



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: International Summer School for Teens

ADDRESS: Elmbank Mill
The Charrier
Menstrie
FK11 7BU

HEAD OF PROVIDER: Ms Carey-Jean Rowe

DATE OF INSPECTION: 19 & 20 & 26 July 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- Award of accreditation to be withdrawn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

The International Summer School for Teens (ISSFT/the Provider) is a privately owned institution that runs summer schools in the UK for teenagers aged between 12 and 18 years. ISSFT was founded in 2014.

ISSFT summer schools are held at two sites. The University of Stirling site in Central Scotland is set in approximately 330 acres on the outskirts of Stirling. St Hugh's College is a constituent college of the University of Oxford and is set in approximately 14 acres in the north of Oxford. The Provider leases modern offices in a converted period building in Menstrie near Stirling as its permanent administrative base.

ISSFT aims to provide a high-quality experience combining academic, sporting, creative and recreational activities for teenagers from diverse cultures, stimulating their imagination and inspiring them for the future. ISSFT also seeks to develop participants' confidence and independence, particularly for younger participants who are away from home for the first time.

The Provider was incorporated as a private limited company in 2015. It has two Directors, who are also the owners and one of whom is the Head of the Provider. They are supported by a full-time Operations Coordinator and Programme Manager.

The Oxford programme began this year. As the Operations Coordinator/Programme Manager is currently based in Oxford, a seasonal Academic Manager has been recruited for the Stirling site.

2. Brief description of the current provision

The Provider offers three-week programmes that are run twice a year in Stirling between June and August and twice a year in Oxford in July. The programmes consist of 39 hours of tuition on an academic elective course and 39 hours of tuition on a sporting or creative elective course.

Courses in English Language, Study Skills, Golf, Tennis, Theatre, and Photography are offered at both the Stirling and Oxford sites. Stirling also offers courses in Environmental Sustainability, Global Entrepreneurship, Journalism, Introduction to Law, Coding, Soccer, and Sports Leadership. Oxford also offers courses in English Literature and Creative Writing, Extended Essay Writing, Global Leadership, and Rowing.

Academic courses focus on projects and groupwork, and sporting and creative courses focus on practical experience. All courses are delivered in person by trainers, and there is a team of counsellors in supervisory and pastoral roles.

Evening social events and weekend excursions are an integral part of ISSFT's provision. A wide range of activities is held in the evening, with weekend trips to places of interest in the local area.

There were 209 participants at the time of the inspection, with 125 at Stirling and 84 at Oxford. The majority are female. All participants were international, with countries represented including Germany, France, Italy and the United Arab Emirates. All participants are aged under 18.

English Language is the most popular academic subject, followed by Global Leadership. Tennis is the most popular sporting or creative elective subject, followed by golf.

Enrolment for the programmes begins in October each year. The majority of courses do not have specific entry requirements.

3. Inspection process

The inspection was carried out over three days by one inspector with a mix of onsite and online inspection activities. Meetings were held with the Directors, other senior managers, trainers, counsellors and participants. Premises and facilities were inspected on site in Stirling and Menstrie and virtually in Oxford. A range of lesson observations was conducted. Documents were scrutinised. The Provider fully co-operated with the process and all information was promptly made available and clearly presented.

4. Inspection history

Inspection type	Date
Stage 2	22 February 2016
Stage 3	20 July 2016
Interim	3 August 2017

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

The Provider is effectively managed. The structure of the organisation as a whole and of the teams at the Stirling and Oxford sites is clear. The role and extent of authority of the Directors is clear. Role- and line-management arrangements are set out in job descriptions and summarised in the employee handbook. This ensures that the management structure is clearly defined and documented, so staff understand the role of managers and their own responsibilities within the Provider.

The Directors are graduates with business backgrounds. The Programme Manager and the Academic Manager are both academically well qualified with teaching experience and have worked at ISSFT in a variety of roles in previous years. The Head of the Provider and other senior managers are therefore suitably qualified and experienced, understand their specific responsibilities and are effective in carrying these out.

Effective communication between management and staff begins at recruitment, when staff are provided with a comprehensive handbook of relevant information and organisational policies. This is reinforced with welcome packs and during induction. This means that staff are well prepared for their role.

There is effective communication once staff have taken up post. There is a daily morning meeting between the counsellors and the two head counsellors on each site. The Programme Manager and Academic Manager also regularly attend the counsellors' meetings. Counsellors praised this as a valuable means of reviewing any issues arising and discussing plans for the day.

There are meetings at least weekly between trainers and the Programme Manager or Academic Manager to discuss participant progress and any issues arising so that action can be taken where necessary.

