



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM VISIT (Short Course Provider)**

**PROVIDER:** Oxford Royale Academy

**ADDRESS:** Imperial College  
Princes Gate  
Watts Way  
London SW7 1BA

**HEAD OF PROVIDER:** Mr William Humphreys

**DATE OF VISIT:** 7 August 2018

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation 27 September 2018

## **PART A - INTRODUCTION**

### **1. Background to the provider**

Oxford Programs Limited trades as Oxford Royale Academy (ORA/the Provider) and was established in 2004. The two Directors jointly own the Provider, which offers short residential summer school courses for young people aged from 8 to 25 years. The courses are run in various locations in the south-east of England. There is a core team of about 30 year-round staff, which is complemented, during the summer by around 400 temporary summer administrative, support and teaching staff.

The aim of ORA is to add value to the educational and cultural experiences of their students and to inspire them to future success in their studies and careers. The majority of students at all the summer schools are on courses preparing them for academic courses at university.

Since the summer of 2005, when the first courses in Oxford were offered, provision has grown in terms of the range of courses offered and the number of locations used. Courses are now offered in Oxford, Cambridge, London, Ascot and St Andrews. This inspection took place at Imperial College in London, which has not been inspected previously as 2018 is the first year that courses have been offered there. The Provider's head office is located in Oxford.

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

The current range of courses includes programmes focused on Global Leadership, Business and Enterprise, and Law. New courses start subject to demand and these include Game Creation, Coding with Scratch, Business Discovery, Introduction to iOS App Development, Introduction to Website Coding and Introduction to Robotics. International English Language Testing System (IELTS) courses are offered at all locations except Imperial College and general English as a Foreign Language (EFL) courses are available in Oxford only.

The summer school short courses at Imperial College are run over a period of six weeks, during July and August. Courses start on fixed dates every two weeks. Students on these courses are aged between 16 and 18 years. The summer provision at the other locations has been available since 2004. At these locations, students are aged from between 8 to 25 years old and courses are run over a period of 12 weeks between June and August.

Students whose first language is not English are required to have English language skills at Level C1 on the Common European Framework of Reference for Languages (CEFR).

A total of 3872 students were enrolled on all the 2018 summer schools. They come from 133 countries, with substantial numbers from China, the United States of America, France and Italy. The vast majority are under the age of 18 years.

At the time of this inspection, 23 students were enrolled on the course at Imperial College. The majority were female and from Saudi Arabia, with the others coming from 15 different countries.

### **3. Inspection visit process**

This interim visit was conducted by one inspector over half a day. Meetings were held with the Head of Education and Pastoral Operations and the Programme Director and the inspector had discussions with a group of eight students. A tour of the premises, including the halls of residence, was carried out and the inspector observed one of the classes. All documentation requested was readily supplied.

#### **4. Inspection history**

Full Accreditation	16 June 2008
Interim Inspection	14 August 2009
Supplementary Inspection	22 July 2010
Re-accreditation	24 July 2012
Interim Inspection	24 July 2014
Supplementary Inspection	16 April 2015
Re-accreditation	8-9 August 2016

## PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the provider

### 1. Significant changes since the last inspection

Roles in the senior leadership team have changed to ensure the on-going quality of the expanded provision. Additional posts of Deputy Programme Director and Assistant Programme Director have been added to meet the changing needs of the organisation.

City and Guilds now accredits all the courses.

The teacher recruitment process takes place earlier in the year than previously. Recruiting teachers in December rather than January enables managers to hire teachers with the best possible skills to meet the needs of the courses.

### 2. Response to action points in last report

There were no action points in the last report.

### 3. Response to recommended areas for improvement in last report

*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.*

In advance of signing a contract for premises, the Provider inspects the rooms available in order to determine if they are appropriate for the courses to be offered, which require a mix of formal teaching and group work. Classrooms are allocated according to course needs. The maximum number of students in any class is 15, with smaller numbers in the vast majority. In the class observed, the classroom was appropriate for the six students present.

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

The majority of the classrooms at Imperial College site being used by ORA have flip top tables, which reduces the space available for notetaking, laptop use and organisation of documents. The Provider is aware of this constraint but is not in a position to make any changes. Although some students would prefer a larger space, they are able to cope adequately with the flip top tables.

### 4. Compliance with BAC accreditation requirements

#### 4.1 Management, Staffing and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
The roles and responsibilities of staff are well-matched to the needs of the provision resulting in high standards of delivery. The administrative documentation is exemplary. It is well presented and easily accessible. Policies and procedures are all documented. They are clearly understood and are made known to staff at induction and are available on the intranet. This supports a shared understanding of the provision.				

