

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**ORGANISATION:** Academic Summer

**ADDRESS:** 20 Rossiter Close  
Bathpool  
Taunton  
TA2 8FN

**HEAD OF ORGANISATION:** Mrs Helen Lami

**DATE OF INSPECTION:** 10-12 July 2018

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

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- Accreditation to be withdrawn.

Date: 27 Sept 2018

**1. Background to the organisation**

Academic Summer Limited (Academic Summer/the Provider) is a private limited company. It was established in 2008 to deliver academic courses in English language and arts and sciences subjects to school-age and adult participants.

The day-to-day running of the Provider is carried out by a director, who is supported by a permanent management team including course directors and directors of studies at each of the three locations from which the Provider operates.

Academic Summer aims to offer a real experience of study in the United Kingdom (UK) across a range of academic subjects and specialist programmes to both domestic and international participants.

The company is based in Somerset with the summer courses taking place in independent schools in Winscombe, near Bristol, Westminster, London and Cambridge. All three locations offer residential accommodation for participants.

**2. Brief description of the current provision**

The Provider offers short courses based on the UK National Curriculum to participants aged between seven and twelve as well as uncertificated General Certificate of Secondary Education (GCSE), International Baccalaureate (IB) and Advanced (A) level based study courses for participants aged between 13 and 18. The subjects offered include arts, social sciences, pure and applied sciences, information technology, mathematics, sports and study skills.

The specialist courses that are offered include a course on the Communicative Use of English as an International Language for adult participants and a course for participants wishing to study for the academic International English Language Testing System (IELTS) examination. There are also courses to prepare participants for the study of Medicine at a UK University and for participants hoping to gain a place at Oxford or Cambridge universities.

The courses are aimed at a mix of native English speakers and international participants looking to improve their opportunities within the UK education system. All courses use the Content and Language Integrated Learning (CLIL) approach to teaching academic subjects in English to non-native speakers. Therefore, the teaching of English is integrated into the teaching of the academic subjects.

During the summer of 2018, 826 participants were enrolled on courses. The majority were aged under the age of 18. Just under half of the participants are aged 7 to 14 and just over half are 15 to 18. A very small minority of non-resident adults were enrolled on a specialist course. There are approximately equal numbers of male and female participants. The majority of participants are from countries in the European Union (EU), for example, Spain and Italy, with a very small minority from the UK. The remainder of the participant body are from non-EU countries, particularly China and Russia.

Enrolment is continuous throughout July and August. Participants' arrival and departure day is a Saturday for boarding participants. Day participants are in attendance from Monday to Friday.

**3. Inspection process**

The inspection was carried out over two and a half days across the three sites by one inspector. Six observations of teaching and learning took place, which included meetings with participants and teaching and pastoral staff. The inspector met and held discussions with the Managing Director, Course Director and Director of Studies at each location. The inspector had sight of documentation covering all areas of the inspection both electronic and in hard copy. Additional documentation was made available on request. The Provider fully co-operated with the inspection throughout.

**4. Inspection history:**

<b>Inspection type</b>	<b>Date</b>
Stage 2	21 January 2010
Stage 3	27-28 July 2010
Interim	1 August 2011

Re-accreditation

5 & 30 July 2013

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Interim

26 July 2016

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## 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 team, which is made up of of eight permanent staff, effectively manages the recruitment and organisational processes throughout the year and also act as the venue and course management team during the summer. For example, the permanent Asian Admissions Director acts as the Course Director at the Cambridge site during the summer.

The managers are often promoted from within the Provider so they have detailed knowledge of their roles and responsibilities. This also ensures effective succession planning.

As a result, consistency is achieved in the planning, organisation and management of the Provider and at the summer delivery locations.

#### 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

The administration of the Provider is carried out entirely online. The managers work remotely using an effective online management system. The system provides meeting, conferencing and document sharing applications. This ensures that regular online meetings can be held and that all documentation is readily available to the management team. Therefore, with the exception of the Managing Director's office, permanent administrative office premises are not required.

Suitable office space and administrative support are provided at each summer delivery location by the host institution. This is effective in ensuring the smooth running of the summer courses as course managers have access to, for example, secretarial and technical support, photocopying and printing facilities.

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**

Permanent staff are usually promoted from within the staff involved in the summer course to ensure continuity of approach.

Temporary summer school staff are recruited often by referral from current staff and by online advertising. For all new staff, there is a telephone interview, references are requested and safeguarding checks made. Recruitment is rigorous and results in the appointment of high quality academic and pastoral staff.

An effective appraisal system is in operation for permanent staff which establishes a constructive dialogue between the appraiser and the appraisee in setting agreed, realistic performance targets.

