



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Academic Summer Limited

ADDRESS: 7 Soundwell Road
Staple Hill
Bristol
BS16 4QG

HEAD OF PROVIDER: Mrs Helen Lami

DATE OF INSPECTION: 3–5 August 2022

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- Award of accreditation to be withdrawn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: 24 November 2022

1. Background to the provider

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

The company is based in Bristol in the United Kingdom (UK), with the summer courses taking place in independent schools in Winscombe near Bristol, and in Westminster, London. Both locations offer residential accommodation for participants.

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

The day-to-day running of the Provider is carried out by the Chief Executive Officer (CEO), who is supported by a permanent management team, including Course Directors and Directors of Studies at each of the two hired locations from which the Provider operates.

2. Brief description of the current provision

The Provider offers short courses based on the UK National Curriculum to participants aged between seven and 12 years, who are known as Adventurers, as well as uncertificated courses linked to supporting participants studying for General Certificate of Secondary Education (GCSE), International Baccalaureate (IB) and Advanced level (A-level) study courses for participants aged between 13 and 18 years, who are known as Explorers and Engagers.

The subjects offered include arts, social studies, pure and applied sciences, economics, mathematics and English. Participants also take part in an accredited leadership course, which is called Be a Leader, and a range of electives, including games, athletics, outdoor education and home economics.

The specialist courses that are offered include a course for participants wishing to study for the International English Language Testing System (IELTS) examination. There are also courses to prepare participants for the study of medicine at a UK university and for participants interested in computer science.

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

At the time of the inspection, 98 participants were enrolled on courses. The majority were under the age of 18. Just under half of the participants were aged seven to 14 and just over half were aged between 15 and 18. There are approximately equal numbers of male and female participants. The majority of the participants are from European countries, for example, Spain and Italy, with a very small minority from the UK. The remainder of participants are based in other countries, including Serbia, Albania and Turkey.

Enrolment is based on two-week courses throughout July and August, with the option to do longer courses. Participants' arrival and departure day is a Saturday for boarding participants. Day participants are in attendance from Monday to Friday. All classes are delivered in person. The Provider has formal English language entry requirements for its courses.

3. Inspection process

The inspection was carried out over three days by one inspector, with one day onsite and two days online. The inspector held meetings with the CEO, the Head of Communications, the Head of Human Resources (HR) and Academics, the Head of Finance and the Head of Marketing. In addition, meetings took place with the Principal, Course Directors and Camp Directors at each location, and the staff members responsible for participant support and safeguarding. Meetings also took place with a cross-section of participants and tutors. The inspector observed and listened to a wide range of lessons from both locations and a wide range of documentation was also scrutinised. Both premises were inspected, including the boarding accommodation. The Provider was very well prepared for the inspection and co-operated fully with the inspector.

4. Inspection history

Inspection type	Date
Stage 2	21 January 2010
Stage 3	27&28 July 2010
Interim	1 August 2011
Re-accreditation	5 & 30 July 2013
Interim	26 July 2016
Re-accreditation	10–12 July 2018
Interim	19 August 2020

PART B – JUDGEMENT AND EVIDENCE

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

A very detailed and well-documented management structure ensures that lines of accountability and responsibility are clear and fully understood by staff and other stakeholders. The structure is comprehensive and is highly effective in supporting the day-to-day business of the Provider, as well as its future direction.

The CEO and members of the senior management team are very well qualified, highly experienced in managing and developing educational provision, and fully understand the development and education needs of the organisation. As a result, they fully understand their specific responsibilities and are highly effective in carrying out all aspects of their role.

Communication between management and staff is excellent. Formal and informal communication opportunities and meetings are scheduled, undertaken and appropriately documented. Communications use a wide range of effective electronic media to ensure that those working remotely have full access to relevant staff. For example, there are two weekly staff meetings for the permanent staff, covering admissions and sales, and staffing and operations respectively. The CEO and Head of Finance attend both meetings to provide updates and feedback on any questions raised. In addition, each member of staff meets with their manager individually each week.

The Provider's aims and goals are clearly stated on the website and are incorporated within the staff and participant handbooks.

