

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Reaccreditation Inspection

**ORGANISATION:** Oxford Royale Academy

**ADDRESS:** Oxford Royale Academy  
Punt House, St Catherine's College  
Manor Road  
OXFORD  
OX1 3UJ

**HEAD OF ORGANISATION:** Mr William Humphreys

**DATE OF INSPECTION:** 8 - 9 August 2016

**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- Accreditation to be withdrawn.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: 13 Oct 2016

### 1. Background to the organisation

Oxford Royale Academy (ORA/the Company) is the trading name of the holding company, Oxford Programs Limited (the Company), which was established in 2004 by the Director, who was joined shortly thereafter by the Director of Operations. They jointly own and are sole directors of the Company, which offers short residential summer school courses in Oxford for children aged 13 to 15 years old and young adults aged 16 to 18 years old. The provision makes use of rented residential and teaching accommodation in Oxford University colleges, laboratories, and departments. The year-round head offices are in Punt House at St Catherine's College, Oxford, supplemented by additional premises at Eastman House Flat nearby, and the recently acquired Yarnton Manor.

ORA offered its first courses in Oxford in summer 2005. Since then, it has continued to expand very considerably in the scale and diversity of courses. ORA now uses a wide variety of premises, namely six Oxford Colleges, plus departments and laboratories within Oxford, as well as Yarnton Manor, Kidlington, which is about five miles north of central Oxford.

With the expansion in numbers, and requests for alternative destinations, courses were introduced in Cambridge in 2010 but are no longer offered. Easter courses and courses for adults were offered in Oxford for a couple of years but have similarly been discontinued.

There is a core of about 30 year-round administrative staff, which is complemented, during teaching periods, by around 350 temporary summer administrative, support, and teaching staff.

ORA received an award for Best Educational Product at the British Youth Travel Awards over several years. It was also a finalist in the Education Investor Award's Exporting Excellence category from 2012 to 2016. They also received the Queen's Award for Enterprise in the International Trade category in April 2012 and again in April 2016.

A related but separate company, ORA Prep, offers on-line university preparation courses. This area of activity is not included in the accreditation of Oxford Royale Academy as a short course provider.

### 2. Brief description of the current provision

Summer school short courses are offered, as two-week units, throughout the 10 week summer period during June, July and August in Oxford. These courses were also offered for the first time at Yarnton Manor for a ten-week period from 2015 as well as a small Easter course in 2015. A number of students attend the summer school, for longer periods, by enrolling for successive two-week courses. The programmes, and timetables are designed to encourage and enable this. The majority of students are on academic courses. The remainder are on courses, which are predominantly English language.

The current range of courses includes a general United Kingdom (UK) university preparation course, specific university preparation courses for SAT, Law, Medicine and Engineering, a film academy as well as courses combining academic study with activities and cultural enrichment. The latter includes Broadening Horizons, for the 16 to 18 age group, which combines two academic subjects studied each morning. These come from a selection including Experimental Psychology, Philosophy, and Archaeology and Anthropology among more regular school subjects) with an afternoon workshop (including public speaking and debate, Oxford art and architecture, business challenge, and leadership and team-building). New Perspectives, for students aged 13 to 15, follows a similar format, with morning academic classes and afternoon workshops. Although these courses may include elements of English language, including IELTS preparation, good basic proficiency in English language is required CEFR scale B1 of higher for EFL students, C1 or higher for academic students. For those wishing to work specifically on English language, full-time English language courses are offered. These are inspected by the British Council under the Accreditation UK scheme. A Global Leadership Programme, now in its third year, combines politics, international relations and leadership skills. The Oxford Enterprise programme includes economics, business management and their practical applications. New courses to provide introductions for 13 to 15 year olds to subjects including Law, Engineering, Medicine, and Computer Science were offered from 2015.

Approximately 2,700 students are enrolled for the 2016 summer school over the 10-week period, and are drawn from over 100 countries, with substantial numbers from the USA, Italy, France, Greece and Russia.

The year-round head offices are located in Punt House, at St Catherine's College and in nearby Eastman House Flat. From 2015, other locations used in Oxford include St Catherine's College, Lady Margaret Hall, Balliol College, Jowett

Walk, St Hugh's College, St Peter's College and, from 2016, Queen's College. Separate locations are used for younger students (under the age of 16) and for the young adults (aged 13-15). In addition, a considerable amount of teaching takes place in other locations rented from colleges, or university departments and laboratories according to requirements.

### 3. Inspection process

This re-accreditation Inspection was conducted by one inspector over two days. Meetings were held with the two Owner/Directors, the Head of Summer School Courses, the Marketing & Registration Manager, the Registrations and Admissions Manager, the HR & Recruitment Manager, the Summer School Academic Manager, the Director of Studies, the Assistant Director of Studies and the Programme Director. The Inspector had discussions with a group of twelve, 14-16 year-old students and a group of eight 16-18 year-old students. The Inspector also had discussions with a group of four teachers and met several of the Counsellor Support staff. Tours were made of a wide range of student accommodation at various Oxford University sites and at Yarnton Manor. The Inspector observed six different teachers in five classes of different subjects. The staff members were helpful. All relevant documentation was available, well indexed, and easily accessible. This inspection report is in relation to the provider's provision in the United Kingdom only.