Teaching staff are often recruited from the summer host institution and invited back in subsequent years dependent on successful appraisal outcomes, which take into account participants' feedback. As a result, a team of high quality teaching staff at each delivery location has been established.

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**

Publicity materials on the Provider's website accurately reflect the high quality of the Provider's delivery locations and accommodation.

4.2 The Provider's publicity materials do not make it clear that the courses offered are non certificated.

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

The language abilities of potential participants are tested prior to acceptance onto a course using the Provider's in-house test based upon the principles of CLIL. This ensures that participants' language abilities are suitable for the courses, which are delivered using the CLIL approach. There are no formal qualifications required.

Overseas agents are monitored carefully by, for example, webinars and personal contact at promotional fairs and roadshows and training provided at the agents' offices. This ensures that the agents are recruiting appropriate participants for the Provider's courses.

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.  | <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**

Appropriate attendance regulations are published to students and parents and attendance is effectively monitored electronically at all delivery venues.

Thus attendance statistics are readily available and participants' absence can be identified immediately and investigated by pastoral staff. As a result, attendance rates are high.

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 regularly obtained from participants and action is taken at the earliest opportunity. For example, during the inspection, a minor accommodation issue was raised and promptly dealt with to the participants' satisfaction.

At the end of each course, participants complete an online feedback questionnaire. This allows for instant access to the results so that management can take prompt action, for example, with concerns raised about the catering.

The action taken in response to participants' feedback is effectively reported to the participants through the Provider's newsletter.

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**

Standards are effectively monitored through end of course meetings with the host institutions and the temporary staff and a full debrief with all management staff at the end of the summer.

There are no mechanisms in place to obtain quantitative data on the success of the courses such as the number of participants from the Medical Studies course who have been successful in obtaining a place to study medicine.

8.2 8.3 Reporting and action planning procedures are not formally documented so progress against targets is not measured.

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## 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

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The summer courses are effectively managed by the Provider's permanent staff, who take on the roles of, for example, course director and director of studies at each location. This ensures the consistency of the experience for participants at each location.

Classes are timetabled in subject specific rooms to ensure that participants have access to specialist resources. For example, an observed lesson on electrical circuits, which included a teacher demonstration, was timetabled in a science laboratory.

Teachers and trainers are highly qualified in their fields, for example, an observed practical lesson on heart dissection was lead by a final year medical student and a recently qualified medical doctor. As a result, participants receive a very high level of teaching quality and make good progress on the courses.

Teachers are observed by the Director of Studies to ensure the high quality of teaching and learning with verbal and written feedback provided. However, there is no opportunity for teachers to observe each other and thus to share good practice.

Appropriate resources for each subject area are supplied by the Provider to ensure effective teaching. Any reasonable requests for additional resources to enhance learning are effectively met.

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

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All courses are non-certificated and there are no assessments. However, the curriculum is derived from the English National Curriculum and the syllabuses for post-16 and post-18 examinations.

In teaching sessions, the participants receive appropriate additional support from the pastoral staff which ensures that participants of all abilities and levels of language are able to succeed.



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**

Academic Summer employs teachers who are qualified in their subject area and/or have recent and relevant vocational experience related to the subject area they are teaching. This means that participants receive a high standard of teaching and learning relevant to the subject areas that they have chosen to study. Teachers make good use of examples drawn from their own experience, which helps participants to understand the information being taught.

In an observed study skills session, participants were involved in supervised group work which encouraged peer support ensuring the active involvement of all the participants.

There is no common format for lesson planning, would would encourage teachers to be clear as to the aims and objectives of their lessons and the means by which these will be achieved.

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**

In all the delivery venues, teachers have access to specialist rooms and appropriate subject specialist equipment. For example, the science lessons are taught in laboratories by specialists using specialist equipment which effectively promoted the participants' learning.

In addition, computers are available for use during lessons to support participants' independent research.

Additional subject related resources such as textbooks are available in each classroom.

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 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 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**

Verbal and written feedback is provided to participants. This includes a weekly report which is also available online to parents. As a result, participants know how they are doing and what they need to do to improve, and that their progress is being monitored.

There is an effective system in place using pastoral staff to support participants which ensures all participants are able to succeed.

Participants have access to teaching staff during breaks and lunchtimes.

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
- 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 \_\_\_\_\_

Academic Summer employs a trained pastoral team at each location. These staff are responsible for participant welfare and for providing participants with advice and guidance at the start and throughout their programme.

In particular, pastoral staff ensure that participants are aware of the rules and procedures that help to keep the participants safe. This is particularly effective in the London site where the pastoral team receives up-to-date information relating to safety from the police. Thus participant safety can be assured by, for example, rearranging trips and visits as required. Similar procedures operate at the other two sites.

