

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: International Summer School for Teens

ADDRESS: 9 Vennel Street
Stewarton, KA3 5HL

Address in the summer:
Stirling University
Stirling FK9 4LA

HEAD OF ORGANISATION: Ms Carey Rowe

DATE OF INSPECTION: 20 July 2016

ACCREDITATION STATUS AT INSPECTION: Candidacy Accreditation

DECISION ON ACCREDITATION:

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

Date: 9 Sep 2016

1. Background to the organisation

International Summer School for Teens (the School) was established on 6 January 2016. It is a successor organisation to the Summer Golf School for Teens, which was launched in January 2015 and ran two courses in the July and August of that year. The School is set up as an exclusive independent summer school for high school students across the world.

The School also aspires to offer a high quality experience and therefore chose Stirling University because of its beautiful campus, its excellent facilities, especially with regard to sport, and the quality of its support services. The School's aim is to provide an educational experience that will help prepare students for the International Baccalaureate or GCSEs. However, it also caters for students who wish to improve their sporting performance in golf and tennis. As these courses take place in children's summer holidays, a strong emphasis is placed on having fun, raising students' confidence and inspiring them for the future.

2. Brief description of the current provision

The School offers a three week course, which is run twice in July and August.

Mornings are devoted to academic studies, with students choosing from English Language, Study Skills or Global Entrepreneurship, while in the afternoons the options are Golf, Tennis and Media Communications & Visual Arts.

Each course has one teacher with the exception of Golf, where because of the fact that 20 students selected this option, there are three coaching staff.

There is a Residential Leader and five Activity Leaders, who were formerly called Counsellors, who are responsible for the students before and after the morning and afternoon classes, including social programme activities. The Residential Leader and Activity Leaders sleep in the same accommodation as the students.

3. Inspection process

The inspection was conducted in one day, in the third and final week of the first course, by a single inspector. Developments and changes since the Stage 2 inspection were discussed with the Programme Director. Classes were observed in all six subjects and discussions held with the majority of staff and students. This inspection report is in relation to the provider's provision in the United Kingdom only.

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

The management structure comprises the Programme Director, Commercial Director and part-time Residential Leader. The Programme Director has good experience of international education generally and specifically of running summer schools. The Commercial Director has a strong business and marketing background.

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

Given the small size of the operation, the volume of administration is handled well by the two Directors.

The School has developed an extensive range of policies, especially in respect of health & safety and safeguarding, but also on academic matters such as learning and assessment. These were explained to teachers and Activity Leaders during induction and training. The School has a very effective online database to manage all student and staff records.

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

The School has a clear policy on staff recruitment and verifies the qualifications of teaching staff. Activity Leaders are selected more on the basis of appropriate experience than qualifications. Classroom observations of all teachers were conducted in the first week and recorded on observation forms. Monitoring of Activity Leader performance was done informally. The Programme Director plans to hold performance review meetings with all staff at the end of the first course.

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. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No 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. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

The efficient recruitment process is administered on-line, supplemented by phone and on-line communication means.

Recruitment agents are used in Spain, France, Germany, Switzerland and Italy to identify young people interested in improving their English language skills in a UK summer school.

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

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

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

Comments

Activity Leaders use registers each morning for each student and these are passed on successively to members of staff responsible for particular teaching sessions or social activities. There had been no absences, apart from occasional sickness.

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

Feedback is obtained formally from students and parents and recorded. Levels of satisfaction are very high. One of very few problems was the desire of the students for changes in the type of food provided. Students agreed that the Programme Director had tried to address this issue.

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

Performance is assessed primarily through feedback from students, parents and staff.

8.2/8.3 The Programme Director has made preparations for producing an annual report and action plan and this will be done on completion of the second course in August.

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. Yes No NA
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No NA
- 9.3 The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. Yes No NA
- 9.4 There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. Yes No NA

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

Comments

The Programme Director has wide experience of the summer school sector. All aspects of the programme are managed very efficiently. Resources are provided in line with the requests of teachers.

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. Yes No NA
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No NA
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA
- 10.4 Participants are encouraged and enabled to develop independent learning skills. Yes No NA
- 10.5 The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. Yes No

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

Comments

The courses are designed to meet the personal development objectives of students and their parents.

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

The teachers are suitably qualified. All classes observed were well planned and highly interactive. There was also clear evidence of teachers responding to individual needs and interests. The students were evidently enjoying their learning and were highly complimentary about their teachers.

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

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

- | | | | |
|------|---|--------------------------------------|--|
| 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 type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" 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 type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |

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

Comments _____

In the teaching observed by the inspector, teachers made helpful comments to students regarding their work.

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 _____

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 checked="" 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 checked="" type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" 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 assessments 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

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

Comments _____

Student welfare is largely the responsibility of Residential and Activity Leaders, who receive appropriate training prior to the course.

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. Yes No
- 18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 18.3 Information and advice specific to international participants continues to be available throughout the course of study. Yes 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. Yes No

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

Comments

Students receive a comprehensive welcome pack prior to arrival and have an induction day. Students report that they feel well supported by staff.

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. Yes No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

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

Comments

The School has an incidents reporting system, which allows for complaints to be made as well as recording minor injuries or poor behaviour.

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

Residential accommodation is provided by Stirling University, which ensures that all legal and health and safety requirements are addressed. Each block has a concierge who controls entry and exit. Overnight supervision is the responsibility of the Activity Leaders, with one placed on each floor. The accommodation has been very recently renovated and is of a high standard.

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

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

A full social programme is included in the arrangements at no additional cost. The School's philosophy is to keep participants active throughout the day. There is an hour and a half of free time, which participants may use for additional activities or relaxing. In the evenings, participants engage in a range of sporting and cultural activities. The University has a 9 hole golf course, 6 indoor and 4 outdoor tennis courts, a swimming pool, football pitches, and a cultural centre including a cinema. The social programme is appreciated by students.

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

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

All facilities are of a high standard. Both the School and the University are committed to and well organised in respect of health and safety.

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

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

The participants have full access to the University's excellent library and IT resources, as well as cafes serving good quality food. Additional rooms will be provided for staff use while courses are running.

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

Enthusiastic and committed management team with clear and strong values
Comprehensive and well designed policies and efficient administrative procedures
Good communication and relationships with seasonal staff
Good team working with University staff

Actions required	Priority H/M/L
8.2 8.3 The School should produce an annual review and action plan, as planned, after the conclusion of the second course.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Well qualified and experienced teachers
Well planned and interactive teaching
Responsiveness to students as individuals

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

PARTICIPANT WELFARE

Provider's strengths

Meticulous attention to all aspects of health and safety and child safeguarding
Excellent social programme
Caring relationships with students

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

Excellent location on beautiful campus with world class facilities

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The template for the annual report could be simplified so as to specify the School's key aims and objectives, marshal all evidence relevant to the evaluation of these objectives and set out an action plan that flows from the evaluation findings.

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COMPLIANCE WITH STATUTORY REQUIREMENTS

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