

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Opportunity Education

ADDRESS: 32 Queens Terrace
Southampton
SO14 3BQ

HEAD OF INSTITUTION: Mr Thomas Saunders

DATE OF INSPECTION: 3-4 December 2019

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- Award of accreditation to be withdrawn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: 26 March 2020

1. Background to the institution

Opportunity Education (OE/the Provider) is the trading name of Opportunity China Limited, a private limited company with offices in Southampton, United Kingdom (UK). The Provider was established in 2011 and offers short courses in the English language and cultural development primarily for school aged children from China.

The Provider is currently offering two principal programmes. These are a programme called the Immersion and Exchange Programme and another programme called the Chinese Dragon Programme. As part of their experience, participants on both courses have the opportunity to study alongside school children from the UK.

The Provider's aims are to develop global mindsets, build confidence and language skills, provide an immersive experience and build cross cultural friendships.

OE is headed by the Managing Director who is supported by a management team, including an Operations Manager and Programme Director, and an advisory board.

2. Brief description of the current provision

The Provider offers the Immersion and Exchange Programme and the Chinese Dragon Programme to children of school age from China.

The Immersion and Exchange Programme is offered during term time in partnership with a variety of English host schools. The three-week Immersion and Exchange Programme is delivered face to face. Delivery takes place in rooms rented within the host school for those classes delivered by OE staff over one week. In addition, for two weeks, the Chinese participants are integrated into normal timetabled classes with pupils from the host school. Additional cultural excursions take place at weekends to sites of local interest.

An after-school programme is delivered as a compulsory part of the programme for the Chinese participants and an optional part for the English participants. Delivery of these sessions is by the school staff, often as part of regular extra-curricular activities available at the school.

The Chinese Dragon Programme runs during the school holidays and provides the opportunity for the English and Chinese children to have a varied cultural experience. Activities include Kung Fu, calligraphy, an introduction to UK and Chinese culture, team challenges and outdoor games. The programme is run at a host English school, Chinese students are accommodated through home stay arrangements, while English students are non-residential.

During the inspection, OE was delivering the Immersion and Exchange programme for 22 Chinese participants. The participants were 14 to 16 years of age with an equal split of male and female.

The programme is delivered on specific dates confirmed during the early stages of planning in consultation with the UK and Chinese schools involved. The bookings are arranged by the schools directly with OE and each school is responsible for identifying the pupils that will be involved in the programme. In addition, the schools are responsible for ensuring that the agreed minimum English language levels are met by each participant and communicating with the pupils' parents.

3. Inspection process

The inspection was carried out by one inspector over two days. The inspector had a series of meetings with the Managing Director, Operations Manager, Programme Director and other teaching and support staff. The inspector also observed classes, reviewed documentation, had meetings with Chinese and English participants and carried out tours of the host school and the office facilities. The Provider was well prepared for the inspection, cooperated fully with the inspector and readily made documentation available as requested.

4. Inspection History

Inspection Type	Date
Full Accreditation	9-10 May 2015
Interim	22 August 2016

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 including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively 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 Provider has a management structure that is appropriate for the current size and nature of the operation. There is also an advisory board that supports the management team. Its members are drawn from the education sector in the UK.

The Managing Director is well qualified and experienced. The other members of the team are well qualified and have worked for the Provider for a number of years and, therefore bring considerable previous experience to the Provider.

The role of all staff, including the managers and the delivery and support staff, are clearly defined in their job profiles and communicated effectively through the staff handbook.

Effective day to day communication is maintained between locations by the use of an online messaging service.

The mission of the Provider is clear and shared with stakeholders via the website and other communications.

An appropriate risk management strategy is in place and reviewed regularly.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<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	Administrative policies, procedures and systems are up-to-date, thorough, 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 in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has an effective administrative support team, that supplements the work of the management team as required. The team works effectively in a flexible way to meet the changing needs through the year. These staff are well qualified and experienced and provide effective support in line with their job profiles that are clearly understood by all staff within the organisation.