Instances of abusive or discriminative behavior are rare but effectively dealt with by the pastoral staff.

Participants have access to the pastoral staff on a 24 hour basis and are rarely allowed out unaccompanied. However, when older participants are allowed out unaccompanied, an emergency contact telephone number is issued.

Participants commented that they really like the pastoral staff, feel safe and secure and know how to contact the pastoral staff at any time.

The Provider has effective safeguarding measures including appropriately trained staff at each delivery location and an effective policy and procedures to protect the participants from the risks of radicalisation.

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**

The staff provide appropriate advice for international participants on the website and other online communication platforms as well as individualised information and advice by e-mail.

Participants feel well prepared for their course and pastoral staff continue to support the participants throughout their stay.

Older participants are expected to converse in English at all times which allows them to practise their English informally.

Staff are sensitive to participants' cultural and religious considerations.

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**

Contractual obligations and complaints procedures are clearly and appropriately communicated to parents and participants.

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**

Accommodation in all three locations is of a consistently high standard.

The facilities, including shower rooms, common rooms and kitchens, are of an excellent quality and provide a safe environment for the participants.

Participants of different ages and gender are accommodated in separate areas and are effectively supervised by the pastoral staff at all times.

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 comprehensive programme of social activities and trips is available at all three locations and is included in the cost of the courses.

The trips and social activities are organised and appropriately supervised by the pastoral staff. Supervision is effective with participants not expected to venture out unaccompanied.

Participants enjoy the trips and activities on offer, which include visits to the London Eye and Kew Gardens as well as shopping trips.

More specialised activities, such as mountain biking, are arranged with external organisations who provide qualified and experienced instructors to ensure participants have a safe and enjoyable experience.

**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**

The Provider has secure arrangements for the use of the three locations for the summer period.

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**

Each site has a secure, staffed reception area with restricted access to provide a good level of security.

All three sites are maintained to an excellent standard of repair, decoration and cleanliness.

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 standard of teaching accommodation at all three sites is excellent, with classrooms well suited to Academic Summer's maximum class size of 15.

Specialised areas are available for use by the Provider. For example, two of the lessons observed took place in science laboratories furnished to a high standard, and one observation in a well equipped Information Technology (IT) room.

Participants and staff commented on the high quality of the teaching areas. Inspection findings confirm this view.

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 facilities for staff and participants are excellent.

Each venue offers common rooms for staff relaxation and meeting rooms. Teaching rooms are available for the use of staff to prepare lessons. Pastoral staff and some teaching staff are resident in high quality accommodation on all three sites. All staff interviewed commented on the suitability of all three locations for their comfort and work. Inspection findings confirm this view.

The site in Winscombe is an established independent school with excellent facilities including a professionally equipped drama studio and a gym with a swimming pool. Participants have access to common areas and kitchens in their accommodation. The bedrooms offer ample space for the storage of personal items. All participants interviewed commented on the high standard of accommodation including common areas.

Participants and staff commented on the high quality of the recreational areas and the facilities available to them.

**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

Academic Summer is effectively managed by a small, well qualified team of permanent staff who share the Managing Director's ethos and vision for the company.

The management team share management duties at each of the locations during the summer to ensure continuity of approach and a consistent participant experience at each venue.

Actions required	Priority H/M/L
4.2 The Provider must ensure that all available publicity and information materials are explicit as to the non-certificated nature of the courses on offer for participants aged between 13 and 18 year-olds to avoid any misunderstandings of their relationship to GCSE, A level and IB specifications.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
8.2 8.3 The Provider must formalise its review and action planning to ensure that targets reflect stakeholders' comments and that progress against targets can be measured to enhance the provider's strategic planning.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Highly qualified and experienced teachers develop interesting and engaging practical and theory lessons which meet the needs of the participants.

Teachers embrace the philosophy of Content and Language Integrated Learning in their lessons so that the teaching and learning of the English language and the subject specific content are fully integrated.

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

### PARTICIPANT WELFARE

#### Provider's strengths

A strong pastoral team at each of the locations and the personal tutors are effective in ensuring the participants' welfare and safety.

Participants feel safe and secure and enjoy the full social programme on offer.

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**

Each location offers an excellent environment for teaching, learning and recreation and a high standard of accommodation and associated facilities.

<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 IMPROVEMENT (to be reviewed at the next inspection)**

The Provider should provide quantitative information on the success of its courses.

The Provider should encourage peer observations as part of staff development so that good practice can be effectively shared.

The Provider should introduce a common format for lesson planning to further facilitate the monitoring of lessons and of Content Language Integrated Learning.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**