

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

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

**NAME OF PROVIDER:** Samiad Limited

**ADDRESS:** 2 Holt Court  
IBIC, Birmingham Science Park  
Birmingham  
B7 4EJ

**HEAD OF INSTITUTION:** Mr Alex Hopkins and Mr Phil Taylor

**DATE OF INSPECTION:** 15, 17 & 24 August 2018

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 29 November 2018

## PART A – INTRODUCTION

### 1. Background to the institution

Samiad Limited (Samiad/the Provider) is a private limited company established in 2013 by the two managing directors. The company is limited by shares with the managing directors holding the vast majority of shares between them and minority shares held by the other managers. Samiad aims to provide summer English language and activity-based camps in prestigious boarding schools for children aged mainly seven to 18 years. All participants are recruited from overseas.

Samiad's summer camps have been held in Boxhill School, Sussex and Trent College, Nottingham, which are both independent boarding schools, since 2013. This year, a third venue was offered for four weeks in July, in partnership with the Stay Club, which is a student residential company in north London. Participants can attend camps from one to seven weeks with the vast majority staying for an average of two weeks. In January 2018, the head office moved to a new room in the same office building.

The managing directors are the co-founders of the company and they have overall oversight of the provision. They are actively involved in the delivery of the summer camps. They work with two sessional centre managers, who are based at each of the two school campuses and have responsibility for the operational management of these venues. They share the management and oversight of the new London venue by visiting regularly. The provision has grown in size, since the last inspection, and this has resulted in the creation of two full-time sales managers positions, which also include operational roles at the summer camps for the duration of the summer provision. Samiad recruits sessional contracted teachers and activity staff for each of the school-based camps.

### 2. Brief description of the current provision

Samiad offers summer activity camps, with English language lessons from beginners to advanced levels, for seven weeks each summer. All courses are provided on a residential full-board basis.

The provision is standardised across all the venues with 15 hours of taught English language each week, external visits to places of historical or cultural interest and a range of games and sports activities, which are provided on-site. English language classes are organised by age and language skill levels and on arrival all participants undertake a standardised initial assessment test based on the International English Language Testing System (IELTS). This is used by teachers to place them in classes.

The core programme is delivered as a multi-activity programme that is supported by the wide-range of facilities at both schools including swimming pools, theatres, drama studios, sports halls, sports fields, artificial turf sports facilities and art rooms. In addition, there are on-site catering facilities with large refectories.

This year has seen the introduction of additional activity options, including football coaching provided by the Chelsea Football Club (FC) foundation soccer school at Boxhill School, a horse riding specialism and intensive English language courses. There has been a significant increase in the number of students due, to some extent, to the new provision in London.

The inspection took place during the final week of the camps at each school and there was a total of 105 participants across both schools. This summer the participants have come from 51 countries. The majority of students were from China, Spain, Russia, Portugal and Morocco. There was a fairly even gender mix. All participants are under 18 years of age. The vast majority are recruited through approved agents. There are no formal entry requirements.

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### 3. Inspection process

The inspection was undertaken by one inspector who visited the company's head office in Birmingham for half a day and Boxhill School and Trent College for one day each. Meetings took place with the directors, campus staff, teachers, welfare coordinators, activity leaders and participants at each venue. A meeting was held with an agent from Africa at Boxhill School. Observations of teaching and learning and tours of the premises were undertaken. Documents and electronic records were scrutinised. The Provider was highly supportive of the inspection process and provided all the relevant information to undertake the inspection. The provision at the Stay Club, Colindale, London was not inspected as there were no students present there at the time of the inspection.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Stage 2	24 & 25 February 2014
Stage 3	4 August 2014
Interim	1 October 2015

## PART B - JUDGMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The directors are highly qualified and experienced in private education which has helped bring about significant growth in business since the last inspection.

There is a well-considered and appropriate organisation structure that enables and supports expansion. There are very clear roles and responsibilities for the directors and managers and administrators. During the summer period, additional staff are recruited to accommodate the expanded programme delivery responsibilities. The two directors effectively maintain overriding control of the quality assurance aspects as well as controlling customer relationship management.

Job descriptions for full-time and sessional staff are comprehensive and reflect the accountability and outcomes required. They effectively enable successful staff performance management.

The range and scope of information systems is extensive from bespoke information systems that collect and analyse key performance indicators, software applications for supporting delivery outcomes, secure communication and messaging systems, e-mails and telephones. In addition, staff make excellent use of peer support and resource sharing as a result of opportunities, through team meetings, sitting in the staff rooms and meal times, to share information.

#### 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The administrative support has grown as the business has expanded and there are now two additional full-time and well qualified and experienced managers/administrators with another one due to start in September 2018.

The directors have produced clearly written and comprehensive organisational and welfare policies that support all functions of the business. There is an annual review process that enables managers to measure the effectiveness of the policies as well as making appropriate adjustments.

