



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Oxford Summer Courses Ltd

ADDRESS: 18 Beaumont Street
Oxford
OX1 2NA
United Kingdom

HEAD OF PROVIDER: Harry Hortyn

DATE OF INSPECTION: 1–2 & 4 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- Award of accreditation to be withdrawn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: 26 January 2023

1. Background to the provider

Oxford Summer Courses (OSC/the Provider) is a private limited company that offers a wide range of short, unaccredited, academic courses at summer schools. The courses are held in colleges of the Universities of Oxford, Cambridge and London in the United Kingdom (UK) during the university vacations.

The Provider is part of Bridgemark, a holding company that owns 100 per cent of Oxford Summer Courses shares. The intention is for Bridgemark to create an educational portfolio with Oxford Summer Courses being part of that portfolio.

OSC has a permanent administrative base in Oxford, with two shared working spaces in Cambridge and London. Teaching takes place in vacant university classrooms. Participants are accommodated in university residential accommodation. The youngest participants are accommodated in a local boarding school. Currently, five locations are used in Cambridge, three in Oxford and one in London.

OSC's aim is to share exceptional education with the world. The courses blend teaching from academics based at Oxford and Cambridge universities with other experienced specialists and teachers to support this aim.

OSC is run by a Chief Executive Officer (CEO), supported by senior managers in Marketing, Operations, Technology, Finance and Human Resources (HR) and Compliance and a China Country Manager. The Senior Operations Manager has oversight of the actual courses. He is supported by a Senior Academic Programmes and Development Manager, in turn supported by an Academic Manager and an Academic Executive. A Programmes Manager and a Service Delivery Manager give additional support. OSC's administration is performed by team members working within the Service Delivery team. These support the planning and running of the courses, with additional support provided by the Finance and HR team. The Finance and HR team comprises three team members. The Service Delivery team comprises seven members including two seasonal members. These are based in the head office in Oxford. Each course is supported by a qualified and trained On Course team which includes a Course Director (CD), Deputy CD, Assistant CDs and Student Helpers or House Parents for the Juniors courses.

OSC was established in 2010 in Oxford. It grew quickly and expanded within Oxford and into Cambridge and London. The range of courses and numbers of participants have grown significantly. The age range of the participants has also increased. Permanent staff levels have increased in line with this expansion.

2. Brief description of the current provision

OSC offers in-person courses in a wide range of subject areas drawn from Business, the Sciences, Humanities and Social Science, with the most popular courses being Business and Entrepreneurship, Medicine, Law and Psychology. The teaching is structured around seminars delivered by university academics or Oxbridge alumni.

The courses run over a nine-week period from June to late August. All courses last for two weeks except for courses for nine–12-year-olds, which last for one week.

A total of 138 courses were running at the time of the inspection. A total of 348 courses were offered across the various locations and age groups during the year. There are no formal entry requirements. Enrolment is based on age and English proficiency.

During the inspection, there were 1,665 participants enrolled on courses out of a total capacity of 2,000.

OSC enrolls participants aged between nine and 24 years and most participants are under 18 years of age. During the inspection, nearly half the participants are from North America and Europe and about a quarter from East Asia and India. The rest come from a wide range of other countries, including Australia and New Zealand. A very small minority come from the United Kingdom (UK). The majority of participants are female.

All courses run during the summer months. Enrolment is ongoing until courses are full. Participants are enrolled before their course date and can enrol at any time up to the Friday before their course begins. Courses begin on Sundays.

3. Inspection process

The inspection was undertaken by one inspector over three days, one day on site in Oxford and two days online. The inspector met with the Chief Executive Officer (CEO), the Senior Operations Manager, the Senior Compliance Manager and Finance and Human Resources Manager, the Academic Manager, an on course team, participants and tutors. In Oxford, the teaching and residential premises were visited and a range of lessons were observed. The inspector viewed video evidence of the teaching and residential accommodation in London and Cambridge and observed lessons there virtually. A wide range of relevant documentation was scrutinised. The Provider co-operated fully with the process.

4. Inspection history

Inspection type	Date
Full accreditation	25–26 July 2013
Interim	8 August 2014
Reaccreditation	18–19, 21 & 24 July 2017
Interim.	1 August 2019

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 management structure is clearly set out in an organisation chart. Managers work to detailed job descriptions that outline the main duties and responsibilities of the posts. As a result, managers have a clear understanding of their roles.

The CEO and the other senior managers have substantial relevant experience. They understand their position within the company and work well as a team. Consequently, they are effective in carrying out their duties.

