kingdom (UK).

OSC's courses are offered in the spring and summer school vacations. The spring revision course is held in Oxford, where participants are resident and taught in Oxford University colleges. Summer courses are held from July to August in both Oxford and Cambridge universities. All OSC classes are face-to-face. Most of OSC's tutors are employed as teachers in their own IB schools. The majority of tutors are IB examiners or principal examiners for the IBDP. A minority have written textbooks for IBDP and study guides for OSC. All the tutors are self-employed and many choose to return to work with OSC year after year.

OSC courses are normally offered over a three-week period in the spring to a six-week period in the summer. The majority of participants attend the spring revision course for about five to eight days. Most of those attending the summer course do so for two to three weeks. As part of the 2017 spring revision course, OSC provided more than 220 classes across 36 different subjects. For summer 2017, OSC provided classes in 58 subjects. Fifteen of these classes were for participants about to engage on an IB programme at school. Forty-three classes were for those, who were half-way through their IB programme. Class sizes are not greater than 10 to 15 participants. The maximum size depends on the course and subject being taught. The material covered in the OSC courses is wholly within the IBDP syllabus for that subject and therefore directly supports the learning the students are already doing in their regular IB school. The courses do not replace, but compliment the work being done in schools.

The diversity of participants is considerable. For the summer 2016 and spring 2017 courses, participants came from more than 70 countries. Of these, a majority were from other European countries. A minority were from the UK and a minority were from other countries outside Europe and the UK. The total number of participants was 1503, of whom there were approximately equal numbers of males and females. All participants are aged from 14 to 18.

BAC accreditation relates to the OSC's UK-based IB course provision only.

3. Inspection process

The inspection was undertaken by one inspector over two days. One day was spent in Cambridge and the other in Oxford. The inspector had discussions with the Head of Operations Manager and Designated Safeguarding Officer (HOM), who travels regularly between the two venues. A meeting was also held with the Chief Executive Officer (CEO) at the OSC headquarters and administration office in Oxford. The inspector also met with staff based at both Cambridge and Oxford. These included the Director of Studies, Course Director, tutors and deans. Meetings were also held with the participants. The inspector observed various classes at both venues. The inspector also carried out tours of both premises and scrutinised various documentation. All the necessary documentation was well-organised and readily available.

4. Inspection history:

Inspection type	Date
Stage 2	22 January 2009
Stage 3	6 April 2009
Interim	21 January 2010
Re-accreditation	3 and 10 April 2013
Interim	10 July 2015

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 provider.

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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is no formal board of governors. The owners have representative directors, who are appropriately experienced and qualified. They provide effective long-term advice and support to the CEO and the OSC administration.

2. The administration of the provider is effective

- | | | |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

High levels of staff retention and stability provide continuity and coherence for the delivery of the provision at both Cambridge and Oxford. The majority of the temporary staff and tutors, who are employed for the spring and summer courses, have been similarly employed in previous years.

There are regular and frequent opportunities for staff and tutors to share issues and solve problems.

Appropriate and comprehensive administrative documentation is held in paper and electronic format.

The headquarters and administration office in central Oxford is spacious, well equipped and well maintained and decorated.

3. **The provider employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

OSC invests in a comprehensive annual recruitment day, which includes team activities and individual interviews. As a result, it is able to identify new staff members, who can help with the courses and their delivery.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes**

- 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

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

Comments

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

- | | | |
|-----|---|--|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments

All participants are recruited from schools that teach the IB in English. Should a participant require English language support, which is rare, this is identified and provided during the courses.

All participants complete a pre-course application questionnaire. This is used to identify participants' specific requirements, as well as their current knowledge, skills and, where relevant, predicted IIB grade. This data is provided to the tutors well before the course. Consequently, the tutors can tailor their course content and level to match the needs of their participants. OSC is reviewing the participant application process so that they are able to better select the most appropriate subjects and course dates.

Recruitment agents are rigorously interviewed and trained so that they recruit appropriate students for OSC. In addition the agents agree to a memorandum of understanding with OSC, which clearly defines their responsibilities.

