

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Full Inspection

**NAME OF PROVIDER:** Gledus Limited

**ADDRESS:** Jubilee House  
East Beach  
Lytham  
Lancashire  
FY8 5FT

**HEAD OF PROVIDER:** Mr Henry Hargreaves

**DATE OF INSPECTION:** 22-23 October 2019

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

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

DATE: 30 January 2020

### 1. Background to the institution

Gledus Limited (the Provider) was established in 2017 and is a privately owned limited company. It aims to offer a small range of residential education programmes to international participants, through the delivery of summer camps in the United Kingdom (UK). In addition, the Provider offers an education programme to UK only participants. This programme is non-residential and takes place during UK school holiday periods.

The programmes offered to international participants from July 2020 are based on specialist skills in football, performing arts and technical development. All programmes will be delivered in conjunction with an English Language programme. The programme that is currently offered only to UK participants is an integrated learning programme which combines Science, Technology, Engineering, Arts and Mathematics (STEAM).

Gledus Limited has its head office in Lytham, Lancashire. International participants of the summer camps are accommodated at Kirkham Grammar School in Lancashire and the three specialist programmes are delivered at Tranmere Rovers Football Club (TRFC) in Birkenhead, Merseyside, at Manchester College and at Kirkham Grammar School. These locations offer participants a creative learning environment and access to industry standard resources and specialist facilities for their chosen programme. UK participants can attend the STEAM programme four times per year at Kirkham Grammar School.

Gledus Limited intends to expand opportunities in international education and to promote collaboration between institutions, participants, parents and related organisations with the objective of providing enjoyable cross-cultural learning experiences and bringing the world together through education.

The head of the Provider is the Managing Director, who is also the Designated Safeguarding Lead. He is supported by a Director of Studies, an Administration Manager and a Compliance Manager. Teaching staff are managed by a Lead Teacher who reports to the Managing Director and Director of Studies.

The Provider has recruited three self-employed tutors for the STEAM programme. Recruitment for tutors for the summer camp programmes for 2020 is still in progress as the programmes are still being marketed in China. The Provider intends to recruit a team of self-employed subject experts who can be deployed based on demand for the summer camp.

The Provider is continuing to use international recruitment agents for participants in China as this is the main country targeted for the 2020 summer camp.

### 2. Brief description of the current provision

The first summer camp, which is planned for July 2020, will be of two weeks' duration and delivered face-to face. Enrolment for summer camps will be annual, commencing in July and August each year. The three specialist programmes in football, performing arts and technical development will be delivered alongside an English language programme.

International applicants are required to have a minimum International English Language Testing System (IELTS) score of 4.5 and will also be required to undertake a written task prior to commencing any programme.

The Provider has a capacity of 40 international participants in total. It is envisaged that the participants will be aged between 10 and 16 years old. It is anticipated that a large majority of the participants will be Chinese.

The newly introduced STEAM programmes started in summer 2019. These are one week, non-residential, face-to-face programmes that aim to build on the curriculum being delivered in UK schools. Current programmes include coding, robotics and Augmented Reality (AR). In addition, the programmes aim to develop life skills such as team working, communication, and presentation.

The Provider has a capacity of 15 UK participants in total. Participants to date have been aged between 8 and 16 years old and are an equal mix of male and female. There are no entry requirements for these programmes.

At the time of inspection, 11 male and female participants aged between 8 and 14 years were enrolled on the STEAM programme during the UK autumn half term dates.

### **3. Inspection process**

The inspection was carried out at Gledus Limited's head office and Kirkham Grammar School, over one and a half days by one inspector. Meetings took place with the Managing Director, the Director of Studies, the Administration Manager, teaching staff and participants. Two lessons were also observed. Various documentation was scrutinised. The availability of the information provided to the inspector was excellent and the Provider cooperated highly effectively with the inspector throughout the inspection.

## 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 Provider has a well-defined management structure that is documented by means of an organisation chart that clearly states the staff hierarchy and job roles. This is up to date and includes the newly recruited teaching staff.

The Managing Director is highly qualified and experienced and has a clear vision for the Provider and its potential participants. He is supported by a small Senior Leadership Team, including a Director of Studies, Compliance Manager, Administration Manager and Lead Teacher. The Senior Leadership Team is highly committed and supports the Managing Director to ensure all staff and participants are fully supported prior and during programme delivery.