A well-developed written risk management strategy is in place, which includes financial planning. The strategy is effectively implemented and regularly reviewed by members of the senior management team.

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

Administrators are very well qualified and experienced, and they have a clear understanding of their specific responsibilities. Therefore, they are enabled to carry their roles and responsibilities very effectively. In addition, a clearly documented handover system between managers and admissions staff is currently under development to further ensure that everyone's role is clear.

The size of the administrative team is sufficient and meets the day-to-day needs of the Provider. All administrative functions are carried out effectively, making good use of online facilities, and are fully supported by the Provider's comprehensive bespoke Management Information System (MIS).

All functions are clearly detailed in the organisational chart, which is disseminated effectively to staff. As a result, the administrative support available to the management is clearly defined, documented and understood.

An appropriate range of suitable administrative policies, procedures and systems is in place. These are effectively implemented, updated and shared with staff and participants through the employee and participant handbooks.

Comprehensive systems for the collection of data and its collation are in place and effectively support the administration of the Provider. Systems to record participants' and staff's personal details are highly developed and regularly updated. All relevant personal details are accurately recorded.

Appropriate policies and security systems ensure that staff and participants' personal information and data are well protected, with the Provider's Information Technology (IT) Manager overseeing the security of the data and the systems on which it is stored.

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 recruitment process for staff is excellent, with all safer recruitment procedures strictly followed. A comprehensive range of regularly reviewed policies and procedures is in place and this ensures that suitably qualified and experienced staff are recruited.

All previous experience and qualifications claimed during the recruitment process are verified before employment. All staff are interviewed, including those who are returning from the previous summer schools and those who will be working remotely. Detailed and accurate records of the recruitment process are maintained.

An appropriate formal staff performance management policy is in place, which is detailed in the staff handbook and fully implemented. A detailed schedule of course observations is in place, carried out effectively and included as part of teaching staff performance reviews.

Support for managers' and administrative staff's Continuing Professional Development (CPD) is good. CPD needs are identified effectively and agreed during performance reviews. As a result, staff attend a wide range of appropriate internal and external courses.

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 Provider's website is highly developed and accurately details its locations, premises and ownership. High-quality images and detailed text ensure participants and agents have a clear understanding of the facilities that are available at both the Westminster and Winscombe sites.

Information provided regarding the courses available is comprehensive and up to date, and provides an accurate description of their content. All key policies are fully accessible through the Provider's 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement 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/or disabilities requiring additional learning support or other assistance. Yes No

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

Comments

Procedures to ensure that the specific programme of study on which participants are registered will meet their expectations and needs are very good. Clear and appropriate entry requirements are set for each course and clearly detailed in the course descriptions on the Provider’s website, marketing literature and application forms.

A comprehensive, formal and rigorous application process ensures that participants meet the set entry requirements. Each participant is selected based on their previous academic and English language achievement and their future academic requirements.

Comprehensive and detailed information is provided, prior to the start of the course, so that participants and their parents can make an informed judgement on the suitability of the course or raise any concerns. All application enquiries are responded to in a very timely manner.

Overseas recruitment agents are properly selected, briefed, monitored and evaluated. Most agents have been working with the Provider for a number of years. In order to ensure the high quality of service provided by their agents, senior managers regularly visit agents’ offices, offer webinars for training, call agents and send out regular newsletters.

Appropriate policies and effective systems are in place to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. The application process allows participants to declare any specific learning difficulties and/or physical disabilities. Wherever possible, appropriate arrangements are made by the Provider to meet any participant’s declared needs. A full risk assessment is completed for any participant with a declared disability.

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. Yes No

6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed. Yes No NA

6.3 Participant absences are followed up promptly and appropriate action is taken. Yes No NA

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

Comments

A clear and detailed policy on participant attendance and punctuality is shared in the staff and participant handbooks. The policy, together with the attendance and punctuality requirements, are also highlighted during the induction processes.

There is a clear and comprehensive process for electronically recording and monitoring attendance and punctuality. Attendance registers are accurate and secure and are published on the Provider’s MIS platform, which enables all stakeholders, including parents, to monitor participants’ attendance effectively at both venues in real time. As a result, participants’ absence can be identified immediately and promptly investigated by pastoral staff.

