



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 Inspection

NAME OF PROVIDER: Summer Boarding Courses

ADDRESS: Cubo Work
Floor 3
6 Wellington Place
Leeds
LS1 4AP

HEAD OF PROVIDER: Mr Will Finlayson

DATE OF INSPECTION: 26–27 & 29 July 2022

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

- Accreditation awarded for the one-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 22 September 2022

1. Background to the provider

Summer Boarding Courses (SBC/the Provider) is a limited company and was founded in 2007. It is a family business providing residential summer courses to international participants. The content of the courses includes English language skills, academic subjects, as well as various activities and excursions. In May 2015, SBC became part of Dukes Education.

SBC's head office is based in Leeds city centre. The summer courses are delivered at Rochester Independent College, Earlscliffe and across Dukes Education Group at Cambridge and at the University of Oxford. Residential accommodation is offered at Cambridge and Oxford for participants. Administration is carried out at delivery sites in Oxford and Cambridge.

English as a Foreign Language (EFL) courses are accredited by British Council

The objective of the courses is for participants to experience what it is like to study specific subjects at university. The two-week courses are designed to inspire young participants to pursue academic study in the future. Outside the classroom, SBC encourages participants to be global citizens, as they mix with participants of over 100 different nationalities.

The Director of SBC manages the organisation on a daily basis with the support of a staff team that includes the Academic Director, the Admissions Team Manager, the Principal, the Health and Safety Manager and the Head of Development and Innovation. The Director of SBC reports to both the Managing Director of the Beyond the Classroom Provision and the Board of Dukes Education.

2. Brief description of the current provision

SBC provides short-term summer programmes to international participants who wish to study English and/or an academic subject. Two main streams of experience are available. One is the summer school and the other is the summer college experience.

The summer school experience consists of a summer camp at which participants receive lessons and also take part in afternoon and evening activities which includes excursions, games, athletics and outdoor education.

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

The summer college experience is more academically focused, with participants receiving a greater number of tuition hours a week, and fewer activity sessions. The 25 hours of tuition a week includes tutorials, lectures, seminars and practical sessions. Subjects offered are in Business, Medicine, Law, International Relations, Politics & Economics, Mathematics, Engineering and Natural Sciences to participants aged 15–17 who have at least an intermediate level of English. Another element in the summer college experience is industry experience, where participants have the opportunity to take part in a stimulating practical placement linked to their chosen area of study. An online self-study module developed by Eton College also forms part of the college programme.

British Accreditation Council (BAC) accreditation is for both the summer school and summer college experience delivered in person at both Oxford and Cambridge. Face to face delivery at Oxford is at Wycliffe Hall and University of Oxford, and Sancton Wood Senior School at Cambridge.

All courses are delivered onsite. None of the courses are externally accredited. Participants are given a certificate of attendance or a certificate of completion by SBC.

There were 127 participants enrolled at the time of the inspection. The majority were under the age of 18. There was an equal mix of male and female participants across all courses. Most participants were from Italy, France and Germany. Other countries represented were India, Brazil and Saudi Arabia. A small number of participants were from the UK.

Enrolment is based on two-week courses throughout July and August, with the option to do longer courses. Entry requirements are clearly stated on the website. English level B1 – Academic Intermediate is required to enrol on the summer college sessions.

3. Inspection process

The inspection was carried out by one inspector over three days, with two days online and one day on site in Oxford. Meetings were held with various staff, including the Director, the Academic Director, the Principal, safeguarding leads, programme and welfare managers and the Head of Development and Innovation. In addition, meetings took place with participants and trainers.

The inspector observed a wide range of in-person lessons at Oxford together with a number of virtual lesson observations at the Cambridge site. A wide range of documentation was also scrutinised. A virtual tour of the Cambridge premises, including the boarding accommodation, was undertaken. The Provider was very well prepared for the inspection and co-operated fully with the inspector.

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 and documented, and the written organisational structure clearly shows the management responsibilities. This information is shared with both full-time staff as well as sessional staff during the summer programmes. As a result, it is understood by all staff.

The members of the senior management team are well qualified and experienced for their roles. They have significant experience in running summer schools and residential short courses. As a result, they have overseen effectively the development of different methods of delivery at the various sites.