Effective procedures are in place for the recruitment of staff. The process started earlier this year to ensure appropriate and adequate staffing.

Publicity is attractive and up-to-date, allowing students to make informed choices. The application process and course requirements are clear. Consequently, students are appropriately placed on courses. There is flexibility in the system to allow for any necessary changes.

Attendance is carefully monitored. If a student is late, appropriate action is taken promptly.

Feedback is gained from students at different points in the course. However, not all students complete the forms, so reducing the effectiveness of the data. Information gained is collated and analysed and effectively informs quality improvements, which are recorded in the Quality Improvement Plan. Effective self-assessment processes and quality improvement planning results in effective self-evaluation, so driving up the standards of the provision.

#### 4.2 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
<p>Teaching, learning and assessment are overseen by the Programme Director. Rooms are allocated appropriately for the courses offered. The curriculum is standardised to support students in having a consistent learning experience. Materials are of a very high quality. They focus on content that allows students to develop the knowledge and skills and allows them to successfully complete their assignment and presentation. The courses are now accredited by City and Guilds and the related moderation process has a positive impact on the quality of the provision.</p> <p>Teachers are recruited so that their knowledge and skills match the course. They are observed shortly after they start teaching and then during the course. These measures support high standards of delivery. Further observations are undertaken if any issues are identified. One class was observed and students were all engaged and able to complete the given task. Lesson outcomes on the board allow students to know what they will cover in the lesson. In the meeting with students, they commented on how interesting the courses and teachers are and that the style of teaching engages them. They all consider they have learnt a lot. The out-of-class academic trips further support the learning experience.</p>				

#### 4.3 Participant Welfare (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
<p>Students are given a comprehensive induction at the start of the course. A team of eight counsellors is key to providing welfare support and offering advice. Students report that the counsellors are accessible and provide high standards of support. The counsellors' weekly meeting with students supports their positive relationship. An emergency number is available 24 hours a day to provide security for students if needed. ORA has access to the university nurse, should this be necessary.</p> <p>The residence used is a short walk from the building where classes take place. It is modern, bright and fit-for-</p>				

purpose, with a common room for student use. All the students at Imperial College are 18 years old or under and they are accommodated on two floors of the residence. The counsellors are also accommodated here to ensure the safety and well-being of the students.

A detailed safeguarding policy and a suitable policy regarding the use of technology are in place to support student safety. A designated safeguarding lead is identified. All staff are checked for suitability through the Disclosure and Barring Service (DBS). The outcomes are appropriately recorded. Prior to starting work, staff complete an online safeguarding course and at induction, and during the course, further training is given.

The safeguarding training includes training about arrangements to prevent radicalisation and extremism. This ensures staff are aware of issues related to extremism and radicalisation. Detailed risk assessments are carried out for all off-site activities, with a specific focus on the age of the students. As a consequence of these measure, standards of safeguarding are high.

Different types of daily activity take place outside the classroom to enhance the provision. A minority of students are not satisfied with the compulsory weekend activities. ORA is aware of this and recently dropped one of the trips to take account of student feedback.

#### 4.4 Premises and Facilities (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b>				
<p>The premises used form part of Imperial College. They are spacious and bright, with high standards of decoration. Access to the premises is not restricted, but ORA has appropriate processes to ensure they know where the students are and to support their safety.</p> <p>There is a café in the building and many restaurants and shops are located on campus for student and staff use. There are sufficient numbers of washrooms, which are in a good state of cleanliness. Areas for relaxation are available on the ground floor of the building.</p> <p>Classrooms are of different sizes, depending on the numbers of students and type of course. Small rooms are available to meet students privately and larger ones for staff and student meetings, as well as for the administration office. Overall, the ORA aim of offering a university experience to the students is successfully achieved through offering the courses and residential accommodation at the university.</p>				

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

<b>STRENGTHS</b>
All documentation is of a high standard.
The policies, processes and procedures, including self-assessment, post course evaluation and actions from feedback, are thorough, well thought through and effectively underpin the quality in the organisation.
The standardised curriculum across all centres, which is now quality assured by City and Guilds.
The system of student counsellors that is key to ensure that the students are well cared for.
The premises, which provide an excellent university experience for students.

<b>ACTIONS REQUIRED</b>	<b>Priority H/M/L</b>
None	

<b>RECOMMENDED AREAS FOR IMPROVEMENT</b>
The Provider should review the student feedback form in order to obtain higher completion rates and to ensure more robust data to further enhance the quality of the provision.
The Provider should consider alternative activities to some of the compulsory trips.

<b>COMPLIANCE WITH STATUTORY REQUIREMENTS</b>	
<b>Declaration of compliance has been signed and dated</b>	<b>YES</b>
<b>Further comments, if applicable</b>	