



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

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

**NAME OF PROVIDER:** Oxford Royale Academy

**ADDRESS:** The Punt House  
St Catherine's College  
Manor Road  
Oxford  
OX1 3UJ

**HEAD OF PROVIDER:** Mr William Humphreys

**DATE OF INSPECTION:** 2, 4 & 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- Award of accreditation to be withdrawn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

Oxford Royale Academy (ORA/the Provider) is the trading name for Oxford Programs Limited. It was established in 2004 with its first programme delivered in 2005. ORA is a private limited company that was incorporated in 2007. The Provider offers short residential summer schools for young people aged from eight to 25 years.

The Provider's head office is based in Oxford in the United Kingdom (UK), while its summer schools are run in various locations in the southeast of England. At the time of the inspection, summer schools were being held in eight Oxford locations, as well as Fitzwilliam College at the University of Cambridge and Uppingham School in Rutland.

ORA's mission is to broaden the horizons of young people academically, culturally and vocationally to prepare them for university, the workplace and life. ORA's aim is to operate the best summer educational experience in the world.

The two Directors are also the owners of ORA. One Director is the Chief Executive Officer (CEO) and the other is the Chief Operating Officer (COO). The Directors are supported by the Operations Manager, the Recruitment Manager and the Designated Safeguarding Lead.

Since the summer of 2005, when the first courses in Oxford were offered, the provision has grown in terms of the range of courses on offer and the number of locations used. In 2018, ORA started a partnership with Yale University in the United States of America (USA), and the first summer course was held at Yale University in 2019. The programme is scheduled to recommence in 2023.

### 2. Brief description of the current provision

ORA offers in-person, residential summer schools. Participants are divided into four age groups. These age groups are eight to 12, 13 to 15, 16 to 18 and 19 to 25 years. ORA's current range of courses includes courses in Medical Sciences, Engineering, Business, Creative Arts, Law and Social Sciences.

General English as a Foreign Language (EFL) courses at Intermediate and Advanced levels are available in all locations, whilst the International English Language Testing System (IELTS) preparation courses are offered in Oxford only.

Summer schools for eight to 12-year-old participants are one week in length. All other summer schools are two weeks in length.

At the time of the inspection, 941 participants were enrolled for ORA's summer schools. During 2022, 3,535 participants attended the Provider's summer programme in the UK.

The vast majority of the participants are aged between eight and 18 years of age, with a minority being over 19 years of age. The majority of participants are male. The majority of participants are from the USA, France, Germany, Greece, Spain, Italy, Turkey, the UK, Portugal, Brazil, Switzerland and India, with an additional 88 countries represented within the participant body.

Participants are enrolled on a continuous basis until the summer schools begin in July. Entry requirements for each summer school are clearly stated in the course descriptions, which are available online. Participants whose first language is not English are required to have English language skills at Level C1 on the Common European Framework of Reference for Languages (CEFR).

### 3. Inspection process

The inspection was completed by a single inspector over three days. The inspection included an in-person tour of the facilities and the residential accommodation at St Hugh's College Oxford and virtual tours of the Provider's other premises. Meetings were held with the Directors, the Operations Manager, the Recruitment Manager, the Designated Safeguarding Lead, on-site Programme Directors, participants and trainers. Observations of teaching were completed and a wide range of documentation was scrutinised. The Provider co-operated appropriately with the inspector.

### 4. Inspection history

| <b>Inspection type</b> | <b>Date</b>     |
|------------------------|-----------------|
| Full                   | 16 June 2008    |
| Interim                | 14 August 2009  |
| Supplementary          | 22 July 2010    |
| Re-accreditation       | 24 July 2012    |
| Interim                | 24 July 2014    |
| Supplementary          | 16 April 2015   |
| Re-accreditation       | 8–9 August 2016 |
| Interim                | 7 August 2018   |

## 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 management structure is clearly defined, documented and understood through a detailed organisational chart that shows senior management roles and appropriate reporting lines within the Provider. Senior staff understand the Provider's priorities and their role in achieving them.

The Head of the Provider and other senior managers are suitably qualified and experienced. Many have been with the Provider for a significant number of years. They understand their specific responsibilities and carry them out effectively.