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

Systems to review the Provider's performance are excellent. A wide range of well-established and highly effective systems for monitoring and periodically reviewing all aspects of the Provider's performance are in place. They systematically consider and evaluate all aspects of the business and the quality of the provision. Evaluations inform improvement planning to ensure that the necessary resources are available to meet the developing needs of the Provider.

A wide range of mechanisms for obtaining feedback from participants are in place, with stakeholder feedback collected on regular basis. For example, participants are invited to provide feedback at the start of their course via an initial questionnaire. In addition, feedback from parents is sought and an end-of-course questionnaire is completed by participants. All feedback is effectively recorded and analysed and is available to staff on the Provider's MIS platform. An action plan is completed as required and is used effectively in the planning of subsequent programmes.

Appropriate mechanisms for reporting to the participants what the Provider has done in response to their feedback are in place and effectively implemented. This includes regular written feedback to participants, staff and parents.

Detailed reports are compiled annually and include the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans. As a result, the Provider has a clear overview of its performance and development needs.

Formal action plans are completed, implemented and regularly reviewed, with outcomes clearly reported to management. For example, the CEO writes an annual business plan and makes final decisions on course development and strategic planning after discussions with the senior staff team. As a result, the management team is fully aware of whether identified actions have been successfully completed and any change in strategic direction.

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

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|-----|---|---|-----------------------------|
| 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

Programme and course management and development are excellent. Programme and course management teams at both sites have extensive experience of delivering short, in-person courses. They are well supported by the Head of Academics, who provides clear and highly effective oversight of the delivery and development of the curriculum. As a result, the content and delivery of courses are up to date, regularly reviewed and meet the needs of participants.

The CEO is involved in writing timetables, which are communicated to parents, to ensure that individual participant needs are accommodated. As a result, teaching sessions are appropriately timetabled, and the teaching rooms used are of a very high quality. Rooms used are suitable for the courses being offered and for the number of participants.

The allocation of teachers to classes provides for a consistent learning experience and is monitored carefully and successfully ensures a consistent and very high-quality experience for the participants. Teachers clearly set out the aims and objectives of the course and propose delivery methods. Programme and course management teams monitor courses carefully and provide clear and useful feedback to the teachers on their performance. Classes are regularly observed and the participants' learning experience is discussed in the weekly teachers' meeting.

Clear policies and procedures for the acquisition of teaching and learning resources are in place and effectively implemented. As a result, appropriate learning resources are developed, with the content and style of the materials monitored to ensure consistency and that they are of an appropriate standard. The Provider actively encourages teachers to use authentic materials and to purchase what they need.

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 that 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input 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 very carefully designed to ensure that they cover the knowledge and skills that are required to meet their stated learning outcomes. The course design and content reflect current knowledge and the content is reviewed by the Head of Academics and course management teams before being delivered. Teachers are encouraged to inspire and challenge participants and for their classes to be practical and enjoyable.

Course materials are of a very high quality and are well presented and sufficiently comprehensive to enable participants to achieve the course objectives. Participants are effectively encouraged during the course to reflect on their current skills level, and the programme is designed to develop the participants' independent learning skills.

During the application process, the Provider's staff discuss with the participants their current knowledge of the subject matter of the course, prior to their enrolment. This information is taken into account in the planning and design of the course to ensure that it meets the needs of all participants.

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 very well qualified and experienced. They have a high level of subject knowledge and pedagogical and communication skills, which allows them to deliver courses very effectively. Each teacher is chosen carefully for their specific knowledge, experience and qualifications in relation to the subject matter of the course.

Teachers are supported in their CPD. For example, training is provided in relation to teaching international participants and promoting cultural awareness.

Teachers respond very effectively to the different backgrounds and particular support needs of participants in their delivery of the course. Teaching strategies encourage active participation in learning and allow teachers to check participants' understanding effectively.

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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 11.4 | Participants are made aware of how their progress relates to their target level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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

Formative assessment takes place throughout the course via class activities. This helps individual participants, teachers and parents to monitor progress, with timely interventions should a participant be making unsatisfactory progress.