The staff handbook clearly sets out the appropriate administrative policies, procedures and structures, including the safeguarding policy, health and safety policy, data protection policy, attendance and registration procedures and organisation chart, as examples, so that they are available to all staff.

Data about participants and staff is collected appropriately and well managed with appropriate security measures in place to enable the safe sharing of the data, as required.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has effective staff recruitment policies and procedures which include face-to-face interviews.

The staff are competent to fulfil their roles effectively. Staff records are in place and include documents such as contracts, pre-employment checks completed, qualification evidence and training and development records, including session observation records for the course delivery staff which effectively inform appraisals. The staff records are maintained up to date with current information.

All staff are supported in their development with appropriate opportunities for continued professional development. The Provider has an annual appraisal system in place for all staff. Both delivery and support staff receive regular reviews with management to identify strengths and areas for development which may include formal training or support to develop identified areas of work. Specific training opportunities have included tutors studying post graduate qualifications and safeguarding training for all staff.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

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
4.3	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The information available on the Provider's website and in promotional brochures is a fair reflection of the facilities, services and courses offered by the Provider.

Appropriate key policies, such as those relating to equal opportunities, data protection, health and safety, participant behaviour, complaints and safeguarding, are accessible through the website.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgment on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider offers well established programmes that meet the needs of the customers and, as a result, generate significant repeat business. The courses are marketed, through agents in China, to schools who wish to pursue an intercultural education strand in their curriculum and to individuals for the Chinese Dragon programme.

The entry requirements are clearly communicated and include a minimum age and English language ability. The participants who meet these criteria are successfully selected by the schools or the agents.

Comprehensive follow-up information is provided after an enquiry is made so that potential clients are able to make well-informed choices about whether the course meets their expectations and specific requirements.

The Provider does not operate a formal selection process directly but works closely with agents and schools who identify and select the participants.

The Provider works closely with their partners to ensure all the required information is provided in a timely manner and makes extensive use of an online messaging service to meet the Chinese expectations effectively.

The Provider works closely with a number of selected and vetted agents. It ensures that they have all the required information to fulfil their role effectively. All agents are visited regularly and their operations are regularly monitored and evaluated by the Provider.

The information provided by the agents and schools about the participants enables the Provider to identify any special needs that may require additional learning support. These details are held by the Programme Manager and shared with colleagues appropriately.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<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 regularly 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 is taken.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a clear expectation of full attendance from the participants. Registers are taken in each class three times a day and records are maintained by the Programme Manager. The attendance expectations are clearly articulated in the student and staff handbooks.

Any absences are followed up swiftly through the homestay hosts and the Chinese schoolteachers or chaperones.

6.3 For the classes that are shadowed by the Chinese participants, the process is inadequate as there is a reliance primarily on the English pupils to identify any absence from classes on the part of the Chinese participants and report these to the programme manager.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	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
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners 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
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are effective systems for monitoring and periodically reviewing all aspects of the Provider's performance. Programme managers continually monitor each programme through daily discussions with the teachers, chaperones and participants.

At the end of each programme, feedback is sought from all stakeholders and the responses are recorded, reviewed and analysed by the Provider's management team and discussed at management meetings.

Actions required to enhance provision are put in place whilst a programme is running and for future programmes as appropriate. Daily updates enable the Provider to respond to participants' feedback immediately and to identify any actions that require implementation.

The Provider completes an annual review of its operations and creates an action plan for the following year which is reviewed at regular management meetings.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching / training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Each programme is managed by an allocated programme manager. The staff who fulfil this role are well qualified and experienced.

The timetabling, including the staffing allocation, is coordinated by the programme manager and works effectively to provide a coherent and consistent experiences for the participants.

Teaching materials are provided by the individual tutors or from the OE's resources that are available on site. The provision of learning resources is overseen by the programme manager in line with the Provider's policies and procedures. This ensures appropriate levels of standardisation and that the good quality of the resources provided is consistent.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are designed to meet the needs of the participants and utilise appropriate teaching methods in particular with regard to the English language teaching.

There is no assessment of the participants on the courses and no provision for developing independent learning skills.

The programme delivery staff are experienced and competent and make use of good quality teaching materials.