Files at the delivery centres contain hard copies of all policies as well as a copy of the comprehensive staff and student handbooks for ease of reference during busy periods.

Data collection systems are very effective and provide timely data on relevant key performance indicators and, as a result, prompt responses are made to any issues or concerns that arise.

**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**

There is a clear staff recruitment policy that is implemented through effective systems and processes. There is a central record of all staff that includes information on pre-employment checks including qualifications and Disclosure and Barring Service (DBS) checks.

There are robust systems to ensure that effective annual staff performance reviews take place. Summer sessional staff are evaluated at the end of their contract and the resulting information is shared with the staff. Teaching staff are observed once during the programme by the teaching coordinator and useful feedback is given at the time.

Many staff return year-on-year and performance information is reviewed annually. At the end of each summer, the camp managers provide the management team with performance reports and these form the basis for the following year's staff recruitment process.

All sessional staff have an online assessment prior to the start of each year's summer camp and before participants arrive to ensure their suitability.

**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**

All publicity materials, whether in printed or electronic format, are current and accurately reflect all aspects of the provision. Photographs are updated annually. Company information and policies are regularly updated as necessary.

The information on the website is comprehensive and provides full details on the activities and English language provision including initial assessment.

**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 type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

There are no specific entry requirements for the programmes and there are English language classes for all levels from absolute beginner to advanced level.

Participants are recruited through the website and through a network of approved agents. All applications are undertaken through a sophisticated and highly effective bespoke management information system. This records all information from initial enquiry to the feedback process at the end of the course. Enquiries and applications are managed online and attended to quickly and professionally. There are very high levels of customer service and excellent use is made of a wide range of multimedia resources including live chat, online conferencing and e-mail to facilitate effective communication.

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

- |     |   |   |                             |                             |
|-----|---|---|-----------------------------|-----------------------------|
| 6.1 | There is an appropriate, clear and published policy on participant attendance and punctuality.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

As it is residential provision, attendance is scrupulously monitored, recorded and any issues are followed up quickly. Lesson attendance is compulsory and, when classes are being held, activity staff are available to check late arrivals to class and manage non-attendees.

Information regarding student non-attendance in class or student sickness is quickly disseminated using immediate electronic messaging systems. As a result, class attendance is excellent.

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

appropriate.

- |     |  |   |
|-----|--|---|
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 7.3 | The feedback is reviewed by management and action is taken where necessary.                            | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

Feedback from agents, parents, participants, staff from the schools and the Provider's staff is quickly responded to in line with the Provider's customer relationship management policy. It is collected through effective online, written and verbal methods.

Participant feedback is collected weekly. It is analysed and, if necessary, changes implemented with information shared with stakeholders, including on notice boards in the refectories, dormitories and common rooms.

Participants report they are very happy and consider their views are valued and responded to quickly.

**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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.2 | Reports are compiled which present the results of the provider's reviews and incorporate action plans.           | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

**Comments**

Robust quality assurance processes, relating to the provision, are given a high priority throughout the duration of the summer camps as well as out of season.

A wide range of information, which can be used for quality assurance purposes, is collected and collated from stakeholders such as agents, parents, participants and staff from the schools and the Provider's staff. The information is actively sought and responded to promptly and meticulous records are maintained identifying any issues and the remedial action undertaken as result.

The information is collated using a bespoke management information system that generates reports using a priority system. As a result of this information, self-assessment is accurate and provides the framework for the annual review process. It underpins the quality improvement plan, which is used successfully to improve the quality of the provision.

**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 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
|-----|---|---|

of the body of trainers

- |     |  |   |                             |                             |
|-----|--|---|-----------------------------|-----------------------------|
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.                                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

There are highly effective methods for ensuring the programmes are well managed. There are teaching coordinators at each school and their role is central to ensuring the teaching programmes run smoothly. Classrooms are timetabled and allocated according to the needs of the different ages of the students, for example, younger learners are given rooms with plenty of floor space to allow for movement, games and floor activities.

Teachers stay with their classes for the duration of the programmes. This continuity enables participants to get to know their teachers, peers and classrooms well and supports the development of their confidence as they are in familiar environments.

Teachers attend weekly staff meetings where they can discuss and evaluate the provision, discuss class changes for those ready to move up an English language level and find out information on incoming participants. Teachers report that they receive plenty of support to plan lessons and that resources are easily obtained on request. However, a minority of teachers report they would welcome opportunities to discuss class behaviour strategies with their peers before seeking managerial intervention.

**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="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |  |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The academic management of the programme is excellent with schemes of work and lesson plans that are effectively linked to the activities and trips undertaken. This coherent approach enables the participants' vocabulary to be widened and reinforced in lessons and in activities as well as providing the core material for classroom-based activities, projects and presentations.