Weekly team meetings enable senior managers to discuss strategic, academic and operational matters. In addition, staff are able to discuss issues arising with senior managers at any time. The monthly newsletter updates the team on current developments. There are quarterly team days, when staff have an opportunity to engage with each other. Daily informal summer meetings are also held. Consequently, there are clear channels of communication to ensure that the staff always understand the Provider's priorities.

SBC's mission to unite cultures of the world through education is clearly communicated to stakeholders through an online document. The document is also displayed on notice boards at all delivery sites. It is also accessible to all participants, and is included in documentation, such as the handbooks.

The risk management strategy includes financial planning, daily budgeting and weekly reporting to the Board. Regular reviews of the strategy have led to appropriate actions being taken to mitigate the risks as far as possible. This represents good governance practice.

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 to carry out their roles and clearly understand their specific responsibilities. The roles and responsibilities of administrative staff are set out in job descriptions and reviewed as part of the staff appraisal process. A number of administrative staff have worked at SBC's summer schools prior to securing a job at head office. Their experience has been invaluable to enable staff to carry out their roles effectively.

The size of the administrative team is sufficient to ensure the smooth and effective day-to-day running of operations.

Administrative policies, procedures and systems are efficiently disseminated and communicated to all staff. Administrative processes, including data collection and collation, are well documented and updated regularly as necessary.

A bespoke customer relationship management system is used to capture all information. This system stores information and data securely and access is restricted to authorised users. This is effective in supporting the administration of SBC.

Participants' and trainers' personal records are detailed, held securely and updated regularly. These are securely held in a password-protected database.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The staff recruitment policy is robust. A centralised staff recruitment policy is employed by SBC. The recruitment process requires experience and qualifications to be verified prior to employment, with accurate records maintained. Service level agreements are in place for sessional staff. A one-to-one interview is held for all staff, including those working remotely. Detailed notes of the interviews are maintained.

Regular appraisals for staff include review of job performance, training needs analysis and career development. Scheduled observations of trainers and mentors are carried out by both the Academic Head and the Principal. Constructive feedback is given, including areas for further development.

Newly employed administrative staff receive, when they are first employed, a two-week induction period, when they are briefed on the policies, procedures and processes. This ensures organisational efficiency is standardised and maintained. Ongoing training and support are delivered by the experienced Admissions Team Manager, who is involved in presenting informational sessions. Continuing Professional Development (CPD) is undertaken by the academic and innovation staff who mentor new colleagues, peer coach and team teach if necessary. Support is provided where appropriate in the sharing of ideas, resources and in curriculum design. Innovation staff team is headed by the Academic Director. The Director receives management and leadership training provided by Dukes Education Group.

The academic staff, who are recruited for the summer, are well supported by the Academic Director and other staff. They have daily meetings and weekly pedagogical workshops, during which good pedagogical practice is shared.

Quarterly scheduled reviews are held for all head office personnel. These are similar to appraisals. Head office personnel include administrators, admissions team personnel and ancillary staff.

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

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

This standard is judged to be:

- Met Partially Met Not Met

Comments

Text and images and publicity materials provide an accurate depiction of the location and facilities at the University of Oxford and at Cambridge. However not all information is clear to participants about the delivery site at Sancton Wood in Cambridge.

The vast majority of information provided on the website for both Oxford and Cambridge is comprehensive, accurate and up to date.

Course information, entry requirements, admissions procedures are accurate and up to date.

SBC's key policies are accessible through the website.

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

- | | | | |
|-----|---|---|---|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and they can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. Each participant receives a detailed programme outline so that they know what to expect from attending their chosen course.

Entry requirements, including for language capability, are clearly stated on the website. Participants take SBC's online language test during pre-course enrolment to ensure that they have the correct level of English language skills.

The Provider's staff provide good levels of information to participants on the course content and requirements. There is a dedicated adviser for every enquiry, enabling applicants to judge whether the course on which they are enrolling is suitable to meet their specific needs and expectations.

SBC's staff reply to application enquiries in a timely manner.

Overseas agents are appropriately selected, briefed and monitored, as per the agent contract. Agents are assigned a dedicated admissions manager, who is their point of contact with SBC. The agency agreement is clear in terms of payment and commission. Agents are briefed on terms and conditions and given course-specific information. Agency agreements and agents' performance are reviewed annually.

The application form requires prospective applicants to state any special educational needs and/or disabilities. Summer school managers then make the decision on whether they are able to accommodate and support participants with specific challenges. They make all reasonable adjustments. Those who need wheelchair access can make use of ground floor accessible classrooms.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	<input 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 current system for enforcing attendance and punctuality requirements is robust.