There are clear channels of communication between the management and staff, each venue is provided with mobile phones and two-way radios to ensure communication is immediate and effective. Each venue has its own campus management team, led by an on-site Programme Director.

The Provider has a written statement of its mission and goals that guides its activities and is clearly communicated to all of its stakeholders through its staff handbook and website. This is reviewed annually.

The Provider has a written risk management strategy that includes financial planning. This is regularly reviewed and implemented. The strategy also contributes effectively to ORA's annual report and financial statements document.

#### 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 suitably qualified and experienced, understand their respective responsibilities and duties, and are effective in carrying these out.

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider. When the summer schools are in progress, the administrative team is increased as a temporary on-site administrator is employed in each of the venues. This ensures that the provision runs efficiently.

The administrative support available to the management is clearly defined, documented and understood. The Provider's permanent administrative staff are included on ORA's organisational chart.

Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the Provider via its website and the staff handbook. The Provider reviews all of its policies and procedures annually.

ORA uses a custom-made secure Student Data Management System (SDMS) that stores all the participants' personal information, nationality, gender, course requirements, etc. Administrators and management staff at ORA's head office have full access, while the administrators at the venues are able to access participant information for their site only. As a result, data collection and collation across the Provider are effective and efficient.

Participants' and trainers' personal records are comprehensive and updated regularly.

Areas of the Provider's SDMS and Management Information System (MIS) are restricted to those staff who have clearance to access specific information. ORA has a robust system for protecting the personal information of its participants and trainers. The SDMS and MIS are protected with two-factor identification and have also been penetration tested to ensure that the system will withstand any external attempts to access information.

**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**

There are appropriate policies and procedures in place for the recruitment of suitably qualified and experienced staff. The Provider has a well-documented five-stage recruitment procedure consisting of initial contact with trainer recruiters, follow-up telephone conversations and interview with completion of an observed five-minute microteach. An offer of employment is then made with confirmation and details of employment sent upon contract acceptance. All contact with potential staff is logged on ORA's MIS so that it can be accessed by senior management. ORA does not employ self-employed staff, but issues temporary contracts.

Experience and qualifications are appropriately checked and verified before recruitment by the Provider's Human Resources (HR) team and records are accurately maintained on the MIS. Many trainers are teaching undergraduates or postgraduate students or are employed elsewhere during the rest of the year. Each year, a good proportion of the previous summer school staff return to work for the Provider and their records are updated prior to the commencement of the programme.

There is an effective policy for regularly reviewing the performance of all staff. Documented appraisals for ORA's permanent staff are completed at the end of the summer programme, action points are allocated and reviewed regularly. For trainers, this includes regular, scheduled course delivery observations. New trainers are observed at the start of their teaching, and spot checks are carried out throughout the summer schools on all trainers. Regular meetings are held between the trainers and the on-site Programme Directors to ensure the trainers' needs are known and addressed. Programme Directors collate the information from the observations, and this is reviewed by the management team when planning the following year's provision.

Management and administrative staff are appropriately supported in their Continuing Personal Development (CDP). The Provider provides relevant statutory training for all staff prior to the start of the summer schools.

**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**

ORA produces detailed colour brochures for its summer schools which can be downloaded from the Provider's website. These are linked to the different age groups of the participants on its courses. The brochures provide an accurate depiction of the location of the Provider's courses, and the premises, facilities and resources and services offered by ORA. In addition, information about course content is detailed, comprehensive and accurate and this ensures that participants and their families are well informed about the courses they are planning to attend.

In addition to providing electronic brochures for applicants, ORA maintains a significant profile on a variety of social media platforms. The information on social media is accurate and up to date. It is also immediately accessible to future participants and their families, giving them a clear idea of what they can expect if they attend one of ORA's summer schools.

The Provider's key policies are easily accessible on its website. This ensures that all ORA's staff are fully informed about their roles and responsibilities.

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

|     |   |   |
|-----|---|---|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements.   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.4 | Applicants are provided with sufficient information to enable them to make a 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 5.7 | The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |

**This standard is judged to be:**

Met  Partially Met  Not Met

### Comments

The Provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. ORA's summer schools are categorised by age group, and a number of questions lead enquirers through the information for each summer school. The layout of the website ensures that participants can easily find the information relevant to their needs.