A Director is always on site during the summer school season. Trainers and counsellors stated that the Directors had an open-door policy and were always receptive to their input.

The channels for exchanging information and listening to each other's views are therefore effective and support efficient management and administration.

ISSFT's mission and goals are clearly stated on its website. They are reiterated in written information provided to staff and participants and during induction. The mission and goals are effectively implemented and regularly reviewed at the conclusion of the summer school season to ensure ongoing relevance.

There is an appropriate written risk management strategy that includes financial strategy and that is effectively implemented and regularly reviewed by senior management. This enables the effective identification and mitigation of risks.

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

ISSFT's administration is effective. Administrators are suitably qualified and experienced, understand their specific responsibilities and duties, and carry them out effectively. Administrative support is sufficient to meet the needs of the Provider and is defined, documented and understood. This is reflected in the efficient organisation and smooth running of administrative functions, which was praised by staff and participants.

Appropriate administrative policies, procedures and systems are included in staff and participant handbooks and reiterated at induction and welcome events. All policies are available to staff in full on the staff portal. Policies, procedures and systems are reviewed by senior managers as part of the ISSFT quality monitoring process. These are therefore up to date, thorough, well documented and effectively disseminated to stakeholders.

Efficient data collection and collation systems are in place. The staff portal enables staff to immediately input information, including attendance registers and incident forms, and this is reviewed regularly by the Programme Manager. There is also a parents' portal that gives parents access to all the information that ISSFT holds on their child and provides updates on progress and any issues arising. Participant and staff personal records are comprehensive and current.

Appropriate data protection policies are in place covering collection, processing, transfer, storage, security and disposal of personal data. These policies are disseminated to internal and external stakeholders, who are required to comply with them.

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
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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

There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Staff are recruited through advertisements on the ISSFT website and on university websites.

Applications are assessed against the job description and key requirements. All candidates are interviewed, references are taken up and qualifications are verified. All staff have contracts. Records are maintained and updated on the system in line with data protection procedures. This ensures that staff are suitable for the posts they hold.

There is an effective system for regularly reviewing the performance of all staff. Permanent staff have an annual review process, when outcomes and goals are reviewed, agreed and recorded. Trainers and counsellors receive regular informal feedback from head counsellors and academic managers. There is formal feedback to them after each programme.

Trainer appraisal includes lesson observations, with results recorded on a form. This is discussed with the trainer and entered on the electronic database. This ensures that all staff are aware of their areas of strength and areas where further development is needed.

Staff reported that ISSFT is receptive to staff development and has, for example, recently supported a member of staff to obtain a qualification in teaching English to non-native speakers.

The Provider recruits appropriate staff, effectively appraises them and provides development opportunities, resulting in high-quality 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

Text and images on the website accurately represent the Provider's location, premises, facilities, resources and services.

Detailed information on courses is provided in the online brochure, which is comprehensive, accurate and current.

Key policies are accessible through the website.

As a result, the Provider's publicity materials provide the information that potential applicants, parents and potential staff need in order to make informed decisions.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider ensures that the courses participants choose are likely to meet their expectations and needs.

The majority of courses do not have formal entry requirements, with suitability being assessed on a case-by-case basis at application. A minority of courses have particular requirements. The Study Skills course is for participants who will be starting the International Baccalaureate Diploma or a similar course after the ISSFT course. This is specified in the course brochure and is discussed with prospective participants and their parents to ensure that they understand this and meet the necessary requirement. Participants on the English Language course take an English placement assessment based on the Common European Framework of Reference for Languages on arrival. Participants taking sporting electives are also assessed on arrival and assigned to groups according to their level of ability. This enables ISSFT to assign the participant to the appropriate stream and supports their success on their course. Entry requirements are, therefore, set at an appropriate level and clearly stated, and the process ensures participants meet the requirements.

A comprehensive brochure available on the website specifies the Provider's courses, course structure and content, delivery methods and intended learning outcomes. It provides the necessary information that prospective participants and their parents need to choose a suitable course that matches their needs and expectations. The website and application form makes it clear that any questions and concerns can be discussed before registration. Participants confirmed that queries were answered promptly and helpfully, and evidence from correspondence between ISSFT and participants supports this view.

ISSFT uses overseas agents with which it has longstanding relationships. Agents are briefed by the Directors about ISSFT's expectations and requirements to ensure a suitable match between potential participants and the Provider. The agents' usefulness is monitored and evaluated at the end of each summer school season to determine whether their contract will be renewed.

Any participants with special educational needs and/or disabilities are identified at the application stage through discussion with parents. Parents will be advised of the most suitable electives depending on each participant's needs.