The policy on attendance and punctuality is stated in SBC's terms and conditions, which are given to all participants. Attendance and punctuality are also covered during induction. Therefore, the participants are aware of the attendance and punctuality rules and expectations.

The attendance policy is enforced by regular attendance checking. Registers are taken at regular intervals during the day. Site managers review registers and follow up with participants if necessary.

Staff are trained in the suitable procedure used to follow up any absences and this procedure is explained in the staff handbook.

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

There is an effective system in place for monitoring and reviewing SBC's performance. This includes obtaining feedback from participants, covering all aspects of the provision. Feedback is reviewed by the staff periodically in order to improve the provision and plan for subsequent participant cohorts.

Participants complete questionnaires on arrival and at the end of the two-week courses. For the longer courses, participants complete a questionnaire mid-way through and at the end of each programme. Participant feedback is also obtained via the student council, through which elected participants can discuss and raise points of concern with the managers.

The feedback is reviewed and is shared at various staff meetings. SBC compiles monitoring reports at the end of each session. The monitoring reports include an analysis of feedback which enables management to consider changes in delivery to enhance quality and performance. Participants confirmed that they have received information in response to their feedback. They are informed verbally and in writing about decisions and changes made as a direct result of their feedback.

SBC employs a system of quality assurance that feeds into end-of-session school reports. End-of-course feedback is used to create a plan of action for subsequent courses. Feedback review is undertaken by participant welfare personnel in order to identify any immediate cause for concern. Wider reviews are held at the end of each course. This includes a

review of SBC's operating and quality assurance systems. The views of industry experts are considered in making changes to course syllabuses and content. This is recorded and subsequently discussed at the two-day staff conference.

Performance review reports including action plans are collated and compiled annually.

Any actions are communicated via a visual tool to manage workflow and task tracking.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The manager with overall responsibility for course delivery is highly experienced and skilled. He is appropriately qualified and has a wide experience of delivering high-quality programmes and running summer schools.

Classes are timetabled appropriately. Details of courses and teaching sessions are displayed on notice boards. Timetables for each subject are determined in advance of each summer school to ensure there are sufficient classrooms for the number of courses.

Senior managers undertake class observations of each trainer at least once during the two-week courses. For courses that run for longer than two weeks, a second observation is undertaken. In this way, consistency and standardisation of the teaching delivery are maintained throughout the sites. The result is that participants receive a good-quality learning experience.

A yearly review of academic resources is undertaken by the academic staff so that additional materials can be appropriately commissioned. The staff also check the validity and relevance of materials to ensure standardisation across the provision.

The acquisition of teaching and learning materials is effectively managed and financed. Participants and trainers have access to a well-stocked academic library both on site and electronically. This resource is used effectively to facilitate independent learning.

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

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

Course design is approved by the academic team. An annual review of the courses is undertaken, with input from subject specialists, under the direction of the academic team. This ensures the courses are appropriate to meet the participants' needs. Weekly challenges that are designed to stretch the participants intellectually are an integral part of all courses and are received well by trainers and participants.

The courses do not have any formal examinations or assessments.

Teaching and learning materials are purposely designed and developed at an appropriate level to enable participants to achieve the learning outcomes. These materials are evaluated constantly by trainers and formally reviewed by the Academic Manager at the end of the summer session with a view to continually improving them.

Each course is designed in advance. Completed lesson plans are detailed and show that the intended programme outcomes are covered.

Participants are continuously encouraged to reflect on programme content during classes and to identify independent learning. All courses include an element of research and critical thinking.

A pre-course questionnaire is sent to each participant prior to the start of the programme. The results of these are used effectively to inform the academic team's course planning and design. This ensures that the courses on offer are appropriate for the participants who are enrolled.

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

All trainers have appropriate qualifications and experience in their subject area. For example, the trainer facilitating the law session is a practising solicitor, and the trainer teaching on the mathematics session is a mathematician and has extensive experience of delivering summer school programmes. Trainers are thus matched appropriately to courses.

Trainers receive a thorough induction prior to delivery of their course session and are provided with the necessary help, support and guidance throughout the summer. Their pedagogic skills are monitored by the Principal and Academic Director and enhanced through CPD where appropriate. This ensures that the level of pedagogic skills of the trainers is suitable.