Entry requirements for each summer school are set at an appropriate level and are clearly stated in the course descriptions read by prospective participants and their families. Participants whose first language is not English are required to have English language skills at Level C1 on the Common European Framework of Reference for Languages (CEFR). There is also appropriately focused information about the emotional and physical skills and knowledge capabilities that some participants need to have for the summer school.

Applicants are provided with a comprehensive range of information prior to enrolment, and this enables them to make an informed judgement on the suitability of the courses and their delivery methods, and the requirements of ORA's programmes. The Provider responds to all enquiries in a timely manner. All stakeholders are fully briefed on the requirements of ORA's programmes. Participants confirmed that their enquiries received a quick response and that the information provided was useful and practical. Inspection findings confirmed this view.

The participants, or their parent or guardian, complete a medical and dietary information form at the time of enrolment and they are asked to declare any special educational needs and/or disabilities that require additional learning support or assistance. This information is added to the SDMS enabling ORA to make any necessary adjustments to its provision to ensure that participants with specific support needs can successfully complete their chosen 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, 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.  Yes  No  NA

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

**Comments**

There is a clear policy on participant attendance and punctuality. This is communicated to all participants during induction. Information about ORA's policy on attendance and punctuality is also easily available on the rules and regulations webpage on the Provider's website.

Accurate and secure records of attendance and punctuality at each session are kept for all participants. A register is taken at the beginning of each session. This is collected by a counsellor or junior dean and the information is then entered on the SDMS. Participants are also required to be present for roll calls at mealtimes, curfew, excursions and formal events. The information is then collated and reviewed by the on-site Programme Director and management staff.

Participant absences are followed up promptly and appropriate action is taken. A junior dean and a counsellor in each residential accommodation block ensure that participants are present at roll calls. If participants are not present, they will go to their rooms to check whether they are unwell and will take them to the welfare office if required.

**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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 7.6 | Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.7 | Action plans are implemented and regularly reviewed with outcomes reported to management.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

**Comments**

There are effective systems for monitoring and periodically reviewing all aspects of the Provider's performance. ORA has effective mechanisms for obtaining formal feedback from participants at the end of their courses and staff feedback at the end of its summer programme. Feedback is also obtained from the venues at which its summer schools are held.

Feedback is obtained, recorded and reviewed on a regular basis. In addition to end-of-course feedback, campus staff take informal spoken feedback from the participants while they are on site and, if necessary, changes are immediately actioned. Ongoing feedback is taken in the form of a brief questionnaire sent by text message to the participants' mobile phones.



Feedback is reviewed by management, and appropriate action is taken. At the end of the summer programme, all the feedback is collated and reviewed to inform programme design for the following year.

7.5 The Provider does not have a mechanism for reporting back to participants what it has done in response to their feedback.

A documented annual review is completed at the end of the summer programme. This contains a detailed analysis of data, including participant satisfaction levels across the provision, parental feedback and key themes. Action points are then identified. Action plans are devised and resulting changes are made to the provision by ORA's management team.

## 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

There are suitably qualified, experienced Programme Directors at each of ORA's summer school venues. They are responsible for the delivery of the courses and the management of the trainers at their venues.

Training sessions are timetabled, and rooms are allocated appropriately for the courses offered. All courses for a specific age group follow the same session timings across the provision locations to ensure consistency.

The allocation of trainers to courses provides a consistent learning experience. Content delivery is monitored through a system of formal and spot-check lesson observations. This ensures consistency across the provision.

Individual course materials are professionally produced, with the content being written by a subject specialist. The course materials consist of a teacher's guide and a student's guide, which are clearly branded. The content is evaluated prior to being issued to trainers and participants to ensure standardisation across the provision.

Participants and trainers receive a copy of the resources at the beginning of their course. Trainers are also provided with electronic slide presentations to accompany each session. Additional resources are also provided for the extension activities in the course materials. If trainers require additional learning resources, the on-site Programme Director provides these immediately.

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

- |     |  |                                     |     |                          |    |
|-----|--|-------------------------------------|-----|--------------------------|----|
| 9.1 | The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised. | <input checked="" type="checkbox"/> | Yes | <input type="checkbox"/> | No |
|-----|--|-------------------------------------|-----|--------------------------|----|

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

The courses' design and content reflect current knowledge and practice and are reviewed and revised annually by a subject specialist in each area. This ensures that each year new guides for each course are published with up-to-date information.