### 4. Inspection history:

Inspection type	Date
Full Accreditation	16 June 2008
Interim	14 August 2009
Supplementary	22 July 2010
Re-accreditation	24 July 2012
Interim	24 July 2014
Supplementary	New Premises 16 April 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

Well organised, comprehensive, up-to-date records and filing for administration, human resources and teaching, with paper and secure electronic filing systems.

#### 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

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**

Staff reviews are held three times a year.

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**

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**

Attendance and punctuality are closely and promptly monitored. This forms an element within the final academic report and certificate presented at the graduation ceremony.

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**

All staff and teachers operate an open-door policy to students and are readily accessible to discuss any issues or concerns. Within each of the eight venues, the Programme Director, the Deans and Counsellors provide immediate access for the students at that venue for all issues raised. The students reported to the inspector that they were satisfied with the support services provided.

Inter-communications are prompt and effective. Serious and important matters are reported at the routine weekly meetings.

Within a two-week course it is not practical to report back formally on student feedback, although this is fully documented, analysed and provided to the Directors for appropriate action and development planning.

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**

Observations and feedback are meticulously recorded and detailed analysis is made for formal reporting to the Directors and appropriately to staff and teachers.

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

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

**Comments**

Considerable care is taken to ensure that teachers develop appropriate material for the students. It is recorded in a standard format for review and followed by teacher training sessions prior to the summer period. Teachers expressed considerable praise for this 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.  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**

Teachers are especially sensitive to the variety of students and their mixed academic ability and variety of cultural backgrounds as well as the fact that English is not their first language.

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**

Class observation illustrated the care taken to ensure good understanding and appropriate challenges for the more able. Frequent class observation is routinely conducted for all classes and especially so for new subjects teachers. Observations are meticulously recorded and detailed analysis is made for formal feedback and subsequent support where required.

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**

Teachers and students reported that they were most satisfied with the support and resources made available.



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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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 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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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**

All students written and presentation work is fully marked, promptly, and in a constructive way. All marks are formally recorded for the final certificate presented at graduation.

English language skill is especially monitored and additional support provided as necessary.

The Inspector saw that student written work was presented in excellent English and content. This level of expertise was reinforced from conversations with many students of different ages and from a wide range of backgrounds.

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 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 \_\_\_\_\_

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**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 \_\_\_\_\_

ORA ensures that there is effective 24 hour support that is readily accessible, which is supplemented by qualified nurses. The majority of staff have had first aid training.

Each student receives one-to-one induction immediately when they arrive on site, followed by an induction programme for the student group resident at each venue.

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' parents are encouraged to be involved with the institution and many accompany their children to England and to their Oxford College venue.

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
- 19.3 Participants are advised of BAC's own complaints procedures.  Yes  No

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

**Comments**

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**

All residential and teaching accommodation is within Oxford University college, laboratory, and department premises and at Yarnton Manor.

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**

No home-stay accommodation is provided.

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**

Students report that they were most satisfied with this provision and they appreciate that their specific requests are responded to.

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## 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

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Contracts with Oxford University colleges are of 4 years' duration. Yarnton Manor and its estate are owned by the Directors.

### 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

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Appropriate rules apply to the students aged from 13 to 18.

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 laboratory at the University Zoology Department was exemplary in the safety notices and equipment available and the students behaved appropriately in this environment. In addition, the audio-visual equipment was excellent and well utilised by the teachers.

Two of the classrooms in St Catherine's College were marginal in size for the number of students present and the chair-mounted side-tables for note-taking were small. While adequate for regular class layout, the space for working in a variety of groupings was restrictive. It is recommended, where possible, students should have appropriate table space for note-taking, organisation of documents and laptop use.

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**

Considerable space is made available, both within each venue and in the spacious grounds.

**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

ORA is very well managed, and there is a clear and impressive focus on quality of delivery and future development.

Documentation, recording of observations, analysis, filing and reporting is exemplary.

Strong ORA branding and notices at all sites is reassuring for new students and supplies up-to-date information for all.

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

ORA continues to offer high quality courses, a number of which are imaginative and distinctive.

New course specialties and topic groupings have recently been added to provide additional opportunities and stimulus for students.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Well trained and a good number of staff are available at each college venue. They provide excellent support to students and are easily accessible to deal with any issues.

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**

Oxford University colleges, departments and laboratories provide excellent venues for residence and teaching and give students a fine and realistic experience of the culture and life at this University.

Yarnton Manor is an impressive building and with its adjoining land and properties which forms an excellent base for extended courses as well as short duration summer and Easter courses.

A considerable amount of refurbishment work has been undertaken, reflecting the commitment of the Directors to providing an environment of high quality.

ORA staff personally check and record all safety aspects of all the venues prior to and during the courses and provide their own accident book and records of fire drills.

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

**RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

ORA should consider the number of students enrolled for some courses and/or the size of classrooms, where the mode of teaching requires a mix of formal teaching and group-work in the same room.

Wherever possible, students should have appropriate table space for note-taking, organisation of documents, and laptop use.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**