Trainers respond appropriately to any participant support needs that become apparent during the teaching sessions. They are also provided with sufficient training on responding sensitively to the different cultural backgrounds and support needs of participants. This was confirmed by trainers and participants and inspection findings confirm this.

Trainers deliver well-structured courses that are designed to meet the needs of the participants very well. The teaching sessions are interactive, with good levels of participation from participants. The activities and projects undertaken by the participants provide an effective opportunity to check their understanding of concepts. As a result, the participants make good progress and develop their skills and knowledge very well.

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 provided in advance to participants and trainers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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"/>	<input type="checkbox"/>	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants are provided with useful ongoing feedback by the trainers, during the class sessions. The feedback is constructive and meets the needs of the participants. As a result, the participants know how they are doing and are able to progress well.

Trainers are available outside the scheduled course delivery time for participants to speak with them.

Participants are given both verbal and written feedback. Participants confirmed the feedback to be timely, realistic and positive. This helped them improve their performance.

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Participants are able to discuss further study or career development opportunities with the trainers. In addition, participants have access to information and are given assistance on how to apply to study at either Oxford or Cambridge University.

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

There are dedicated staff members, with relevant experience and training, who have responsibility for participant welfare and are available to provide welfare advice. The staff are available before the courses commence and can answer any queries from the participants and their parents or guardians. During the course, a designated welfare manager is assigned to the group of participants.

Mentors are also available to provide ongoing support, advice and guidance both as part of the course and outside normal working hours. All participants have access to a trained mentor.

Welfare support information is published in the welcome pack which is provided to the participants and their parents or guardians before the start of the course. An induction programme, consisting of relevant information for the participants, is carried out and participants also have meetings with individual staff members, who give them

additional information and assist with answering any queries. As a result, the participants receive useful initial information to help them settle quickly into their studies.

An out-of-hours emergency contact number is issued to all participants and their families before the course commences. This telephone line is permanently staffed by staff on a rota basis.

Policies to avoid discrimination, bullying (including cyberbullying) and abusive behaviour are covered in the handbooks. This is also covered during induction. The incident management procedure is displayed on staff notice boards. Appropriate training is given to all staff, including trainers, during induction.

There is a comprehensive safeguarding policy and effective procedures to ensure that the participants under the age of 18 are kept safe. All staff have appropriate safeguarding training and there is an appropriately trained Designated Safeguarding Lead at each delivery site. Staff have undergone appropriate Disclosure and Barring Service (DBS) checks which are regularly reviewed and updated.

A clear policy and effective arrangements, including certified training of staff, are in place to protect participants from the risks associated with radicalisation and extremism. Appropriate risk assessments have been carried out.

There are appropriate policies in place to ensure that there is appropriate on-site use of social media and devices such as mobile telephones and tablets. There is an appropriate Information Technology (IT) user agreement and an internet code of conduct.

Participants' contact details and emergency contact details are securely stored and are accessible at all times.

17. International participants are provided with specific advice and assistance

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The introductory emails, that are received by the international participants, provide relevant and appropriate advice and information. There are also detailed welcome packs that provide additional useful information. The international participants confirmed that they had received all the information they required prior to enrolling. Inspection findings confirm this view.

The comprehensive induction programme is relevant for international participants and additional support is provided by mentors, trainers and welfare staff as and when required. Support staff are available for all participants, throughout their course and their stay in UK. Emergency contact numbers and contact details for relevant staff are displayed on notice boards in the various delivery sites.

Provision of support takes into account cultural and religious considerations. SBC's staff understand well the requirement to provide support to participants in relation to their cultural or religious needs. They are also able to direct participants to sources of additional support and information. As a result, international participants are very well supported, enabling them to concentrate on gaining as much as possible from their course.

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

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

Fair and transparent terms and conditions are available to participants on the website, and in the welcome pack.

Appropriate refund arrangements are included, with special consideration given to participants with any particular medical conditions that may arise prior to course commencement.

SBC's suitable complaints policy is set out in the welcome pack that all participants receive before the start of the course.

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

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

The residential accommodation is safe and of a good standard. Comprehensive risk assessments are completed at each site. The bedrooms and bathrooms are regularly cleaned and there is a weekly laundry service. As a result, the accommodation is well maintained in a good and clean state and provides an appropriate environment for the participants.

Both Oxford University College and Cambridge have all the necessary checks in place to accommodate SBC's participants. Necessary documentation and regulatory checks, in line with residential accommodation rules is conducted and documented.