Course materials are appropriately presented and sufficiently comprehensive to support participants to achieve the objectives of their course.

The courses are designed so that participants are encouraged and enabled to develop independent learning skills. They complete written work and prepare presentations outside their timetabled course hours.

The participants' ages and backgrounds are taken into account in the planning and design of the Provider's courses. The teacher's guide and materials recognise that participants may have different levels of ability and this enables ORA's trainers to adapt course content effectively to suit the needs of individual 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 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 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**

Trainers have appropriate subject knowledge and pedagogic and communication skills, which allows them to deliver courses effectively. ORA's team of trainers includes Oxbridge academics, scientists and researchers, industry professionals in the creative arts, published authors, highly experienced teachers, and undergraduate and postgraduate students with a high level of subject-specific knowledge. ORA also offers participants the opportunity to attend lectures from eminent guest speakers from the fields of science, the humanities, business and politics.

Useful information about members of the Provider's faculty is readily available on its website. This includes each trainers' first name, their university, their qualifications and their subject specialism.

Trainers are effectively supported in continuing their professional development and are enabled to further develop pedagogic techniques to enhance the learning of participants on ORA's courses. ORA provides annual pre-programme training for all its staff. Its trainers are assessed and supported by Programme Directors during their time teaching on the summer programme.

ORA's teachers are responsive to participants' different backgrounds and particular support needs. Participants confirmed that their trainers were approachable and extremely knowledgeable about their subjects. Inspection findings confirm this.

The Provider's trainers employ effective strategies to involve participants in active participation. These include a variety of questioning techniques, practical work, groupwork and presentations. These strategies also allow the trainers to check the participants' understanding of concepts and course content.

**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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 11.2  | Ongoing assessments appropriately reflect the content and standards of final assessments.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 11.3  | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 11.4  | Participants are made aware of how their progress relates to their target level of achievement.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 11.5  | Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.                             | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 11.6  | Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 11.7  | Participants have appropriate access to trainers outside the scheduled course delivery time.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 11.8  | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input 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**

Realistic deadlines are set and communicated well in advance to participants in the student's guide. Any required coursework and revision periods are scheduled in advance.

Participants are informed how their work will be marked in the student's guide and that the marking is informally based on the UK degree classification system. They are also informed of the marking criteria used for the work they complete throughout their course and for their final task, for example a group presentation.

Feedback is given to individual participants during their training sessions. Trainers monitor their work closely in the session and provide immediate spoken feedback to ensure that they make progress. The feedback is tailored to meet individual participants' specific needs and is constructive in its nature and delivery.

Participants have access to their trainers during breaktimes and outside the scheduled course delivery times.

ORA takes appropriate steps to identify and discourage cheating and plagiarism. The student's guide contains detailed information about what plagiarism is and how it can be avoided. The Provider also has a two-step disciplinary procedure that can result in a participant failing the course if they commit plagiarism on more than one occasion.

Realistic deadlines are set and communicated well in advance to participants by their inclusion in the student's course guide. Any required coursework and revision periods are scheduled in advance, and these are also shown in the student's guide that participants receive at the start of their course.

**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 member of staff responsible for participant welfare is highly experienced and is responsible for standardising welfare and safeguarding across all ORA's summer schools. All staff have undertaken appropriate training and are accessible and able to provide advice to participants attending the summer schools.

Participants and their families receive appropriate information, advice and guidance before the start of the courses. They can download the appropriate brochures from the website and also access detailed information about ORA's safeguarding policies on its website. There is also a chat facility available for participants and their families to speak to a member of ORA's sales team, or they can request a return telephone call from a member of staff.

Participants receive an appropriate detailed induction and an induction handbook at the start of their course. The induction handbook introduces the campus staff and includes information on registers, roll calls, lessons, behaviour and health and safety.

Participants are issued with a contact number for out-of-hours and emergency support at induction and they save this number on their mobile telephones. They are also required to wear lanyards displaying the emergency contact number.

The Provider has appropriate policies in place to avoid discrimination and abusive behaviour, including cyberbullying. These are detailed and made available as part of the online terms and conditions and in the induction handbook.