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

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|-----|---|--|
| 6.1 | There is a clear and published policy on participant attendance and punctuality. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Tutors and/or Course Directors electronically record the participants' attendance at all classes within ten minutes of the start of each class. The resulting data is monitored centrally so that immediate, appropriate and progressive action can be taken in the case of non-attendance.

7. **The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body. Yes No

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

Comments

The deans are readily accessible on each day of a course. Therefore, the deans are the main contact point that participants will go to to provide their feedback and express any concerns in order to get the necessary support. If necessary, the deans consult with their Course Director in order to resolve any issues. Each Course Directors has a deputy in order to provide enhanced 24 hour cover.

Participants provide formal feedback to their subject tutor. This is summarised and provided to the Head of Operations Manager and Designated Safeguarding Officer.

OSC recognises the importance of feedback in its various forms. A review is underway to look at better ways to capture the feedback.

8. **The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

Stakeholder feedback is used to inform decision making, highlight concerns and identify the areas on which to focus. Individual tutor feedback is reviewed and used effectively to review the courses and inform decisions about the provision and any amendments that may be required.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- | | | |
|-----|--|---|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The tutor team comprises very experienced practising teachers with appropriate subject expertise. Many of the tutors are IB examiners as well as authors of IB textbooks and OSC study guides.

All tutors new to OSC are assigned an experienced tutor as a mentor, and are monitored on-course by a Director of Studies at Cambridge and Oxford.

Tutors confirm that OSC is effective and prompt in the provision of appropriate teaching equipment, materials and support.

10. The courses are planned and delivered in ways that enable participants to succeed

- | | | |
|------|---|--|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Tutors have relevant information for each participant, in advance of the start of the course, to enable them to match the content and level of their teaching to meet the participants' needs.

Participants, who elect to take a mathematics course, are assessed using an OSC internally developed graded test. This provides relevant information to add to that provided through the application process. This enables tutors to meet the needs of these participants effectively.

11. **Trainers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Trainers are appropriately qualified and experienced. Yes No
- 11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 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 the tutors have regular opportunities to meet together and with their Director of Studies to network and discuss how they have performed. Classroom observations take place. OSC wishes to develop additional opportunities for class observations.

Tutors provide excellent teaching with strong participant interaction, motivation and commitment.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

OSC has created an electronic Virtual On-Line Environment (VOLE) to enable all tutors to create and store lesson plans and materials for use on successive courses and events. Participants also have appropriate access to the VOLE for learning material sourced by their tutors. OSC publishes and provides participants with study guide books, which have been written by their tutors.

13. **Participants receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

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|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

While there are no formal or terminal assessments, regular on-going progress tests are provided. The results of the tests are marked, recorded and discussed in class to the benefit of all.

All tutors are resident on-site throughout the courses and eat with the students at breakfast and lunchtime. Therefore, the tutors are accessible outside class time. Participants do not always use OSC resources sufficiently to provide impartial advice and help outside the course periods.

14. **The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

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

Comments

Participants on an OSC course choose one or two specific subjects each week to gain some experience from the pre-IB courses, or on their targeted revision courses for a few of the subjects they are currently actively studying.

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- | | | | | |
|------|---|---------------------------|--------------------------|--------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

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

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. Yes No NA
- 16.2 For internal assessment and awards, there are effective systems in place for examination security and administration, and 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

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 17.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. Yes No NA
- 17.7 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes No

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

Comments

Student receive appropriate advice and guidance to meet their needs before and during the course.

The safeguarding responsibility is shared between the CEO and the HOM. This ensures that there is helpful support at both the Cambridge and Oxford venues. Both members of staff are appropriately trained as are the rest of the staff. The tutors are given refresher training and all staff, who are in contact with the participants, are given full training. All the tutors and relevant staff have undergone Disclosure and Barring Service (DBS) checks, which are appropriately recorded. All temporary staff, who are in contact with the participants, have also undergone appropriate checks.

Comprehensive and detailed risk assessments have been completed.

The Provider issues each participant with a card which they must carry with them at all times. The card contains contact details, including a 24 hour contact telephone number in case of emergency. This information is clearly displayed on-site and in the designated participant areas. As a result, participants are kept safe and secure.

18. **International participants are provided with specific advice and assistance**

- | | | |
|------|--|---|
| 18.1 | International participants receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

In addition to comprehensive information and advice, international participants' parents are also involved at all stages of application and induction and, where appropriate, consulted and advised about specific issues.