All roles and responsibilities are well understood and documented in sufficiently detailed job descriptions for full and part-time staff. There are currently three self-employed teaching staff who are subject experts for the STEAM programmes, one of whom is a qualified teacher at Kirkham Grammar School.

The Managing Director is in the process of recruiting additional self-employed teaching staff as the demand for courses increases and becomes more regular. Appropriate Terms of Agreement are in place within contracts for all staff.

There are highly effective channels of communication between the management and staff. Regular face-to-face meetings, telephone calls and e-mails are scheduled. All communications are up to date and effectively recorded through a meeting calendar, agendas, minutes and action plans. In addition, the Provider is using an online cloud based instant messaging platform to share information. These systems ensure that the Provider is effectively managed and that communications are efficiently recorded.

#### 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.  Yes  No

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

**Comments**

The Provider has a qualified and experienced Administration Manager who is located at the head office. He works closely with the Managing Director, who oversees the administration process from initial applications to enrolment. The Administration Manager is clearly identified on the organisation chart and his role and responsibilities are clearly confirmed within a job description.

The size of the administration team is sufficient for the number of staff and participants prior to and during programme delivery and ensures the effective day to day administration of the Provider.

There are clear and documented policies covering the administration procedures and systems. These are included in the staff handbook and are disseminated during the staff induction. The staff handbook and policies are accessible on the Provider's secure server.

All administration records are stored on a secure and central database system. This has been set up to include staff and participant information, application forms, enrolment forms, emergency contacts, financial information and attendance records. This system ensures all staff have efficient access to up to date administration records and documentation.

Data collection and collation systems are effective. Policies have been reviewed and updated to comply with the current data protection regulations. The senior leadership team has undertaken recent training to ensure this compliance.

These systems ensure that there is highly effective administration support in place to support staff and participants.

**3. The provider employs appropriate managerial and administrative staff**

3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No

3.2 Experience and qualifications claimed are verified before employment.  Yes  No

3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

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

**Comments**

The Provider has detailed recruitment policies. These include policies on appropriate legal checks, academic references and qualification verification for all staff.

The recruitment of teaching staff is ongoing and is dependent on academic qualifications and experience within their subject specialisms. All experience and qualifications are verified by the Managing Director prior to employment contracts being issued. Contracts are renewed based on the demand for the programmes and the performance of staff.

The Provider has a structured review process for all teaching and non-teaching staff. The performance of all staff involved in the delivery of programmes is reviewed by the Director of Studies and the Managing Director. Feedback on staff performance, including action plans for improvement, is communicated to staff in staff review meetings. All meetings are documented.

**4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its curriculum**

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Provider's printed promotional materials provide an accurate depiction of the location, premises, facilities, resources and programmes offered. The website is well maintained and has been updated to include all programmes offered to international and UK participants.

Programme information packs and student handbooks contain relevant, accurate and up-to-date information about all the programmes. These packs are reviewed after every programme and prior to the first cohort of participants being enrolled.

The Managing Director is also very proactive with regard to communications to promote the new STEAM programmes. These communications include meeting with local schools and parents and the use of social media. In addition, feedback from participants and parents is very positive which has had a positive impact on recruitment for the next programmes in 2020.

**5. The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- |     |   |   |                             |                             |
|-----|---|---|-----------------------------|-----------------------------|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants.                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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**

Entry requirements for international participants for the summer camp programmes are published on the Provider's website and are also stated in programme information packs used by agencies in the participants' home countries. International applicants are required to have a minimum IELTS score of 4.5 and, on arrival, they undertake an English language proficiency test to establish their level of English. Classes are then arranged to ensure participants are taught at the appropriate level to meet their needs. Although there are no entry requirements for the STEAM programmes, there are detailed course descriptions in the printed publicity materials. Course details for these programmes are also available on the website.

For international students applying to enrol on a summer camp programme, there is a formal application process that ensures participants meet the entry requirements and that any claimed qualifications are verified at enrolment and prior to commencing any programme. The Managing Director also arranges a face-to-face meeting in the participants' home country prior to enrolment.

STEAM programmes have a similar application process that is fit for purpose. It may be useful, given the difference of residential and non-residential provision and age group, that a separate application process is introduced for the future.

The application process for all participants encourages the declaration of any cultural and religious requirements. This is effective in aiding educational and social programme planning.

All application and general enquiries are responded to promptly by the Managing Director and referred to the Director of Studies as needed. The Managing Director also has regular communications, including face-to-face meetings, with overseas recruitment agents as they also manage enquires within the participants' home countries.