These procedures enable suitable participants to register for ISSFT programmes and courses.

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 and are 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

There is a clear policy on attendance and punctuality, which is included in the staff handbook and the welcome pack for participants. It applies to classes, activities, excursions, social events and meals. A commitment to attend punctually is included in the code of conduct that participants are required to sign.

Attendance and punctuality records are recorded on the electronic database and regularly reviewed.

Responsibility for their group of participants is transferred from a counsellor to a trainer at a roll call prior to each class. Any absence is therefore immediately identified and followed up by the counsellor contacting the Programme Manager.

The staff handbook and the participants' welcome pack make it clear that there will be sanctions for breaches of the absence or lateness policies. These policies promote high levels of punctuality and attendance.

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

ISSFT has effective systems for monitoring and periodically reviewing all aspects of its performance.

Participant feedback is discussed at the daily meetings of the counsellors and the weekly meetings between trainers and the Programme Manager. Immediate adjustments can be made in the light of this feedback, where appropriate.

At the end of their programme, participants are asked to complete a feedback form to provide their views on their experience, including scoring various aspects of ISSFT's provision. Parents are also asked at the end of the course for feedback on their experience of interaction with ISSFT. This is used in post-programme evaluation, and issues can therefore be addressed to improve the programme that immediately follows.

If changes are made in response to participant feedback, then participants are verbally notified. A comment may also be made in the end-of-programme reports provided to participants and parents.

Reviewing and analysing feedback from participants and staff are important parts of the debriefing sessions held after the end of the summer school season. ISSFT produces an annual standards and quality report as part of the monitoring and enhancement process. The report summarises the results of the annual self-evaluation process and includes an analysis of appropriate data.

Appropriate quality indicators are used to self-evaluate. A school improvement plan is reviewed and updated annually. Departmental improvement plans and staff professional development are aligned with this. The Directors monitor progress to ensure goals are met.

This is an effective system for reviewing each year's activity and using the data and experience as the basis for quality maintenance and improvement.

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

The Operations Coordinator/Programme Manager who reports to the Directors is responsible for course delivery and the management of the trainers. The Operations Coordinator/Programme Manager is suitably qualified and experienced.

Training sessions are timetabled and rooms and other venues are allocated appropriately for the courses offered.

Trainers are allocated appropriately depending on their experience and area of expertise, and this provides a consistent learning experience. Delivery is monitored through participant and staff feedback and lesson observations to ensure consistency.

Commissioning course materials is effectively managed and checked. Trainers identify and document the materials that will be required for the course as part of the lesson-planning process. These are considered by the Programme Manager and Head of Provider. ISSFT checks the resources that are already available. If additional resources are required by the lesson plan, these will be provided by ISSFT. Trainers confirmed that ISSFT always met their requests for additional materials and that they had the appropriate quantity and quality of resources. Participants were also satisfied with the resources available, and inspection supports this view.

A suitably qualified manager, the allocation of trainers and venues, and provision of course materials therefore support effective course management.

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 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 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

There are course descriptions with learning outcomes and course structure for every course. Before the courses begin each year, trainers complete impressively detailed lesson plans for each lesson. Lesson plans are approved by the Programme Manager and signed off by the Head of Provider. Lesson plans and presentations are stored online. This ensures that course design and content are current and regularly reviewed and updated.

Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. This includes sporting equipment and specialist equipment, for example for photography.

ISSFT emphasises dynamic learning, including project work and participant-delivered presentations. This encourages participants to take an active rather than a passive role in their learning and helps to develop independent learning skills.

The course development process takes participants' age and level of expertise in the subject area into account. English language lesson plans vary according to participants' fluency in English.

The planning and design of courses therefore enable participants to achieve the course learning outcomes and to succeed.

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, and pedagogic and communication skills that 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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

Trainers' curricula vitae and lesson observations demonstrate that they have the knowledge and ability to deliver courses effectively.

Trainers are enthusiastic and encouraging and use appropriate teaching aids. Their teaching is interactive and engaging. Trainers are appropriately flexible and adapt their lessons to the abilities and interests of their class. They check participants' understanding of the concepts and provide positive reinforcement.

Participants are motivated and animated. The participants enjoy the fact that lessons are linked to real-life scenarios. For example, participants studying law were preparing to hold a simulated trial, on which participants studying journalism would report. The participants in both classes were excited by this approach. Participants are positive about their courses and the high quality of the teaching.

Trainers are therefore suitably allocated and are effective in the delivery of their lessons.