Participants staying longer than two weeks may move up an English language level. This is at the teachers' discretion. Class sizes are limited to a maximum of 15 participants, which effectively assists with the participants' progress and development.

Participants are encouraged to take responsibility for their learning and there are plenty of English language



development resources in classrooms, dormitories and in communal areas. Good use is made of these by teachers and participants. Activities are well chosen to encourage independent learning as well as providing a great deal of fun.

**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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 11.2 | Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.                         | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 11.3 | The appraisal procedures for trainers incorporate regular classroom observation.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 11.4 | Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 11.6 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The vast majority of teachers are qualified to teach in schools or English language institutions. A very small minority have left university this year and are undertaking teaching practice with the Provider prior to starting their teacher training programmes in the autumn. The majority of teachers have taught on Samiad summer camps in previous years. As a result, they are very well qualified for their roles.

All teachers are observed at least once during the summer and the observation system is well managed with records that highlight the strengths, areas for development and professional development opportunities.

The quality of teaching and its impact on learning are excellent with well-planned lessons, high quality teacher generated resources and a wide range of multimedia activities. Lessons are varied and interesting and inspire, motivate and challenge participants to do well.

In one beginner class, disruption occurred because the age range was too wide to successfully manage behaviour. However, this was identified by the teacher and managers were able to identify a short-term solution that successfully supported the teacher to control behaviour and enable learning outcomes to 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**

Teachers are very well supported with well-organised lesson planning and delivery resources. All teachers have sufficient planning and preparation time throughout the week and, as a result, lessons are supported by a wide-range and a number of high quality and interesting resources. Multimedia equipment is good at each school and teachers make excellent use of well-chosen multimedia resources.

As a result of the high-quality resources, teachers produce and deliver interesting and motivating lessons using a wide range of activities that provide good opportunities for learning and for participants to mix with their peers.

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Initial assessment accurately places participants at the correct level and class changes are rare.

All participants are assessed on their individual performance by their teachers in lessons, through marked work and projects and presentations that are made in class.

Students receive individualised report cards from their teachers that records their language acquisition progress as well as recording the teachers' views on participants' confidence, behaviour and individual challenges. These reports are inserted into the participants' workbooks for them to take home and share with their families. As a result, their progress is well monitored and recorded.

**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 (this does not apply to the provision of certificates of attendance only)**

15.1	There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  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.  Yes  No  NA

16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.  Yes  No  NA

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

Comments

**INSPECTION AREA - PARTICIPANT WELFARE**

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

17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.  Yes  No  NA

17.2 Participants receive appropriate advice before the start of the programme.  Yes  No

17.3 Participants receive an appropriate induction and relevant information at the start of the programme.  Yes  No

17.4 Participants are issued with a contact number for out-of-hours and emergency support.  Yes  No  NA

17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

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

The folders kept at the delivery centres contain copies of all the welfare policies, procedures and checklists for ensuring that all aspects of safeguarding are given the highest priority. Staff report they find these folders very helpful because, if they have any concerns or need any information, they are able to find information quickly. All staff are residential and accessible during their time working at the summer camps.

Staff at Trent College site have trialled a prefect system for the last two weeks of this summer camp and early indications

and feedback from students indicate that this additional layer of support is valued by the participants and staff.

Detailed and appropriate information is sent to parents and participants prior to arrival including travel information. All participants receive emergency contact details on arrival. The induction thoroughly covers all aspects of health, safety and wellbeing as well as expectations for behaviour in class and in activities.

All the staff, including the two directors, are appropriately trained in safeguarding. Central records of safeguarding training as well as the certificates with expiry details are well maintained. Risk assessments are thorough and reflect every aspect of the provision and staff recruitment. Policies and procedures are reviewed annually and provide clear guidelines that cover discrimination, discipline and identifying signs of radicalisation and extremism.

**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="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Samiad provides good levels of information to parents from the point of enquiry, prior to and on arrival. Agents provide participants with sufficient information, including brochures, individualised information and comprehensive travel support. Induction is thorough and includes detailed information on the behaviour requirements as well as information on the laws and customs of the United Kingdom.

Staff are accessible at all times of the day and night and provide high levels of support and care. They are especially supportive of different religious and cultural needs.

Catering arrangements to meet different dietary requirements are good, with at least one suitable option available at every meal.

**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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedure.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Samiad's terms and conditions are transparent from the first enquiry. The written terms and conditions are clear and the cancellation and refund policy is fair.

The complaints policy is easy to understand and there is a clear flowchart of the processes and procedures including reference to the BAC complaints procedure.

**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.                                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.4 | A level of supervision is provided appropriate to the needs of participants.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.5 | Separate accommodation blocks are provided for participants under 18.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The residential accommodation is secure with robust measures in place to restrict entry. Residential facilities are excellent with well-appointed and clean bedrooms that include a space to study and areas to meet and mix with peers. Samiad staff stay in dormitories and are easily accessible at any time. There are clearly marked staff and participant facilities. Students report feeling very safe in the schools and inspection findings confirmed this view.