Communication within the company is effective. Staff hold weekly meetings with their line managers. Regular departmental meetings take place. Weekly whole-company meetings further facilitate communication. Appropriate channels of communication are numerous and clear.

OSC has a written statement of its mission that is widely disseminated via the website, in the company's strategic documents and on quarterly strategy days. As a result, the mission statement is effectively implemented. It is reviewed annually at the annual strategy meeting in September.

The Provider has a risk-management tracker, which is reviewed by the senior management team on a monthly basis at the senior managers' meeting. Any financial risks are detailed in the tracker and financial planning is also undertaken, in a more detailed way, between the CEO and the finance team, with a five-year cash-flow forecast having been recently prepared, and detailed financial reporting taking place on a monthly basis.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of the Provider is effective. Administrators comprise team members working within the Service Delivery team, which supports the planning and running of the courses. Additional support is provided by the Finance and HR team. Each team member understands their remit and has specific quarterly goals to work towards. These goals are monitored by line managers or department leads in weekly meetings and more formal quarterly performance meetings.

The service delivery team is sufficient in size to ensure the effective day-to-day running of the Provider. The service delivery team includes seven team members, with two seasonal staff supporting the 2022 programme. In addition, many of the administrative processes such as the enrolment process and the sending out of routine emails are automated.

The administrative support is clearly outlined in the staff handbook and the company organisation chart. Consequently, staff are aware of the support they can expect to receive.

OSC has an effective Finance and HR department. Consequently, its administrative policies, systems and procedures are well defined, well developed and widely disseminated. All policies are available to view on the online portal. Tutors confirm that they find the online portal very useful and inspection findings confirm this.

Data collection is effective and supports the administration appropriately. The collection of data is largely automated. Details are taken automatically from the enrolment forms and from the participant information forms and transferred to the Customer Relationship Management (CRM) system. Also, participant feedback forms are sent out and received electronically. As a result, data can be effectively analysed and used to provide useful information and reports for managers.

The personal records for staff and participants are appropriately detailed and suitably stored in well-organised digital folders within the Provider's electronic systems. These folders are updated regularly to ensure that the information is maintained up to date.

The implementation of OSC's data protection policy ensures that all data is only shared when needed. Access to databases is restricted to employees and third-party providers, with non-disclosure agreements in place. As a result, there is a robust security system with policies in place for protecting all data, including of its participants and trainers.

3. The provider recruits appropriate staff

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

OSC recruits suitable staff. Procedures for the recruitment of appropriately qualified and experienced staff are effective. Detailed job descriptions with personal specifications ensure that the prospective candidates have sufficient information to decide whether they wish to apply for the post.

Prospective candidates are aware that OSC will make safeguarding checks. All self-employed staff have a signed consultant agreement.

The recruitment process includes appropriate pre-employment checks, including on qualifications, references and the right to work in the UK. These checks are appropriately recorded in a Single Central Record.

Staff performance is effectively reviewed. The Provider runs a performance management process which includes quarterly meetings of administrative and managerial staff with their line managers, as well as annual performance review meetings. Pastoral staff are observed unannounced across the venues. All tutors, including returning tutors, receive regular, formal classroom observations. Various aspects of the teaching are graded, and the results are communicated to the tutor. A professional dialogue focusing on what went well and how the lesson could have been improved is also available. Consequently, tutors have feedback to help further develop their teaching skills.

Managerial and administrative staff are suitably supported in their Continuing Professional Development (CPD). This includes compulsory training on fire safety, cybersecurity and first aid. OSC has a track record of progressing staff within the company by upgrading their skills. This is an element of best practice.

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

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|-----|--|---|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.3 | The provider's key policies are accessible through the website. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider's publicity materials, both printed and on the website, provide an accurate description of the location, premises and facilities. OSC's website contains pictures of the locations at which the courses are held. These are augmented by personal testimonies of previous participants and comprehensive details of the facilities and courses.

Comprehensive, accurate and up-to-date course information is available on the website. This includes the course location, age range, dates, class size, teaching methodology, fees and a sample timetable. OSC has an online video channel with a wide range of videos covering much of the provision. Each course has its own dedicated video that provides additional useful information.

The key policies are readily accessible through the website. These include the complaints policy, safeguarding policy, attendance policy, rules and regulations and behaviour expectations.