Participants' performance is regularly discussed so that they know how they are progressing, and so that any additional support can be provided if needed. In addition, a weekly report is made available to parents via the Provider's online platform.

Participants have excellent access to tutors outside class time via email or social media groups.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	External moderators are involved in the assessment process.	<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

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. Yes No
- 16.2 Participants receive appropriate information, advice and guidance before the start of the course. Yes No
- 16.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 16.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No 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. Yes No
- 16.6 Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. Yes No NA
- 16.7 A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. Yes 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

Participant welfare and support are excellent and highly effectively in meeting the wide range of participants' needs. Staff members responsible for participant welfare are clearly identified, and are well trained and accessible to all participants for advice and counselling.

A comprehensive range of information, advice and guidance is provided to participants prior to the commencement of their course. This includes detailed information regarding the content and aims of the course, as well as relevant details of the premises, the location and local transport links. Participant handbooks are sent out prior to the start of the course for parents and participants to read.

On arrival at their boarding houses, participants receive a comprehensive induction led by their House Parents and Camp Counsellors. On the first full day, they also have an induction covering the rules and information about their programme of study. This is supported by a detailed participant handbook, which provides information relevant to promoting and maintaining their well-being. Comprehensive details of how to contact staff in an emergency are provided. In addition, there are daily assemblies to ensure that participants are kept informed of any issues or changes in their daily schedule. Parents are issued with a 24-hour contact number.

Policies and procedures to avoid discrimination and for dealing with any abusive behaviour, including cyberbullying, are in place and implemented effectively. Cultural awareness and discrimination are covered with participants during their induction on arrival.

Highly effective safeguarding arrangements are in place for participants under the age of 18 and for vulnerable adults, which are regularly reviewed. Central records of all safeguarding training are very well maintained. Risk assessments are thorough and reflect every aspect of the provision and staff recruitment. A designated safeguarding lead is in place and is appropriately qualified. All summer staff are appropriately trained in safeguarding.

A suitable policy and effective arrangements protect participants from the risks associated with radicalisation and extremism. Appropriate risk assessments have been undertaken and staff have received relevant training.

An appropriate e-policy that references existing staff and participant codes of conduct and covers participants' on-site use of social media and devices is in place and discussed with participants during their induction.

Comprehensive arrangements for collecting, collating and storing contact details for participants are in place, with staff being able to quickly access the information if needed via the Provider's MIS platform.

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 |
| 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

Comprehensive information is provided to international participants prior to their arrival. Full details of the travel arrangements, together with detailed advice on the requirements for visiting the UK, ensure that they are suitably prepared for their trip. In addition, a number of the Provider's agents hold pre-departure orientations for participants.

On arrival, a comprehensive induction process provides information on the local area, staying safe in the UK and clearly highlights whom to contact should there be an issue.

Support and guidance are available throughout the course from Participant Councillors, based at each site, who provide opportunities for participants to raise or discuss any issues. In addition, participants have tutor sessions most days, so that any areas of concern can be covered.

The support provided takes into consideration religious and cultural requirements relating to the participants. For example, the Provider offers a prayer room, caters for different dietary requirements and has different languages represented on the staff team so that most participants are able to talk to someone in their own language.

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. Yes No

18.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

18.3 Participants are advised of BAC's complaints procedure. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

A clear and fair complaints procedure is in place and is available to all participants.

Participants are advised of BAC's complaints procedure during induction, and information is also contained in the Participant Handbook.

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 that is adequate to meet the needs of participants. Yes No

19.2 Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. Yes No 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. Yes No

19.4 A level of supervision is provided that meets the needs of participants. Yes 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. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Boarding accommodation at both the Westminster and Winscombe premises is of a very high standard, clean and safe, and meets participants' needs very well. In Westminster, most participants have a single room, with their own bathrooms. In Winscombe, accommodation is of a more traditional boarding style, with shared rooms and bathrooms.

All boarding school accommodation is rented from the Provider's host independent schools, which are open to inspection by the appropriate authorities.