Overseas recruitment agents are used. They are appropriately briefed and trained by the Managing Director. The monitoring and evaluation of the agents is planned for the end of programme review report in 2020. These systems have been well designed and are effective for the type of provision offered.

**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**

There is an appropriate, clear and published policy on required student attendance and punctuality. This is clearly stated in the Student Handbooks and associated quality assurance policies.

Attendance registers are taken daily, and attendance records maintained using the secure central administration system.

The Managing Director oversees all attendance and personally follows up on any absences promptly.

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

The Provider has a collaborative approach to obtaining feedback from participants and parents. All participants complete a questionnaire at the end of each programme. In addition, group discussions with the Managing Director take place during the programme delivery to check participant satisfaction. For STEAM programmes, which are the only programmes that have been delivered to date, parent feedback has been highly positive. The Managing Director is planning to use positive feedback from participants and parents in testimonials within publicity materials. A similar approach will be used for the summer camp programmes in 2020.

All questionnaire feedback and other feedback is formally collated by the Managing Director after every programme and an Evaluative Report is produced including an action plan for the next cohort.

Programme Evaluative Reports feed into Annual Reports to aid continuous improvements and identify potential new provision.

**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**

The Managing Director produces an Evaluative Report after every programme has been delivered, including an action plan for the next cohort. The report also includes participant and tutor feedback and outcomes of lesson observations.

The Evaluative Reports will feed into annual reports to aid continuous improvements. Annual Reports will include action plans. There are no Annual Reports to date as the Provider has not been delivering programmes for a full year.

Action plans included in the Evaluative Reports are reviewed by staff across all levels and the Managing Director oversees this and ensures that all actions are addressed effectively.

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

The programme management of the Provider is very effective and significantly contributes to a positive and productive learning environment.

The Managing Director and Director of Studies are well qualified and highly experienced to manage the team of teaching staff. In addition, the Provider has recruited a Lead Teacher to support the self-employed tutors. The Lead Teacher is a full time qualified teacher at Kirkham Grammar School and specialises in STEAM subjects.

All lessons are clearly timetabled and planned effectively, with appropriately allocated start and finish times and breaks. Participants confirmed they are happy with the planning of lessons which meets their needs.



Tutors are contracted based on demand for the training programmes delivered each year. The Provider has a robust system in place to allocate tutors to training programmes and this is evaluated based on participant need and the skills and experience of the tutors. These systems ensure tutors are entirely suitable for the programmes they deliver.

All participants and parents receive a Programme Handbook and Information Pack prior to attending the programmes and this includes a session timetable.

There are appropriate capacity limits in place for all programmes with effective ratios of tutors to participants. This has been carefully considered based on venues and resources to ensure the learning experience is of a high quality.

The Managing Director has developed the teaching and learning resources. These are discussed with tutors prior to programmes commencing. This is effective and allows the teaching and learning resources to be reviewed in line with the training programme aims and objectives and the participants' needs.

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

All programmes are carefully planned in response to current industry trends within each specialist area and the needs of participants. They are planned to ensure they include life skills that are appropriate for the targeted age group and level of participants. Comprehensive plans are in place, including detailed lesson plans, to ensure delivery methods are wide ranging and inclusive.

The STEAM programmes are carefully planned based on information provided from applications and parents. Achievement rates to date are excellent and supported by positive feedback and an indication of additional future enrolments from existing and previous participants.

Programmes are designed to develop independent learning skills and include group work and presentation skills.

The academic backgrounds and particular needs of international participants are taken into account in the planning and delivery of summer camp programmes. This also impacts on any social programmes that may be planned.

**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.  Yes  No
- 11.6 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Provider currently employs a small team of self-employed subject specialist tutors for the STEAM programmes. All tutors are supported by a Lead Teacher who is a qualified teacher and highly experienced in their subject and teaching pedagogy. The Lead Teacher is responsible for the main teaching, with the tutors providing technical support and practical demonstrations.

Tutors are contracted based on demand for the training programmes delivered each year. The Provider has a robust system in place to allocate tutors to training programmes and this is evaluated based on participant need and the skills and experience of the tutors. These systems ensure tutors are entirely suitable for the programmes they deliver.

All lessons are regularly observed. Each tutor is observed at least once per programme by the Managing Director or the Director of Studies. This is a documented process and the records are securely stored on the Provider's internal network.