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

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- | | | |
|-------|---|---|
| 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 |
| <hr/> | | |
| 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 |
| <hr/> | | |
| 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 |
| <hr/> | | |
| 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 |
| <hr/> | | |
| 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 |
| <hr/> | | |
| 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 |
| <hr/> | | |
| 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 |
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This standard is judged to be:

Met Partially Met Not Met

Comments

OSC recruits suitable participants for its courses. OSC makes the general nature of the courses very clear and each subject area has a dedicated video giving a general outline of the course. As a result, prospective participants are in a good position to know whether a course meets their needs.

Entry requirements are clearly stated on the website and relate to age as opposed to prior qualifications in the subject, since the subject areas will probably be completely new to most prospective participants. A minimum level of English proficiency in line with levels within the Common European Framework (CEFR) is also required. Tutors confirm that participants have an appropriate level of English for the courses. Inspection lesson observations further confirm this.

Participants apply through a formal online application process. This process includes writing a personal statement and a telephone call to check the applicant's level of English. Participants complete an assessment form that includes questions relating to the participants' aims in taking the course.

The website provides a wide range of information regarding the courses, the programmes, a typical timetable and the overall experience so that prospective participants can make an informed decision. All participants are able to discuss the courses, including any concerns, prior to registration. On enrolment but prior to arrival, OSC provides free access to an online foundation course. This provides advice and practical skills development and introduces the participants to the resources. As a result, participants are clear about what to expect.

OSC replies to all applications in line with its target response time. All participants are appropriately informed of the nature and requirements of the programmes. Participants confirm that the Provider responds to emails and telephone calls of a routine nature in a timely manner, but takes longer to respond to other non-routine enquiries, which some participants found disappointing.

Overseas recruitment agents sign a formal agreement with Oxford Summer Courses and follow agreed working practices. Agents are fully briefed on the programmes on offer.

OSC has an effective system to identify participants requiring additional support. During the registration process, participants are able to declare any additional needs. Tutors confirm that this information is passed on to residential and teaching staff prior to commencement and reasonable adjustments are put in place. As a result, additional needs are taken into consideration when lessons are planned.

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

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|-----|---|---|
| 6.1 | There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action is taken. | <input 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 attendance and punctuality policy is appropriate, clear and widely disseminated prior to participants' arrival and at induction. Punctual attendance to lessons is compulsory. Appropriate sanctions are available for non-compliance, but these are rarely needed.

Tutors complete attendance registers at the beginning of each lesson. Attendance is then collated centrally. As all participants are residential, non-attendance is easily apparent.

Immediate, appropriate action is taken in response to participant absence. Assistant Course Directors immediately contact the absent participant by mobile telephone and contact the residence if necessary.

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. Yes 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. Yes No

7.3 Feedback is obtained, recorded and analysed on a regular basis. Yes No

7.4 The feedback is reviewed by management and appropriate action is taken. Yes No

7.5 There is a mechanism for reporting to the participants what the provider has done in response to their feedback. Yes 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. Yes No

7.7 Action plans are implemented and regularly reviewed with outcomes reported to management. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

OSC has effective systems in place to monitor its standards. Collecting, analysing and responding to a wide range of feedback is central to its improvement strategy. At the end of every course delivery cycle, OSC focuses on using data to produce action plans for improvement.

OSC has effective mechanisms for obtaining feedback. It carries out participant surveys at the start and end of courses to capture participant experience and feedback. Tutors and staff are also surveyed. OSC also obtains feedback from the host colleges between courses.

The various forms of feedback are consolidated into an annual improvement plan for the following year. The senior management team reviews the feedback and signs off the improvement plan.

Actions taken in response to specific feedback are communicated directly to the stakeholder often by the On Course team in a timely fashion.

Improvement plans are compiled from the data collected at the end of the cycle and actioned each year. These improvement plans are informed by an analysis of the performance reviews, the participant surveys, the tutor surveys and the staff surveys.

Actions in the improvement plan are delegated to individuals, are time limited and are monitored closely. As a result, OSC has an effective system for using feedback to guide future progress.

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

Course management is effective. Course delivery is managed effectively and is well planned. The Senior Operations Manager and the Senior Academic Programmes and Development Manager are both well qualified and experienced. They are readily available to manage any unexpected operational issues. Assistant Course Directors allocated to each course assist in the smooth running of the programme.

Courses are timetabled and rooms are allocated appropriately. All teaching rooms are adequate in size for the number of participants.

Tutors are appointed for the duration of the courses. They are introduced to their classes four weeks prior to arrival. Classes always have the same tutor, ensuring a consistency in delivery.