Appropriate fire safety, security and health and safety arrangements are in place at both premises. On arrival, staff are given comprehensive training on fire safety, as well as detailed health and safety and security information for the individual premises. A fire drill is completed within two days of participants' arrival. In addition, health and safety notices are placed around each school and risk assessments for the premises and all activities are completed prior to the start of the summer school.

Very high levels of supervision are provided at both schools, which meet the needs of participants. All participants over the age of 18 years are accommodated on separate floors from those aged under 18 years.

20. The welfare of participants in home-stay 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 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 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 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 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 type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

Participants are provided with clear and comprehensive information of their planned social programme. The programme forms part of the course and is compulsory. All activities are included in the fees.

Participants have two weekend trips and two afternoon trips during the week. In Westminster, they have afternoon trips in London every day. With regards to activities on campus, participants have electives and can choose what they want to do prior to arriving.

All activities and trips are supervised by the Provider's staff, with comprehensive and detailed risk assessments and safeguards in place. In addition, tour guides are used on cultural visits to ensure the quality of the programme and ensure the Provider's staff can clearly focus on the safety of the participants.

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

The Provider has appropriate arrangements in place to ensure that it has access to suitable premises.

Appropriate additional commercial venues are available as needed for the delivery of the Provider's courses.

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 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. Yes No

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

Comments

Both the Westminster and Winscombe premises are of a very high standard and provide a safe, secure environment for participants and staff. For example, all staff and participants wear lanyards with photo identification and all visitors must sign in and are not allowed to be unsupervised. Security staff employed are on duty throughout the summer at both venues, and the premises can only be accessed by identity access cards.

Both premises are maintained to a very high standard. They are clean, very well decorated and in an excellent state of repair. There are numerous areas for staff to receive and meet with visitors.

There are specific safety rules in place to cover all hazardous areas, such as science laboratories and art rooms.

Guidance on health and safety is made available to visitors as required. Participants receive detailed information prior to the start of the course and are reminded about health and safety during the course introduction by appropriately trained staff.

Signage, circulation space and other facilities are excellent. The premises are well lit, with appropriate ventilation and appropriate access to clean toilet facilities.

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. Yes 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. Yes No

24.3 There are facilities suitable for conducting the assessments required for each course. Yes No NA

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

Comments

Teaching rooms, including laboratories and other specialist areas, are of a very high quality and are suitably equipped to ensure the effective delivery of the courses. Rooms are of a good size, have an appropriate layout and are equipped with an overhead projector or interactive white board.

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. Yes No

25.2 Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. Yes No 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. Yes 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. Yes No

25.5 Administrative offices are adequate in size and are resourced for the effective administration of the provider. Yes No

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

Comments

Participants have excellent access a range of areas to undertake private study, including access to IT when required.

Teachers prepare their training materials before the start of the courses. However, amendments can be made to the material using the equipment in the teaching or staff room if required.

There are high-quality spaces in both premises for participants to relax and for consuming refreshments. For example, in Winscombe, the facilities include a professionally equipped drama studio, a gymnasium and a swimming pool.

The administrative offices are adequate for the effective administration of the Provider and to hold meetings if needed.

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

Strong and focused leadership guides the Provider and supports continuous improvement of the standards of provision and the participant experience.

A clear and well-documented management structure ensures senior leaders and managers understand their roles well.

Highly effective administrative support ensures the smooth running of the Provider for the benefit of participants and staff.

Comprehensive quality systems provide management with a clear understanding of the provision and effect improvements.

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

Teaching is of a very high standard and effectively supports participants' learning and subject skills development.

Teachers are very well qualified and experienced in their subject areas and deliver interesting and engaging practical and theory lessons that meet the needs of the participants.

Highly effective systems are used to monitor participants' progress and to provide additional support where necessary.

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

PARTICIPANT WELFARE

Provider's strengths

A highly developed welfare system supports participants effectively throughout their courses and enables them to feel safe and secure at all times.

Prompt action is taken to address any participant issues, so contributing to very high levels of participant satisfaction.

A comprehensive social programme effectively supports learning and the participant experience.

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 Provider's premises are of a very high quality and effectively support learning and the participant experience.

High-quality boarding accommodation provides excellent recreational facilities and a very secure area in which participants can enjoy their time at the school.

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