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 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 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

Participants receive frequent informal feedback from trainers. Participants praised the individualised advice they had received about their areas of strength and areas for improvement, and the way trainers tailored their teaching to this. They stated that trainers were available outside scheduled course delivery time for discussion and to provide feedback.

Participants and their parents are provided with a structured end-of-course report written by the headteacher on each course. This summarises the participant's progress, performance and overall contribution to the class.

English language participants repeat the English language placement test that they have taken on arrival to provide a measure of their progress. They may also, if they wish to, take the International English Language Testing System (IELTS) examination at the end of their course.

This enables participants and parents to understand the progress the participant has made and areas where there is room for improvement.

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. 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 any 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. Yes No 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. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Head of the Provider is responsible for participant welfare, is suitably trained and experienced, and advises staff and participants as appropriate.

There is comprehensive information about participant welfare in the staff and participant handbooks and at induction. Health issues, medication and allergies are recorded in each participant's file and made known to relevant staff. Comprehensive information, advice and guidance are therefore provided before the start of the course and on participants' arrival.

Counsellors play a crucial role in the welfare of participants. They supervise participants at all times on and off site, except when participants are in classes. A tick-sheet system records when participants transfer from the supervision of counsellors to trainers and back again, so that each participant's whereabouts are known at all times. Counsellors have participants' mobile telephone numbers and senior managers' mobile telephone numbers for immediate contact, including in the event of an emergency. Participants praised the counsellors for their commitment to ensuring that participants' stay was both enjoyable and safe. Evidence from the inspection supports this view.

The Provider has appropriate policies in place to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying. The policies are effectively implemented. ISSFT makes expected standards of behaviour very clear to participants and staff in written information and during induction and welcome sessions. The Provider's staff emphasise that action will be taken if the standards are breached.

There are effective safeguarding arrangements in place to protect participants that are regularly reviewed. Policies set out ISSFT's commitment to protecting participants and appropriate procedures are in place to support this. These include codes of conduct for participants and staff, and health and safety, recruitment, training and welfare provision. Safeguarding procedures are in place that include awareness, good and poor practice, raising concerns, responding to disclosure, named person(s) responsible, the decision-making process, systems for recording and reporting information, and handling allegations and incidents, and so are comprehensive.

All employees and any contractors and volunteers are required to have undergone relevant Disclosure and Barring Service (DBS) checks before taking up post. All employees, contractors and volunteers are required to undertake child protection training.

There is an appropriate anti-radicalisation and extremism policy which is provided to all staff. Risk is identified and mitigated through an appropriate risk assessment policy and a risk assessment register which is regularly updated. All staff receive training during their induction on identifying and taking action on radical and extremist behaviour. Staff confirmed that this training was helpful and that they understood their responsibilities in this area. A suitable policy and effective arrangements are, therefore, in place to protect participants from the risks associated with radicalisation and extremism.

The e-policies for staff and participants include communications, email, use of the internet, use of social media and use of electronic devices. Policies are in staff handbooks and on the staff portal and are reiterated at induction, and so are well communicated. Counsellors stated that ISSFT made it clear that protecting participants is their primary responsibility.

Contact details for all participants and their next of kin are on the electronic database and can be accessed by appropriate staff 24 hours a day.

The Provider's policies and procedures and their implementation provide effective welfare support, pastoral care and protection suitable for teenagers.

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 continue 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

The Provider is experienced and effective in providing advice and assistance to participants from a wide range of countries. Information on the website and in the brochure includes specific local information for both sites, and this is reinforced during welcome sessions.

In addition, the counsellors are a source of information and advice throughout the course of the programme.

ISSFT supports participants' cultural and religious needs, including providing opportunities for prayer and catering for dietary requirements.

International participants' needs are therefore effectively supported.

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 contractual terms and conditions are fair and transparent. These include appropriate refund arrangements and a cooling-off period. In a small minority of instances, an additional fee is required for certain activities, such as access to elite golf courses for advanced golfers. This information is provided in advance so that the fee payer is clear about all terms and conditions.

There is a fair complaints procedure that is included in the welcome pack that participants and parents receive before the courses commence. It advises participants of the British Accreditation Council complaints procedure and provides the relevant link. This ensures that participants are aware of their rights in this area.

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. | <input checked="" 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 checked="" 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. 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

Participants live in single en-suite rooms in university accommodation. These rooms are grouped into flats supervised by a live-in counsellor. There are separate male and female residences and residents are also grouped by age to support cohesion. Each flat has a kitchen and a social area for participants.

The accommodation is clean and of a high standard. Security is ensured by a swipe-card access system that restricts entry to residents and designated managers. There is also 24-hour University security coverage of the campuses, including the residences.