Individual course material is developed following guidelines regarding the content and methods of delivery. This effective system for commissioning course materials ensures that there is a standardisation across the provision.

The courses are suitably resourced. An established procedure allows for the acquisition of additional resources if required. This includes materials for practical lessons and expenses incurred for outside visits. Participants and tutors both confirm that the courses are suitably resourced and inspection findings confirm this.

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

Courses are planned and designed to enable participants to succeed. Courses are developed by the tutors following guidelines regarding the content and methods of delivery and are then modified in line with participant feedback. All courses are reviewed annually. Consequently, the courses remain current and fulfil the needs of the participants.

There are no formal assessments. Successful completion of the course depends on attendance, completion of assignments and lesson participation. Course resources, materials and the in-class activities are sufficiently comprehensive to enable participants to achieve the course objectives. Assignments act as a syllabus check to ensure marked work is appropriate for the participants and fits the content being taught. Tutors and participants confirm that these course objectives are achievable. Inspection observations further confirm this.

Daily study periods, usually entailing research for tutorials, support the development of independent learning.

Class sizes are small, so tutors have time for individual participants. Tutors take into account the wide range of ability and prior knowledge within each class. Tutors use a suitably wide range of teaching strategies based on interaction, participation and independent learning. They use an effective combination of individual, pair-, group- and whole-class learning.

Tutors receive information regarding the participants four weeks prior to the start of the first lesson. The information includes the participant's reasons for joining the class, their career aims and any prior knowledge of the subject. It also outlines any additional support needs. Lesson observations show that tutors take these needs into account in their planning.

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. Yes 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. Yes No NA

10.3 Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. Yes No

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors are experts in their field and are highly qualified. As part of the recruitment process, tutors complete a course design task and are observed teaching. This ensures they have the teaching and communications skills necessary to deliver courses effectively.

All tutors receive appropriate training prior to commencement. They all have access to an appropriate online induction that includes topics such as managing behaviour, managing mixed-ability classes and pedagogic techniques. Tutors confirm that they find the induction useful. Lessons are observed systematically. All tutors receive appropriate and supportive feedback. The outcome of the lesson observations provides an effective basis for a professional dialogue and the setting of developmental targets.

Participants and inspection lesson observations confirm that tutors respond to the different learning needs of the participants. Tutors plan for a wide range of learning activities, including groupwork, discussions, academic tasks and whole-class learning. Tutors use technology to support visual learners. Consequently, a wide range of learning styles is catered for.

Tutors employ effective strategies to involve all participants in their lessons. Participation is encouraged through the use of pair- and groupwork and practical tasks. Tutors use a range of techniques to check for understanding of the subject concepts and 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. Yes No NA

11.2 Ongoing assessments appropriately reflect the content and standards of final assessments. Yes No 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. Yes No NA

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Constructive feedback is provided to participants regularly. In class, tutors circulate while participants are working and offer timely and effective individualised advice and check understanding.

In addition, oral feedback on participants' presentations is constructive and supportive. Tutors also provide written feedback that is detailed, specific and effective in supporting participants' progress.

Participants have appropriate access to tutors outside class time. Participants confirm that they can email tutors with questions or queries at any time and will receive swift, detailed, helpful replies.

An example course timetable is included on the website for each course. This sets out the seminar and tutorial time deadlines well in advance. Participants have many opportunities to seek advice from tutors if they have any difficulty meeting deadlines.

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

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

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

Comments

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

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|------|--|--|
| 14.1 | The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 14.2 | For internal awards, there are effective systems in place for examination security and administration. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 14.3 | For internal awards, there are clear procedures for participants to appeal against their marks. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

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

OSC provides appropriate advice for participants intending to proceed to higher education. It invites universities to meet with participants aged over 16 to give them guidance on how to choose a university course and how to apply. Feedback from participants regarding this activity is very positive and inspection findings confirm this.

INSPECTION AREA – PARTICIPANT WELFARE

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants receive appropriate welfare support. The Senior Operations Manager is the named staff member responsible for participant welfare who is appropriately trained in safeguarding and has appropriate experience. In addition, all courses are managed by an experienced On Course team. This team's focus is the welfare, safeguarding and wellbeing of the participants. These teams are residential and available to participants at all times.

Participants receive appropriate information, advice and guidance prior to arrival. The participant handbook is sent out to all participants after booking. This includes appropriate information on the academic, social and cultural programmes, practicalities, arrival and departure information, as well as rules and regulations.