There are appropriate fire safety and other health and safety procedures in place and associated information is provided to the staff of the Provider. The procedures include fire drills, evacuation policies and procedures related to food hygiene. As a result, appropriate precautions are taken for the security of participants and their property.

A good level of supervision of the residential accommodation is provided that meets the needs of participants. The supervision policies and procedures and risk assessments are clearly documented and made available to all trainers,

staff and participants. Resident welfare staff stay at the accommodation and are also on call to accompany the participants to ensure their safety.

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

20.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.4	Appropriate advice and support 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 in 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 an appropriate social programme and information on leisure activities in the local area. The social programme includes excursions and activities and detailed information is included on the website. In addition, the participants receive a welcome pack that contains information on the social programme. Weekly activity programme information is also displayed on notice boards and communicated to participants via the mentors.

Participants are offered a choice of activities in which they can participate. They can also suggest future activities to their college mentor and also leave suggestions in a suggestions box. All social programme activities are included in the course fees. The social programme is reviewed each year and adjusted to take account of feedback and suggestions from staff and returning participants. As a result, the views of participants are appropriately taken into account in the plan for the following year’s summer school.

The activities organised by the Provider are effectively supervised. All staff involved in the social programme receive appropriate training as part of their induction week.

Off-site social activities are subject to an appropriate risk assessment procedure to ensure the safety of the participants when they are involved in the social programme.

INSPECTION AREA – PREMISES AND FACILITIES

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

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

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

Comments

SBC has secure contractual hire agreements with the delivery sites in both Oxford and Cambridge. Secure arrangements are in place for the Head Office at Leeds. Documentation pertaining to Oxford, Cambridge and Leeds scrutinised.

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

The delivery sites have secure systems to maintain the safety of participants and staff. This includes video surveillance cameras, alarms and door locks.

Staff and participants wear lanyards. All visitors report to the Provider's onsite office and are required to sign in and wear a visitor lanyard.

It is the responsibility of the staff at the delivery sites to manage the maintenance and repair of the buildings. The Provider's staff carry out a pre-course inspection and report any findings so that appropriate action can be taken.

Regular cleaning takes place at all sites and the frequency of cleaning activities is included in the hire contract for each site or is agreed between the Director and the host site by email. As a result, the delivery premises are well maintained and clean.

General guidance on health and safety is made available to participants, staff and visitors. There is a comprehensive health and safety policy that is effectively communicated to staff, participants and visitors. There are clear emergency fire evacuation plans and appropriate health and safety information is displayed in key areas of the premises. Health and safety procedures are also clearly outlined in the various handbooks.

Signage, circulation space, heating, lighting and ventilation are very good. Internal notice boards and directional signage is available to help participants, staff and visitors find their way around the sites.

The toilet facilities are of an appropriate number and are clean. The toilets are cleaned regularly in accordance with the site hire agreements.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Training rooms are adequate for the size of classes and suitably equipped for effective delivery.

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

Learning materials are provided to the participants, and classrooms can be set aside for use as a private study area should this be necessary. Participants can request additional space to share notes with each other, to sit and work on independent projects or even to recharge.

Trainers have access to sufficient space for the preparation of teaching materials and relaxation. They have access to computers where they can organise and upload files and coursework.

Catering facilities with cold water dispensers are available at every site.

The administrative office space at both Oxford and Cambridge is of sufficient size and appropriately resourced to enable efficient administration to be carried out and for private staff meetings to take place.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The leadership and management staff are effective in providing clear educational direction for the benefit of the participants.

Administrative staff provide a high level of support to participants to enable them to have a good educational experience.

Actions required	Priority H/M/L
4.1 SBC must provide an accurate description in text and images of the teaching at Cambridge.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Courses are taught by highly qualified, skilled industry practitioners, enabling participants to benefit from practical, real-world insights.

Participants are encouraged to demonstrate skills as reflective, confident and independent learners.

Programme design is reviewed annually and includes industry practitioner input to ensure currency.

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

PARTICIPANT WELFARE

Provider's strengths

SBC provides excellent welfare support that enhances the participants' learning experience.

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

PREMISES AND FACILITIES

Provider's strengths

There are excellent security arrangements for the delivery sites.

The teaching facilities are well equipped, and the premises are appropriately maintained to a standard that ensures the health and safety of the participants and staff.

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

YES