Residences are inspected by the relevant authorities that regulate Scottish and English university residential accommodation.

There are clear rules regarding fire safety and other health and safety procedures, and there are regular fire drills. Rules for participants' behaviour are clear and enforced by counsellors. Appropriate provision is therefore in place to support the safety of participants and their property.

The presence of counsellors living in the accommodation alongside participants ensures an appropriate level of supervision.

Residential accommodation is therefore fit for purpose, well maintained and appropriately supervised.

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

Events and leisure activities are an integral part of ISSFT's provision. The website and information about the social activities provided before and at arrival are sufficiently comprehensive so that the participants are aware of what is available.

The social programme and leisure activities are arranged in advance, but the Provider will adjust these in the light of participant feedback.

The cost of activities and the social programme is included in the overall fee for the programme and so is known and affordable to all participants prior to the start of the course.

Activities are closely supervised by counsellors at all times. Off-site activities are risk assessed and suitable safeguards are put in place as a result.

Participants were very positive about the social programme and leisure activities, which fulfilled their expectations and needs.

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

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

Comments

Contracts are in place for the premises at Stirling and Oxford where course are delivered. Courses are prepared and managed from the permanent administrative base and offices at the venues. The permanent base is leased, and onsite offices are included in the contracts. ISSFT, therefore, has access to suitable premises.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to the sites is gated, with 24-hour security staff. Access to buildings is with a swipe card or via a reception area. At least one member of staff is present in the area at all times when participants are present. Access to the premises including teaching and learning areas, residences and administrative offices is, therefore, appropriately restricted and secured.

All premises including teaching and learning areas, residences and administrative offices are in a satisfactory state of repair, decoration and cleanliness.

Health and safety information is provided in the staff and participant handbooks and during induction and welcome sessions. Staff and participants are regularly reminded of health and safety requirements. Staff are required to log any health and safety incidents, however minor, on the portal for daily review by the Programme Manager, who will take any necessary action.

Health and safety information is displayed on notice boards throughout the premises, and visitors are advised of any related arrangements. Signage for the sites as a whole and internally is satisfactory.

There is adequate circulation space and a suitable area for visitors in the administrative offices. There is an appropriate number of clean toilets throughout the premises. Rooms are adequately ventilated, and heating is not required, given the time of year when courses are held.

The premises therefore provide a safe, secure and clean environment.

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 that 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

Training rooms and learning areas provide suitable accommodation for teaching and learning. The required rooms and facilities, including seminar rooms, classrooms and lecture theatres, are specified in the leases and are adequate for the allocated sessions.

All training rooms are equipped with whiteboards, flipcharts and audio-visual aids that support effective delivery of the courses.

The locations and equipment for sporting electives are all appropriate, and in some cases, as for tennis provision in Stirling, are outstanding.

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

There are appropriate additional facilities for participants and staff.

Participants have sufficient space and access to wireless connectivity in their bedrooms for private study. Trainers can prepare, mark and relax in vacant classrooms or the canteen.

Participants have ample access to common rooms and meeting areas for leisure activities and relaxation. There are large rooms for organised evening social activities.

Three meals are provided daily in the canteen, and participants and staff can consume snacks and drinks in the residences. Some participants stated that they would like more variety in the food served in the canteen, although others were satisfied with it.

Private meetings of trainers and management can be held in vacant classrooms or in offices, which are of a sufficient size to hold staff meetings.

The Provider leases modern offices in a converted period building approximately five miles from Stirling as its permanent administrative base. Offices are leased at the sites during the summer school season. All offices are of an appropriate size and resourced for the effective administration of the Provider.

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

A competent and energetic management team provides effective leadership.

Efficient administration supports the smooth running of the organisation.

The recruitment of well-qualified and effective staff provides a high standard of service.

A comprehensive annual review process supports quality enhancement.

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

Well-designed courses with detailed lesson plans enable participants to succeed.

Lively and interactive teaching sessions promote participants' enjoyment and engagement.

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

PARTICIPANT WELFARE

Provider's strengths

High-quality information provided to participants prepares them for their ISSFT stay.

A dedicated and enthusiastic team of counsellors supports participants' enjoyment and well-being.

Meticulous attention to safety procedures supports participants' safety on- and off site.

High-quality residential accommodation provides a secure and pleasant living environment.

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

Attractive premises are safe, secure and clean.

There are good facilities for participant relaxation and socialising.

Actions Required	Priority H/M/L
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None.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that ISSFT review the canteen food using participants' feedback to ensure that it meets participants' expectations.

COMPLIANCE WITH STATUTORY REQUIREMENTS