All the residential premises are appropriately regulated and inspected by the relevant authorities. They provide safe and secure environments, which are appropriate for the ages of the participants

All bedrooms have relevant information as a reminder of key health and safety practice and evacuation details and procedures are reinforced daily.

**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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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.                               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.  | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 22.2 | The social programme is responsive to the needs and wishes of participants.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.                    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The school-based programmes provide extensive inclusive social activities and include two external visits each week to a large theme park and to Warwick Castle. Participants report high levels of satisfaction with the activities and particularly enjoyed the overnight stay at a British castle.

Social activities, which form part of a programme called the London Experience, which is offered in partnership with the Stay Club in London, are inclusive and the programme was devised in response to participant feedback in previous years.

Risk assessments are wide-ranging, thorough and form the basis for all activities in the summer camps. Risk assessments for all social activities are maintained in the central folders at each school and are easily accessible for all staff. Staff are briefed on all activities and trips daily and risk assessments are reviewed and discussed thoroughly. External trips are very well staffed and teachers attend as well in order to engage with the participants as well as extending the opportunities for language acquisition on these trips.

**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.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.2 | Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The Provider has excellent relationships with both schools and there are rolling contracts in place. Additional facilities, if required, are available.

The arrangement with the Stay Club is new this year and is managed under an annual contract.

There is secure tenure on the new head office premises.

**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.                         | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Both schools are accessed through secure gateways. Samiad staff wear purple shirts marked Samiad Staff and there are designated access points for visitors. Both schools offer attractive environments that include a mixture of old and new buildings. The buildings are very attractive and provide comfortable surroundings to learn and have fun. All spaces are well maintained, clean and tidy.

Signage is excellent and there are very clearly designated Samiad areas. Health and safety is paramount with both schools providing secured access to dormitories and classroom buildings. General information boards that include health and safety and first aid information are in the refectories. There are plenty of staff visible at all times for participants to access help and support if required. Health and safety practice is well communicated across buildings, in classes and during activities. The staff are active in carrying out their responsibilities for the young people. They conscientiously reinforce the need for health and safety awareness at the start of every activity.

The head office is suitable and includes toilet facilities that are clean and very well maintained.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.3	There are facilities suitable for conducting the assessments required on each course.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Classrooms are excellent, providing high quality physical resources and interactive technology. Furnishings are very high quality with well-chosen furniture which meets the needs of the participants very well. Every classroom visited was well lit, with good ventilation that can be controlled by the teachers.

Teachers make very good use of outside areas for undertaking English language activities enabling participants to move around and become highly engaged in their lessons.

Activity areas are exceptional with plenty of high quality resources. These spaces are well used to enable the participants to try new activities, explore new skills and have fun.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Samiad has good access to additional working and relaxation spaces at each of the delivery venues. Spaces include classrooms, school libraries and common rooms. The schools' premises provide adequate space for teachers to prepare lessons, store resources securely and hold team meetings.

The majority of dormitory areas include games rooms, television areas and lounge areas. There are also kitchenettes where supervised participants can make snacks and eat with their friends. Participants report they very much enjoy this facility. The school's grounds are attractive and large providing plenty of space for relaxation. The refectories are very large at both schools with on-site catering facilities. They are used so that the participants can get together at key points in the day and they offer good spaces for the children to relax and play with their peers.

The head office is a very large area and has considerable scope for the planned staff expansion. There is also a large meeting room, resourced with appropriate information technology equipment and a small kitchen.

**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

Highly effective communication methods that ensure effective control of the provision.

Good quality management and control of high standards effectively support accurate self-assessment.

Exceptional customer relationship management.

**Actions Required**

**Priority H/M/L**

None

High  Medium  Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Successful initial assessment places participants at the correct level.

Experienced and innovative teachers.

Cohesion between the curriculum, activities and trips.

**Actions Required**

**Priority H/M/L**

None

High  Medium  Low

### PARTICIPANT WELFARE

#### Provider's Strengths

High levels of well-trained staff who contribute to high levels of participant health, safety and well-being.

Well-chosen activities and trips with embedded risk assessments.

**Actions Required**

**Priority H/M/L**

None

High  Medium  Low

### PREMISES AND FACILITIES

#### Provider's Strengths

Schools provide high quality facilities in secure and safe surroundings.

**Actions Required**

**Priority H/M/L**

None

High  Medium  Low

## **RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

It is recommended that the Provider reviews the class disciplinary policy in order to standardise management's response to behavioural issues.

The provider is advised to provide opportunities for teachers to discuss behaviour management best practice and to identify appropriate support methods.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**

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