Participants and their parents are also given the opportunity of a video call, during which they can raise any issues or ask for further advice or guidance. Further appropriate information is available on the website. Prior to arrival, participants are given access to the foundation course. Tutors set work to be completed prior to arrival. This provides the participants with an excellent idea of the standards expected.

All participants receive a detailed induction at the start of the programme. This includes an orientation session, an overview of key policies, safety and the code of conduct. The induction is supported by a digital presentation.

All participants are issued with the emergency contact telephone number. Staff check that each participant can make and receive calls. Welfare staff reside in the same location as the participants and are available at all times.

OSC has a set of policies and procedures to deal with discrimination, abusive behaviour and cyberbullying. These policies and procedures are set out in the rules and regulations disseminated prior to and on participants' arrival and are also accessible on the website. They contain an effective procedure for dealing with abusive behaviour, including bullying. The policies are regularly reviewed and dated. Participants confirm that they feel safe.

OSC has suitable arrangements in place to safeguard its participants. An appropriate safeguarding policy is in place. The Senior Operations Manager is the Designated Safeguarding Lead (DSL), and the members of the leadership team have all been appropriately trained in safeguarding. All members of staff, whether seasonal or permanent, have an enhanced Disclosure and Barring Service and barred list check or a certificate of good conduct from the local police if they are from abroad.

The safeguarding policy covers the code of conduct and health and safety and effectively outlines the procedure to be carried out if disclosures are made. The policy is included in the induction of all staff, including returning staff. Every course has its own on-course team who focus solely on the safeguarding and welfare of the participants in that course group. Safeguarding arrangements are reviewed regularly. Consequently, participants benefit from a safe environment.

A policy is in place to prevent radicalisation and extremism, supported by a risk assessment. All staff have undertaken appropriate training. A clear process is in place for participants and staff to raise concerns. As a result, participants are appropriately protected from the risk of radicalisation and extremism.

A comprehensive e-policy is in place that outlines the steps OSC takes to keep staff and participants safe online. A procedure is outlined for the confidential reporting of incidents. The policy is reviewed regularly. Therefore, participants are safe from online harm.

Participants are required to fill out an information form containing their contact details and those of their next of kin during the enrolment process. These are kept securely online and can be accessed quickly when needed.

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. Yes 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, specific advice prior to their arrival. This advice is contained in the participant handbook. In addition, OSC hosts a webinar focused on travel and visas that is also available on its social media video channel. The handbook provides an email link to appropriate staff members for further advice if needed. As a result, participants are well prepared for their time in the UK.

All participants receive an appropriate, age-related induction that includes an introduction to the local area before they start their course. This includes local places of worship, local places of interest and local transport. Consequently, participants can settle into their courses in a timely manner.

Specific advice for international participants is continuously available from the Assistant Course Directors.

OSC gathers information regarding cultural and religious issues during the enrolment process. This information is passed to staff and tutors, who take this information into account when planning the provision. Tutors confirm that they receive this information approximately four weeks before the courses commence which is appropriate.

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 under fair contractual terms and conditions that are easily accessible on the website. These include suitable refund arrangements in the event of cancellations.

A fair complaints policy is accessible on the website. The complaints policy includes how to make a complaint and the various stages a complaint may go through.

The complaints policy contains a link to the British Accreditation Council's complaints procedure. Consequently, participants have a fair and unbiased means of making a complaint.

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

19.1 Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants. Yes No

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

19.3 Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property. Yes No

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

19.5 Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation. Yes No NA

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

Comments

The residential accommodation is fit for purpose, well maintained and appropriately supervised. OSC uses university residential accommodation in Oxford, Cambridge and London and standards are high. Participants have their own secure study bedroom with a private or shared bathroom. The study bedrooms are located in secure premises and are of a standard that meets the requirements of the participants.

All accommodation, including that of under 18s, is open to inspection by the relevant authorities. This ensures high standards are maintained.

Health and safety procedures, including for fire safety, are appropriately covered in the participant induction and reinforced during the course. Consequently, participants are kept safe during their time on the premises.

The level of supervision provided meets the needs of the participants. Residential staff provide pastoral care and are available at all times. As a result, participants always have access to timely welfare support.

Appropriate measures are taken to ensure participants over the age of 18 are effectively separated from younger participants in the accommodation. Rooms are allocated according to gender and age.

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 have access to a suitable social and cultural programme. This includes evening activities, local visits and day excursions. The programme provides participants with appropriate opportunities to learn more about the local area and the culture of the UK more generally.