All teaching staff are required to update their Curriculum Vitae (CVs) annually. This allows for the effective allocation of tutors for the delivery of the training programmes. Records of all tutors' CVs, qualifications and Continuing Professional Development (CPD) are securely stored on the Provider's internal network. Tutors are proactive regarding their own CPD. This is demonstrated through professional employment in the industry as well as updating their own skills and qualifications in their specialist subject areas. Tutors are supported by the Provider regarding any mandatory training requirements, such as Safeguarding.

The Provider has a participant focused ethos and works hard to ensure programmes are designed to include differentiated content and delivery methods appropriate to the age and levels of the participants. Tutors are very responsive to participant needs and continuously check their understanding during the course delivery.

**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**

The Managing Director has designed each programme with subject specialist tutors and the Director of Studies to ensure the content is current and appropriate for the level and age group of participants.

All teaching resources have been developed from each programme plan. The tutors are issued with all the required resources and do not need to create any of their own.

All subject specialist resources are also provided to participants and included in the programme fees.

**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.  Yes  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.  Yes  No  NA

- 13.3 Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No  NA
- 13.4 Participants are made aware of how their progress relates to their targeted level of achievement.  Yes  No  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.  Yes  No  NA
- 13.6 Participants have appropriate access to trainers outside class time.  Yes  No  NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants on the STEAM programmes receive a report at the end of the course. This report is also distributed to the parents. This is a comprehensive report that details the participants' technical skill development and the enhancement of their social and transferable skills that have been demonstrated whilst on the programme. All tutors contribute to the report as well as the Managing Director. This is an excellent confirmation of how the Provider is committed to participants' progression and wellbeing.

International participants will have access to the Managing Director and the Welfare Officer, who is also the Director of Studies, at the residential accommodation outside of tutor led lessons. They will also have a 24-hour mobile telephone number for any other contact if needed.

**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.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  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.  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 Managing Director is the named Safeguarding Lead and is trained to an appropriate level. He is supported by the Compliance Manager and Director of Studies who are also trained to an appropriate level.

Participants receive an Information Pack prior to enrolment. In addition, a face-to-face meeting with the Managing Director in the international participants' home country takes place to support the pre-enrolment process.

Participant induction is a comprehensive standardised programme that provides introductory information about all the facilities and services provided for each programme. The induction also outlines the role of the staff and the available pastoral support.

An emergency contact number is provided to participants and appropriate use of this number is explained. The Managing Director will be present throughout the duration of any summer camp during training sessions and at the accommodation.

The Provider has clear and documented policies in place to avoid discrimination, to deal with abusive behaviour and to outline the behavioural expectations of the participants whilst studying with the Provider. These are clearly accessible in the Student Handbook and associated quality assurance policies.

Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. These are supported by a suitable policy. The policy has been reviewed this year and will continue to be reviewed annually. The policy is inclusive of detailed risk assessments for all venues visited and resources accessed. The Health and Safety policy clearly outlines the staff responsible for ensuring the safety of participants.

There is a separate Preventing Radicalisation statement to inform staff and participants how to report concerns regarding radicalisation and extremism. This forms part of the Provider's arrangements to protect participants from the risks associated with radicalisation and extremism and includes a risk assessment. Training regarding radicalisation and extremism is delivered to staff by the Managing Director prior to the commencement of any programme.

**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**

General information is provided for potential international participants in the information packs and on the website. Participants can also contact the Provider with any queries prior to or during the application process and specific and detailed information is provided dependent on the nature of the query. Once enrolled, participants receive detailed programme information packs that include all required information, including about the local area and relating to their accommodation as well as the premises they will attend for their chosen programme.

On arrival, participants receive an introduction to the local area and premises where they will board and study. This is followed by a personal meeting with the Managing Director and the Director of Studies. This ensures that all personal requirements including any cultural, religious and language needs are effectively considered and supported. This support continues to be available for the duration of their boarding and studies at the summer camp.

Cultural and religious considerations are requested on the Providers application form, which supports the Managing Director and teaching staff in their preparation for the programme delivery and running the social programmes.

Participants have access to a Careers Adviser who can support participants and programme graduates finding employment in the creative industries or other related fields of work.

**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**

There is a fair and transparent enrolment procedure for the summer camps and the STEAM programmes. Participants are provided with clear contractual terms and conditions that are signed and dated.