Effective safeguarding arrangements are in place for participants under the age of 18, and vulnerable adults. These arrangements are reviewed annually. There is a Designated Safeguarding Lead (DSL), who is trained to an appropriate level, and all other staff undergo appropriate annual safeguarding training

ORA has a suitable policy in place and staff have completed relevant training to protect participants from the risks associated with radicalisation and extremism. A risk assessment was completed in 2021 and this was reviewed prior to the commencement of this year's programme.

There is an effective e-policy that references 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. For example, the e-policy for participants aged eight to 12 years requires them to hand their mobile telephones to campus staff at bedtime for storage in a locked box overnight.

The Provider stores contact numbers for participants and their next of kin on the SDMS. The campus staff can access the information for participants at their venue quickly and easily, in and out of normal operating hours.

#### **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**

International participants receive appropriate advice on travelling to and living in the UK before their arrival. They receive a pre-departure information handbook that includes information on the area local to their venue, visa information, and details of arrivals and departures, money in the UK and health and safety. The handbook also

contains information about hotels near to the venues for family members who may wish to visit participants attending the summer schools.

On their arrival, international participants receive an induction covering issues relevant to the local area.

Information and advice specific to international participants continue to be available throughout their course of study. Members of the campus team at each venue provide continuing information and support.

The provision of support takes cultural and religious considerations into account. The times of, and places for, worship and participants' dietary needs are planned for at each venue.

**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**

Participants are enrolled on courses under fair and transparent contractual terms and conditions, which are available on ORA's website prior to enrolment. These also include appropriate refund arrangements, including a 14-day cooling-off period.

Participants have access to a fair complaints procedure that is detailed in the Provider's terms and conditions, which are available online prior to enrolment.

Participants are advised of BAC's complaints procedure and a link to it is included on the feedback page on the website.

**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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 19.4 | A level of supervision is provided that meets the needs of participants.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

Participants use residential accommodation provided in the colleges of the University of Oxford and the University of Cambridge, and Uppingham School. These premises are used by undergraduates during term time. The accommodation is clean, safe and of an appropriate standard to meet the participants' needs. The accommodation blocks contain indoor social areas where participants take part in social events

All the residential accommodation where participants aged under 18 are accommodated is open to inspection by the appropriate authorities, including Ofsted. The Provider also aims to work in line with the UK's Department for Education's National Minimum Standards for Boarding Schools (2015), which represents best practice within boarding schools in the UK.

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. Health and safety signs, including what to do in case of fire, are clearly displayed in the residential accommodation. All accommodation is risk assessed before it is used to ensure that it is suitable for the age groups attending the on-site summer school.

A level of supervision is provided that meets the needs of participants. The Provider's boarding policy clearly explains what the participants can expect from ORA and what ORA expects from the participants. ORA's staff handbook, and the relevant webpage dealing with important things to know, contain useful information about the supervision provision on its summer schools.

In the residential accommodation, members of the campus team stay in the same accommodation as the participants. Female staff and participants have rooms in a secure area. Male staff and participants have separate secure accommodation to the female staff and participants.

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. Participants aged over 18 stay in separate accommodation and attend a separate summer school to that of the younger participants.

**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. | <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 reinspection 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 are 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 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 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 appropriate information on opportunities for participation at enrichment and social events that may be of interest to them. Noticeboards are placed near to the campus office at each venue. These are updated on a daily basis so that participants are informed about the extracurricular activities available to them.

Information about social activities, such as quiz nights, film nights, ghost tours, cultural exploration visits, guest speakers and seminars, is also included on the summer school's timetables. All participants attend a graduation ceremony and formal dinner on the Friday before their Saturday departure day.

The social programme is responsive to the needs and wishes of the participants. It is also planned to suit the different age groups of the participants. The activities in the Provider's enrichment and social events programmes are included in the course fees.

The activities organised by ORA are effectively supervised by responsible adult representatives, including an experienced Programme Director, junior dean and counsellors at each venue.

Off-site social activities, such as coach trips and trips into town, are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result.

## 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

ORA has formal arrangements in place to ensure that it has appropriate access to suitable head office premises at St Catherine's College Oxford. The Provider also has formal arrangements in place for its temporary head office at 90 Banbury Road, Oxford for the duration of its summer programme.

The Provider has access to suitable external premises of a temporary or occasional nature for training purposes at eight colleges at the University of Oxford, and one college each at the University of Cambridge and an independent boarding school, Uppingham School in Retford.