Teaching staff adapt their delivery methods effectively to meet the needs of the participants as identified during individual sessions. They ensure that such methods are used to plan future sessions in line with the overall programme plans.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge, pedagogic and communication skills which allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Trainers are supported in their continuing professional development and are 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
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	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

Teachers are well qualified and experienced and demonstrated very effective pedagogic and communications skills in the teaching sessions observed.

The Provider's support for the ongoing professional development of all staff is effective and ranges from classroom observations, mentoring of new staff and appropriate Continuing Professional Development (CPD) activities.

The teachers adapt their delivery to ensure the engagement of all individuals at a level appropriate to their ability. They monitor the level of achievement in a session and use the resulting information to flexibly amend later sessions to ensure that all the participants are fully engaged throughout the programme.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored		
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<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

The programmes provided do not include a formal assessment element and do not lead to any qualifications. The programme is developmental, and the progress of participants is monitored through a range of formative tasks in class, including presentations, discussions and written activities, all of which are reviewed by tutors, with feedback and support is provided to groups and individuals as a follow up.

Participants are supported to develop their skills and knowledge including through regular oral feedback outlining their progress, strengths and areas for development.

The OE teaching staff are available before and after lessons and during lunchtime to provide additional support to the participants.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

13. There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

- 13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

14. There are satisfactory procedures for the administration of examinations and other means of assessment

- 14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA
- 14.3 For internal awards, there are 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

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

- 15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA
- 15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

INSPECTION AREA - PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with an abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The participants receive welfare support appropriate to their age, background and circumstances. The welfare arrangements are clearly outlined in the participant handbook available prior to arrival and reinforced through the programme induction.

The arrangements made in relation to the homestay accommodation ensure that effective out-of-hours support is provided to the participants staying there. This is supported by a 24-hour emergency contact number that all participants have on their identification lanyards.

The Provider has appropriate policies to avoid discrimination and to deal with any behaviour issues. These are effectively reinforced through the staff training procedures.

Comprehensive safeguarding policies are in place and staff undertake training at the level appropriate to their role.

The Provider has a policy in place with regards to the prevention of radicalisation and extremism. It has undertaken a comprehensive risk assessment and all relevant staff have received appropriate training.

Use of personal electronic devices during classes is not allowed. Tablet computers are made available to support the participants' learning and are used to take photographs to record participants' experiences in line with agreed policies and procedures.

The Provider holds emergency contact details for the schools and agents. Individual pupil emergency contact details are held by the schoolteachers or chaperones as outlined in the programme agreements.

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.3	Information and advice specific to international participants continues to be available throughout their course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.4	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

International participants are provided with specific and appropriate advice and assistance. Prior to arrival, participants are provided with guidance on the programme and what to expect in the UK. This is reinforced through the induction provided immediately on arrival and in more depth at the start of the formal programme.

Provision of support takes into account cultural and religious considerations. Support is continuously provided on the cultural expectations for international participants and appropriate approaches are in place that recognise their differing cultural experiences and expectations. As a result, the support provided meets participants' needs well.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.2	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
18.3	Participants are advised of BAC's complaints procedure.	<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 clear terms and conditions which include refund arrangements.

The Provider's complaints procedures are provided in the student handbook and on the website. They include an appropriate reference to BAC's complaints procedure.

19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

19.1	Any residential accommodation is clean, safe and of a standard which is adequate to meet the needs of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	A level of supervision is provided which meets the needs of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	<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

20. The welfare of participants in homestay accommodation is ensured and the provider’s relationship with the hosts is properly managed

20.1	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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Accommodation is provided through homestay arrangements. The Provider’s homestay manager is responsible for ensuring the appropriateness of the homestay arrangements. The manager inspects all properties and interviews hosts to ensure a safe and comfortable living environment is provided for participants.

There is a comprehensive set of policies and procedures including health and safety, fire, supervision requirements and wider welfare matters to ensure the ongoing safety of participants.

There is a formal application process and thorough vetting of potential homestay providers. All accommodation is inspected prior to use and records are maintained of findings. A full re-inspection of all the homestay provision takes place every three years.