Participants have access to a fair complaints procedure of which they are informed of at the induction. This also forms part of the Provider's policies and is published in the Student Handbook.

The complaints procedure is also accessible from the website, as is 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 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 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 type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.4 | A level of supervision is provided appropriate to the needs of participants.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.5 | Separate accommodation blocks are provided for participants under 18.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

- Met  Partially Met  Not Met  NA

**Comments**

**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**

A social programme will be available for the international participants. The Provider has designed a detailed and appropriate social programme based on current market research and in liaison with international recruitment agents who have much experience based on participant and parent feedback. Research is focused on what participants look for as an international student studying in the UK as well as their age and their cultural and religious needs.

The social programme is available for review by participants prior to enrolment and they have the opportunity to feed back to the Provider and make reasonable amendments. No additional costs are incurred as a result of participation in the social programme.

Risk assessments have been completed for all social activities to ensure participants' safety. These will be reviewed for effectiveness once the social activities have been undertaken. All social activities are supervised by the Managing Director and a member of the Senior Leadership Team.

**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 training 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 secure tenure agreements for its head office premises. Hard copy contracts and agreements are securely stored in the Managing Director's head office.

The lease and partnership agreements for the external premises used are clearly documented and up to date.

**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**

The head office premises provide a safe, secure and clean environment for staff. The head office is not used by participants. There is appropriate secure access to the head office through the main building reception area on the ground floor. The Provider's offices are located on the ground floor of the building.

General guidance on health and safety is provided to staff and visitors on arrival. All visitors are presented with this information, requested to sign in and issued with a visitor badge. There are clear notices and signage regarding fire and other health and safety procedures throughout the building and on every floor.

The facilities are spacious, effectively maintained and clean. They provide very good circulation space for the number of staff accommodated and to receive visitors. There are appropriately allocated toilet facilities throughout the premises that are clean and maintained daily. There is good heating and ventilation in all rooms.

**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**

At the time of inspection one STEAM programme was being delivered at Kirkham Grammar School.

The Provider has access to two good size classrooms that easily accommodate the number of participants and tutors. In addition, the participants and staff have access to the school sports hall, external recreation areas and toilet facilities.

The Provider provides all resources required for the programme, such as laptop computers for participants. Audio visual equipment, such as interactive whiteboards and projectors, are set up in the classrooms for use by the tutors.

**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**

Staff have access to suitable additional facilities at the head office, including communal break areas and private meeting rooms.

Staff can keep personal belongings with them in lockable offices and there is access to secure storage should this be needed. All offices are secure and lockable. Participants may leave personal belongings in classrooms. These are also secure locked during breaktimes.

There are a number of additional rooms at the head office that can be booked and used for staff meetings, as required. These range from large boardrooms to smaller meeting rooms.

Administrative offices are of a good size for the allocated number of administrators and other staff.

At Kirkham Grammar School, in addition to the two classrooms, the participants and staff have access to the school sports hall, external recreation areas and toilet facilities. These are well maintained by the school and provide break areas for the relaxation and consumption of food. As the programmes are delivered during school holidays, there are no facilities available for participants or staff to purchase food and drinks, therefore all food and drinks are brought in by participants or provided by staff.

**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

The Provider promotes a creative and inclusive learning environment for participants.

The Provider has a collaborative positive approach to the programmes that is flexible, and participant focused.

The Managing Director has an excellent vision regarding the future provision that reflects the need to provide participants with the specialist and life skills to progress in a competitive global work arena.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

Lessons are creative and engaging and exceed participant and parents' expectations.

The STEAM summative reports are developmental and focused on participant progression and wellbeing.

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

### PARTICIPANT WELFARE

#### Provider's Strengths

The Managing Director attends a face to face meeting in the international participants' home country to support the pre-enrolment process and to respond to any queries from parents directly.

The Provider has designed a detailed and appropriate social programme based on current market research. Research is focused on what participants look for as an international student studying in the UK as well as their age and their cultural and religious needs.

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

### PREMISES AND FACILITIES

#### Provider's Strengths

The premises used for the current STEAM programmes allow for the formal delivery of lessons as well as recreational aspects of programmes that are vital for the targeted age groups.

The specialist resources provided for participants are of a high standard and allow for independent and collaborative learning to take place in a productive environment.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

It is recommended that the STEAM programmes have a separate application process to the international participant applications to differentiate information required, such as residential or non-residential provision and the entry requirements for international participants.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**