**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 colleges at the University of Oxford and the University of Cambridge is appropriately restricted through a porter's lodge that is manned 24 hours a day. Staff and participants are also able to log in through the entrance door, and entries and exits are recorded electronically on the SDMS. Parents and visitors to Uppingham School are required to sign in and out when entering the Provider's premises.

The premises used by ORA in Oxford, Cambridge and Uppingham School are maintained in a good state of repair, decoration and cleanliness.

General guidance on health and safety is made available to participants, staff and visitors. Staff are briefed on health and safety prior to the commencement of the summer programme. Health and safety information is also included in the Provider's terms and conditions, and participants receive further guidance in their induction session.

There is adequate signage inside and outside the premises and notice boards for the display of general information near the campus office at each venue. This ensures that participants and staff are kept up to date about course information and extracurricular activities.

There is good circulation space for the number of participants and staff. There are also gardens at all of the Provider's venues that the participants can use to relax during their break times and in the evenings. The training rooms and hallways have adequate circulation space for participants, staff and visitors.

There are an appropriate number of toilet facilities with a good level of cleanliness available at all sites. Rooms are well ventilated and there is adequate heating available.

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

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

Training rooms are equipped to a level that allows for the effective delivery of each course. They contain screens, projectors, whiteboards and flipcharts for the use of staff and participants.

There are appropriate facilities for conducting the assessments on each course.

### 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

Participants and staff have access to sufficient space and use of the on-site wireless information technology of the different venues to carry out their own private study and work. The participants aged over 19 also have temporary membership of the Bodleian Library in Oxford during their time at summer school.

Trainers have access to sufficient personal space for preparing teaching sessions, marking work and relaxation. Trainers can also use the classrooms when sessions are not in progress.

Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink. Participants use the dining halls used by students attending the University of Oxford, the University of Cambridge and Uppingham School. Catering is provided by staff normally employed by the venues. Some of the venues are located in areas that also have local facilities to provide food and drink. Participants aged 13 to 18 can leave the venue in groups of three to buy food at lunchtime.

There are individual offices or rooms in which teachers, trainers and senior management can hold private meetings at all of the Provider's venues, and staff meetings can be held in the campus office, the classrooms or the social space at each venue.

Administrative offices at each venue are adequate in size and are resourced for the effective administration of the Provider's courses. Additional administrative premises are hired when the summer programme is in progress. This ensures that additional administrative support is available to the management team, the campus teams and the trainers.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

The experienced management team ensures that the provision meets the needs of participants attending ORA's summer schools.

The Provider maintains a secure, custom-built MIS for the retention of participants' and staff data. This ensures that the management team can respond to any issues quickly and effectively.

ORA's professional website, and its extensive social media profile, provide enquirers with an accurate representation of what its summer schools provide, showing extracts of its courses, activities, seminars and feedback from previous participants.

The Provider has a comprehensive range of policies and procedures that are effectively disseminated. This ensures that all stakeholders are aware of their role and responsibilities towards each other.

| Actions required   | Priority H/M/L  |
|--|---|
| 7.5 The Provider must introduce a mechanism to report back to participants what it has done in response to their feedback. | <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low |

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

ORA's trainers have a wide range of experience and knowledge in their subject specialisms and they are keen to share this with participants attending ORA's summer schools.

The campus teams at each venue offer participants a wide range of support, which ensures that they complete their studies successfully.

ORA's courses are designed by subject specialists, who ensure the content is relevant and up to date and well suited to meet the needs of participants attending the summer schools.

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

### PARTICIPANT WELFARE

#### Provider's strengths

Members of the welfare team ensure that participants are well supported in their learning and at the social activities and are responsive to participants' needs.

Participants receive extensive information before enrolment, which supports them to make a well-informed decision about ORA's provision.

Participants are able to take part in social and enrichment activities, which complement their stay in the UK.

| 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**

ORA's summer schools are located in well-known British educational institutions, which means that participants are able to experience what it is like to study and live in Oxford and Cambridge.

ORA provides safe and secure residential accommodation in pleasant surroundings for its participants.

The Provider's teaching and learning areas are of a good size and are appropriately equipped to enhance the learning experience of participants.

| 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**

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