The social programme is responsive to the wishes of the participants. Feedback about the social programme is systematically gathered and informs planning. Participants rate each activity and the programme is adjusted accordingly. In addition, participants express their needs and wishes in informal focus groups with Assistant Course Directors. As a result, the social programme meets the needs of the participants.

All activities within the social programme are included in the course fee. Consequently, all participants can take advantage of the social events.

All activities are appropriately supervised by course staff who have suitable experience and qualifications. Risk assessments are in place for all off-site activities. These identify the hazards, mitigations and any further actions needed on the activity. Consequently, risks are appropriately managed.

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. Yes No

22.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

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

Comments

OSC has formal arrangements in place that guarantee access to suitable teaching, residential and office premises in Oxford, Cambridge and London. The contracts provide for exclusive use of the required spaces. As a result, access to the residential and teaching accommodation is secure.

When required, OSC has access to suitable external additional temporary or occasional premises at all of its course locations.

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. Yes No

23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

23.3 There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors. Yes No NA

23.4 General guidance on health and safety is made available to participants, staff and visitors. Yes 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

The premises at all locations are safe and clean. Access for all locations is restricted to one entry point. This is permanently locked and requires a key fob for entry. In most locations, the entry point is supervised by a staffed reception desk or porter's lodge, and further supported by Closed-Circuit Television (CCTV) surveillance. All the premises are hired on a sole-use basis. Consequently, the premises are safe and secure.

The teaching, residential and office premises are well maintained and well decorated. The accommodation is maintained in a good state of cleanliness. Teaching rooms are cleaned regularly overnight. Offices are well maintained and well decorated. As a result, participants and staff enjoy a clean environment.

Suitable general guidance on health and safety is included in the inductions as well as in the staff and participant handbooks. This includes fire and other emergency evacuations. Information is provided to visitors regarding what to do in the event of a fire or what to do if they feel unwell. As a result, participants, staff and visitors should be free from harm whilst on the premises.

There is adequate signage for the display of general information for both participants and staff. Outside signage is sufficient to clearly identify the premises.

Circulation space in all of the buildings is satisfactory. Corridors and stairwells are adequate. All premises have suitable areas in which to receive visitors.

Toilet facilities are appropriate for the number of participants and staff and are kept to a good level of cleanliness.

Teaching rooms and offices have their own radiators and windows. As a result, heating and ventilation systems are controllable and suitable.

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 provide adequate and suitably sized accommodation for the training sessions offered by the Provider.

Training rooms are appropriately equipped. The furniture allows for a range of teaching approaches, including whole-class, group- and pairwork, and individual study. This supports the tutors' ability to offer a range of activities to fully engage the participants.

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

OSC provides appropriate additional facilities. Participants have their own individual study bedrooms in which to carry out their own private study.

Tutors generally prepare the lessons and mark work at home. The teaching rooms are available before and after the lessons, affording additional space for lesson preparation and marking if required. Tutors also have access to a private staff room.

Staff and participants have access to a number of different spaces for relaxation. Participants have communal kitchen-dining rooms in the residential premises for relaxation and the consumption of food. Staff and participants can make use of the plentiful outside spaces for work or relaxation.

The administrative offices in Oxford contain a number of individual rooms spread over four floors in which senior managers can hold private meetings. Larger meetings can be held in the board room. In each location, there are rooms available for full staff meetings within the teaching accommodation. Administrative offices are conveniently located and appropriately resourced.

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 standard

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The Provider has a full range of policies and systems embedded in its day-to-day running, with the result that the courses are well run.

The Provider has an effective system in place to gather feedback with which to guide future progress.

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

Courses are planned and designed by expert tutors to enable participants to succeed.

The Provider provides a very wide range of contemporary courses so that participants have the opportunity to try out new areas of interest for them.

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

PARTICIPANT WELFARE

Provider's strengths

Participants are very well supported with small group numbers and readily available pastoral support from the Provider's staff.

The Provider uses good quality university residential accommodation in Oxford, Cambridge and London and, therefore, the participants benefit from a high standard of accommodation.

The social and cultural programme is wide, varied and very effectively supports participants' studies. The programme provides a wide range of additional, beneficial experiences.

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

PREMISES AND FACILITIES

Provider's strengths

The premises are located in very good areas and support the well-being of the 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

Oxford Summer Schools should consider answering non-routine enquiries more promptly.
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COMPLIANCE WITH STATUTORY REQUIREMENTS

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