Parents' communication details are collected and confirmed immediately when the participants arrive in the UK.

About half of the tutors routinely teach the IB in European and other international schools. Therefore, they provide a considerable language and cultural resource for the international participants.

19. **The fair treatment of participants is ensured**

- | | | |
|------|---|---|
| 19.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedures. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Complaints are appropriately managed. The complaints process includes staged levels of consideration of the complaint by tutors, deans, Course Directors, the Directors of Studies and the HOM.

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

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No
- 20.4 A level of supervision is provided appropriate to the needs of participants. Yes No
- 20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

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

Comments

Cambridge and Oxford University student accommodation is used exclusively for OSC's participants. The deans routinely monitor and patrol the accommodation at all times. Separate accommodation is provided for males and the females and for those participants under the age of 16.

The individual university colleges have responsibility for health and safety issues including fire precautions, first aid and access to health services.

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 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
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 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

There is no OSC home-stay accommodation provision.

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments

An appropriate programme of varied optional social events and visits is provided. Some of the activities are free and others incur a charge. Additional activities can be arranged should a group of participants make a particular request. The college grounds are freely available to the participants. This includes recreational facilities, for example badminton and table tennis. Relevant information is provided about the cities of Cambridge and Oxford, together with their facilities and attractions.

INSPECTION AREA - PREMISES AND FACILITIES

23. **The provider has secure possession of and access to its premises**

- 23.1 The provider has secure tenure on its premises. Yes No NA
- 23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

OSC has is gradually moving to a three-year rolling booking programme with their selected university colleges to ensure the security and continuity of the provision.

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

- 24.1 Access to the premises is appropriately restricted and secured. Yes No
- 24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA
- 24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

The college porters and other college staff have clear responsibilities to ensure the welfare of the participants.

OSC use clear signage to signpost the location of the rooms and areas used for its courses so that the participants and staff can easily find their way around the site.

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

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No NA
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

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

Comments

The classrooms are appropriate for the regular tuition and for the short tests, which are carried out.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

All participants and tutors have their own individual secure private study bedroom on-site.

Appropriate computing facilities are available on-site for both participants and tutors. Wireless information technology is available within all OSC's leased premises at both Cambridge and Oxford.

Tutors prepare their teaching material at home or at their regular school. OSC provides the electronic VOLE on which teaching materials can be developed, stored and accessed. OSC also provides prompt, manned photocopying facilities on site.

All leased Cambridge and Oxford colleges provide an on-site ecumenical chapel for participants' use.

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

A dedicated, enthusiastic and determined team of senior administrators and directors of studies is very well qualified and experienced in matters relating to the teaching and administration of IB courses.

Highly motivated, enthusiastic and able course directors and teams of deans effectively monitor and support the participants and promptly provide the necessary feedback to the senior managers when required.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

All tutors are appropriately experienced and have very good specialist IB subject knowledge.

OSC has a pool of over 200 recommended teachers from across the world, on which it can draw.

The very large majority of tutors have worked with OSC for many years and, therefore, provide significant stability and continuity to the OSC provision.

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

PARTICIPANT WELFARE

Provider's strengths

The Course Directors and their teams of deans provide continuous 24 hour cover for the teaching and accommodation premises and effectively monitor and support the participants' immediate issues and needs.

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

PREMISES AND FACILITIES

Provider's strengths

All teaching rooms are light, airy and sufficiently spacious. They are well equipped with large tables and appropriate teaching facilities.

Wireless information technology is readily and continuously accessible throughout the Cambridge colleges. Similarly, there are good facilities throughout the extensive St Anthony's College site at Oxford.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

OSC should continue to review their application process to ensure that participants are better able to select more appropriate subjects and course dates.

OSC should pursue their review of how they capture participant feedback so that they carry this out in a comprehensive and representative form.

OSC should pursue their stated intention to further develop additional opportunities for class observations.

OSC is recommended to continue to investigate how they might encourage more participants to use OSC resources to provide impartial advice and help outside of the course periods.

COMPLIANCE WITH STATUTORY REQUIREMENTS

OSC should make appropriate enquiries about the possible need to register for a copyright licence.