A contract is in place with each homestay provider that outlines the expectations and confirms the terms and conditions to be met.

The Provider provides effective support to all homestay providers and continually monitors the experiences of participants through daily feedback opportunities with pupils and interactions with any visiting staff.

An online messaging service is used for participants and appropriate communication mechanisms for the homestay providers are in place. Any issues raised are addressed promptly by the Provider.

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

21.1	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
21.2	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

21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<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 Immersion and Exchange Programme includes after school activities that enable further interactions between participants and pupils from the host school. The Provider also includes a range of established excursions and activities at weekends.

The cost of all the activities are included within the overall fees, so no additional charges are incurred.

All activities are led by suitably qualified and trained staff members who follow appropriate procedures that have been developed to address issues identified in the Provider's risk assessments.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	<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

Formal arrangements are in place for the use of the facilities at the schools with which OE works closely to deliver the programmes. The offices in Southampton are rented with an agreement in place.

The Provider has facilities at their office in Southampton for staff training and development and is able to hire temporary facilities as required through a range of contacts to ensure any participants' additional training needs are met.

23. The premises provide a safe, secure and clean environment for participants and staff

23.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.5	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

23.6	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
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.8	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 programmes operate on a functioning school site and all procedures to ensure a safe, secure and clean environment are in place and these procedures are followed by OE staff and participants. On arrival, all visitors are required to sign in at reception.

The Southampton office is on the second floor of a terraced building near to the city centre. Access is controlled by an intercom security system.

The facilities at both the delivery location and the office are in good order, with adequate lighting and heating and sufficient clean toilets.

Any specialist facilities used are supervised by the appropriate staff from the host school. Access is restricted outside the supervised lessons and, during all sessions, appropriate safety procedures are operated in line with the host school's policies and procedures.

On arrival, the school senior staff are involved in the induction programme and cover the health and safety and evacuation procedures that should be followed, including identification of the signage on display. There is also general information displayed in the base room. Suitable safety signage is also on display at the office location, where visitors are accompanied.

OE participants have access to the school facilities such as the dining room and also have a classroom allocated for their use.

Both school and office locations used are adequately heated and have suitable ventilation.

24. Training rooms and other learning areas are appropriate for the courses offered

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for 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

The Provider uses dedicated classrooms within the host school for the teaching. They provide suitable accommodation and are appropriately equipped.

During the Immersion and Exchange programme, visiting pupils from China shadow pupils who attend the school and therefore take part in normal timetabled lessons delivered by the host school in the usual facilities that are appropriate.

No specific facilities for assessment are required.

25. There are appropriate additional facilities for participants and staff

- | | | | |
|------|---|---|---|
| 25.1 | Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.4 | There are individual offices or rooms in which teachers/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 |
| 25.5 | Administrative offices are adequate in size and are resourced 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

The participants have access to the facilities available at the host school for any private work or additional study including the library, their own base room which is also available during breaks and lunchtimes and the dining hall and suitable for relaxation.

The Provider’s staff have access to the school staff room which is suitable for the preparation of work and relaxation.

The Provider is able to book rooms at the host school for meetings and other activities as required.

The Provider’s office facilities in Southampton provide suitable space and equipment to allow all staff to undertake their roles and there is a meeting room adjacent to the main administrative office.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

The Provider has an experienced, dedicated senior management team, the members of which have articulated a clear vision for the organisation.

The senior staff have developed good relationships with the staff in the host schools as well as the visiting teachers and agents.

Actions Required	Priority H/M/L
6.3 The Provider must put in place effective arrangements for the swift reporting of any absences from the classes that are shadowed by the Chinese participants.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

The programmes offered enable significant development for participants from both the visiting and host schools.

The teaching and learning opportunities provided are well planned, delivered to a very high standard and engage the pupils well.

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 welfare of participants has a high priority and the provision effectively meets the participants' needs.

The homestay accommodation arrangements are well managed with effective support mechanisms in place for participants and host families.

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 facilities available at the host schools are of a good standard, managed well and made available to the Provider as required.

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS