



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

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

NAME OF PROVIDER: The Oxford Institute

ADDRESS: 580A Coventry Road
Small Heath
Birmingham
B10 0US

HEAD OF PROVIDER: Dr Adnan Rafiq

DATE OF INSPECTION: 2 & 4–5 August 2022

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 24 November 2022

1. Background to the provider

The Oxford Institute (the Provider) is the trading name of Oxbridge Education Network Limited, a private limited company registered in Birmingham in the United Kingdom (UK). The Provider was set up in 2013 to offer short summer courses to participants who may be interested in studying for higher education in the UK.

The Provider's administrative office is based at the home of one of the Directors.

The main aim of the Provider is to introduce participants to the distinct tradition of scholarship at Oxford University, including the tutorial teaching method. A short summer residential programme is held at St Anne's College in Oxford and, for the London experience, at the London School of Economics (LSE). The programme is also designed to prepare participants for entry to either Oxford or Cambridge University.

The sites at both St Anne's College and the LSE include residential accommodation for the participants. The Oxford Museum of National History annexe, which is located near St Anne's College, is also booked for participants' presentations and for lectures by visiting academics.

The day-to-day aspects of the programme, including academic management, are managed by three Directors. They are supported by the Logistics Manager, the Health and Safety Manager and the Residential Deans. There is also a network of self-employed Oxford-qualified trainers and mature graduates who are contracted over the periods immediately prior to and during the delivery of the programme.

An additional full-time member of staff in charge of logistical operations has recently joined the staff team.

2. Brief description of the current provision

The residential summer school programme, which is entitled the Oxford Experience, is a full-time, two-week, in-person programme. It allows participants to gain a comprehensive and holistic experience of a typical participant's life at Oxford University, including living in a typical participant environment.

Participants take part in small-group tutorials with an Oxford University trainer and learn about some key topics in their chosen specialist subjects. These subjects include Medicine, Engineering, Physics, Mathematics, History, Music, Fine Art, English Literature, Creative Writing, Law, Business Studies, Economics, Politics, Law and Photography.

Participants on the Oxford -London programme spend a week at LSE in London followed by the second week at Oxford. Those on the Oxford Summer programme are based wholly in Oxford.

Participants are taught in small-group tutorials, including presentations and debates, with each picking one major and one minor subject. Participants carry out research to produce an essay and presentation on a chosen topic, developing the knowledge and skills that are relevant to a typical Oxford University application and interview. In addition, participants have timetabled recreational activities, such as sports, bowling and visit to some historical venues in Oxford.

The Provider enrolls participants between the ages of 15 and 21. At the time of the inspection, there were 69 participants on the programme. Forty-two participants were completing the Oxford-London programme whilst another 27 participants were enrolled on the Oxford Summer Programme. The majority of participants are female and between the ages of 15 and 18 years. All the participants were from outside the UK, with countries represented including Germany, Bulgaria, Greece, United Arab Emirates (UAE), Pakistan, India, Qatar, China, the United States of America (USA) and Brazil.

There are no entry requirements for the programmes. Enrolments take place between the months of September and April for the summer intake.

3. Inspection process

The inspection was carried out over three days by one inspector. Two days of the inspection were held online and one day onsite. The inspection included a virtual tour of the premises at the LSE and one day on-site at St Anne's College in Oxford. The inspector observed several tutorials, and held meetings with the three Directors, the Logistics Manager, the Health and Safety Manager, Residential Deans, trainers and a group of participants. Various documentation was reviewed. Staff made themselves readily available and cooperated well 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. It is shared with sessional staff during the summer programmes in order to help, support and assist them in their day-to-day duties. The three Directors take on the roles of Head of Welfare, Head of Marketing and Logistics, and Academic Co-ordinator. They are clear about their respective responsibilities and work effectively together.

Senior managers are very well qualified and experienced in carrying out their duties. They have extensive experience in running short residential summer courses, thereby overseeing provision effectively. They play an active part in the day-to-day running of summer courses.

Weekly team meetings enable managers to discuss strategic, academic and operational matters. An open-door policy exists where staff can discuss any issues. During the weeks of the summer school, senior managers are fully present on site to assist. They have a very hands-on approach and engage effectively with trainers and staff daily. Quarterly scheduled reviews are held between the managers and site personnel, which ensures the smooth running of sessions.

The Oxford Institute has a clear mission to introduce potential Oxbridge students to the rich environment and variety of learning typically found within the collegiate tutorial system. This is communicated to all stakeholders through marketing materials, during pre-course enrolment interviews with participants and, as appropriate, through meetings with parents, and during meetings held with trainers. All goals and activities are regularly reviewed and updated as appropriate.

The Provider's risk management strategy, which includes financial planning, is reviewed annually in order to mitigate the risks as required.

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
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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

Both one of the Directors and the Logistics Manager administer the summer programmes and are experienced and effective in carrying out their specific responsibilities, thereby ensuring the smooth running of operational processes.

The size of the administrative staff team is sufficient to ensure the smooth and effective day-to-day running. Roles and responsibilities are clearly outlined in the job descriptions.

The management information system is robust and well structured. Policies, procedures and systems are efficiently disseminated to all staff via the online staff intranet portal. All staff, including sessional trainers, have authorised access to the secure online file storage system.

Data collected and stored via the online file storage system is secure, and protected, with access restricted to authorised personnel. Administrative records are comprehensive and up to date. The records are shared through the secured, cloud-based drive, and can be accessed by any of the management team when necessary.

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

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that 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 recruitment policy and procedures are robust and support the recruitment of suitably qualified and experienced staff. The recruitment process includes the mandatory verification of experience and qualifications prior to employment. Service level agreements are in place for sessional staff.

Experience and qualifications are checked and verified, with accurate records maintained. Trainers possess a high level of academic qualification in their subject area and are very knowledgeable. Recruitment of trainers includes a face-to-face interview.

The Academic Manager who holds a non-teaching role, routinely observes the tutorials, particularly for the benefit of new tutors, to ensure the high quality of delivery. Class observations include sessional teaching staff. Observations are documented. Both spoken and written feedback is given. Performance is also informally appraised on an ongoing basis. In addition, staff performance is reviewed yearly whilst planning programmes for the following year. This is a suitably robust process for the size of the Provider.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The website provides an accurate description of the experiences a participant gains on the programmes and the nature of the facilities and activities included on each course.

The information on the course provision is comprehensive, up to date and accurate.

The Provider'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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

- 5.7 The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Each participant receives a detailed programme outline that supports them to make an informed judgement about whether a course will meet their needs. Virtual and in-person interviews are conducted to ensure the course selected meets individual participants' needs.

Staff reply to application queries promptly. The enrolment process is very thorough.

The Director in charge of participant welfare and marketing discusses all aspects of tuition, accommodation, safeguarding and any other matters with participants and their parents. This ensures that parents and participants are fully aware of what to expect, what is available and what is required in advance of registration.

The Provider tries to accommodate every participant to the best of its ability, including those requiring special assistance. Tutors are appropriately briefed and able to support any identified additional needs.

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

- 6.1 There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action is taken. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The policy on attendance and punctuality is clearly documented and communicated to participants during the induction.

Registers are completed at least three times a day, during mealtimes and at tutorials.

The Residential Deans are on site at all times, and on call, and follow up any absences immediately. Participants interviewed confirmed this to be the case.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Systems to periodically monitor all aspects of the Provider's performance are effective. These include annual reviews undertaken by management

Feedback is obtained from participants, who complete a feedback questionnaire in relation to trainers and tutorials. Results indicate a high level of participant satisfaction. This is undertaken at the end of each session.

7.3 However, this informal feedback is not formally recorded in order for it to be analysed and used effectively in improvement planning.

Feedback is reviewed at the team meetings and appropriate actions are undertaken.

A website is used to report to participants what the Provider has done in response to their feedback.

Regular review of action plans to monitor standards is appropriate

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 Academic Director has overall responsibility for course delivery and is highly experienced and skilled. He has wide experience in delivering high-quality programmes and in running summer schools.

Classes are timetabled appropriately. Timetables for each subject are determined in advance of each summer school to ensure there are sufficient numbers of appropriate classrooms for the tutorials.

The Academic Director undertakes regular observations of each trainer. The result is that participants receive a good-quality learning experience. The trainers' excellent subject expertise ensures that they provide excellent support to participants during the tutorials. The trainers are all Oxford graduates or undergraduates and provide participants with a consistent, high-quality learning experience.

The commissioning of course materials is undertaken by the Academic Director to ensure standardisation across the provision. The Provider considers the expertise and advice of the trainers when securing resources.

Training materials and resources are adequate, with core materials checked for content and procured in advance. There is a policy covering the purchase or development of resources. The Academic Director discusses the materials that are required with each trainer prior to delivery to ensure that they have all the necessary materials for effective delivery. Trainers confirmed they were given all the necessary materials and resources. Inspection findings confirm this view.

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Course design is approved by the Academic Director and the design and content reflect current knowledge and practice.

Participants work in small tutorial groups with a tutor who has experience of the Oxford University tutorial system, either as an academic or as a graduate student. Participants are set reading or other preparatory tasks with materials supplied by the Provider. An annual review is undertaken of resources with input from the other Directors to ensure courses are current and appropriate to meet participants' needs.

Teaching and learning materials are purposely designed and developed at an appropriate level to enable participants to achieve the intended learning and understanding. All off-site visits have to be approved by the academic co-ordinator in advance to ensure these are relevant and appropriate. These activities increase participant engagement and broaden participants' perspective on their studies.

Participants are continuously encouraged to reflect on programme content during tutorials and to identify independent learning. All tutorials include an element of research and critical thinking. Debates are organised to encourage participants to engage and share their perspectives. Additional support to develop useful skills, for example language skills, is offered in addition to the subject-based tutorials. These sessions are welcomed by the participants.

9.7 Background and particular support needs of participants are not considered when designing individual tutorials. This is especially important since the Provider enrolls participants between the ages of 15 and 21, where differentiation needs to be reflected.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

- | | | | |
|------|--|---|---|
| 10.1 | Trainers have a level of subject knowledge, pedagogic and communication skills which allows them to deliver courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 10.3 | Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The trainers have a level of subject knowledge, pedagogic and communication skills which allows them to deliver courses effectively. The Provider ensures that the pedagogical skills of trainers are suitable. All trainers have appropriate qualifications in their subject area of expertise.

If any sessional trainer requires support as part of their performance development, managers provide this where appropriate by directing them to further training and development opportunities provided by Oxford University. Summer trainers are well supported by the Academic Manager by way of daily meetings and regular exchange of good practice.

Trainers receive a thorough induction prior to the course delivery starting. They are given the necessary help, support and guidance throughout. Their pedagogical skills are monitored by the Academic Director. Trainers are regularly observed and given helpful feedback by the Academic Director, which supports their professional development.

Trainers respond appropriately to any participants' needs that may become apparent during the tutorials. Trainers are given sufficient support on responding sensitively to the different backgrounds, including cultural backgrounds, of the participants. This was confirmed by both trainers and participants.

Tutorial sessions are interactive and foster a high level of enjoyment for the participants who demonstrate a clear determination to work hard and make good progress in their elective subjects.

Where possible, trainers are encouraged to include practical elements in their courses, such as a visit to a law court for law participants or to the local covered market for marketing and business participants.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

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|------|--|------------------------------|-----------------------------|--|
| 11.1 | Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 11.2 | Ongoing assessments appropriately reflect the content and standards of final assessments. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 11.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider's two-week summer tutorials are designed to be taster sessions on specialist subjects like mathematics, physics, history and music. No formal assessment is undertaken. However, by the end of the course, participants prepare and deliver a presentation and an essay on their major subject. Feedback on the participants' work is provided immediately after the presentation.

Participants receive ongoing feedback during the tutorials by the trainers that is constructive and highly developmental. Participants also receive written feedback from their trainer and from the Provider at the end of their course. A summary of overall achievement is given to each participant, which is also constructive and developmental.

Spoken feedback is also provided regularly to parents regarding their children's performance on the course and how they enjoyed the experience. Social media networks are also used to provide this information to stakeholders.

Participants interviewed praised their trainers and were very happy with the support they receive. Inspection findings confirm this.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13. There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

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

13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

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

14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA

14.3 For internal awards, there are clear procedures for participants to appeal against their marks. Yes No NA

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

Comments

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA

15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

Participants are able to discuss further study or career options and development opportunities with trainers and the Academic Director. There are career counselling sessions at which participants are assisted and given information on how to apply to 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. Yes 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

The member of staff who is responsible for participant welfare is appropriately trained and has extensive experience in supporting participants..

During pre-session enrolment, the DSL is responsible for advising participants and their parents on the arrangements in place to ensure the health and safety of all the participants. Parents receive useful information before the start of the programme, through the use of an appropriate fact sheet. Staff members are also trained to provide support as and when necessary.

A useful induction programme, including relevant information, is delivered by the three Directors, who provide a welcome address to the participants. The participants also have meetings with individual Residential Deans, who give them additional information and assist with their queries.

An out-of-hours emergency telephone number is issued to all families and participants before the start of the programme. This telephone line is permanently staffed by the welfare officer.

Appropriate policies to avoid discrimination, bullying, including cyberbullying, and abusive behaviour are covered in the handbooks and reiterated during the induction.

There are comprehensive safeguarding policies and procedures, which are effectively implemented. The Designated Safeguarding Lead (DSL) is appropriately qualified, and all staff are aware of the safeguarding protocols. Appropriate pre-employment checks are carried out. The DSL is accessible to participants as needed. All staff are knowledgeable about safeguarding issues. They work together well to ensure that all participants are safe and secure

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

There is an appropriate Information Technology (IT) user agreement and an internet code of conduct in operation.

Information on participants and emergency contact details are securely held and accessible in and out of normal operating hours.

17. International participants are provided with specific advice and assistance

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|------|---|---|-----------------------------|
| 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 information pack provides all participants with relevant advice prior to their arrival. International participants confirmed they received excellent advice before their arrival.

The induction programme is comprehensive and addresses the specific needs of all participants, including those from outside the UK. Additional support is offered by the Residential Deans who are on site 24 hours a day.

The Provider's staff understand the requirement to provide support to participants in relation to their cultural or religious needs. They are able to direct participants to sources of cultural or religious support or offer additional provision if required.

International participants are very well supported, enabling them to concentrate on gaining as much as possible from their tutorials and experience whilst studying with the Provider.

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

Fair and transparent terms and conditions are available to participants on the website and in the information leaflet that they receive prior to their enrolment. Appropriate refund arrangements are included in the pre-course information.

Participants are provided with access to an appropriate complaints procedure. The participants confirmed they had access to this and the findings from the inspection confirmed this.

Participants are also advised of BACs complaints procedure.

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

- | | | | |
|------|--|---|---|
| 19.1 | Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.4 | A level of supervision is provided that meets the needs of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

The residential accommodation is clean, safe and of a good standard and fully meets the needs of the participants. The boarding facilities are good and each room has its own bathroom facilities.

All the residential accommodation has been inspected by the appropriate external agencies.

Appropriate fire and other health and safety procedures are in place. Fire risk assessments, evacuation procedures, fire drills, food hygiene and gas safety certificates are shared with the on-site Residential Deans and trainers during the course. The Provider's policies, procedures and risk assessments are clearly documented and made available to all trainers, Residential Deans and participants.

The level of supervision is excellent. The Residential Deans, who are current or recent Oxford students, deliver the non-academic elements of the programme, such as assisting with their social and recreational needs. They stay on site with the participants throughout the course and take a register of participants at key points each day. All the Residential Deans have been provided with relevant training and are aware of the safeguarding and health and safety requirements. In addition, two staff do night-time checks on sleeping accommodation.

The residential accommodation is separated by gender and by age. There are appropriate curfew arrangements that are appropriately implemented and enforced.

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 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 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

The website includes examples of excursions and activities that are part of the social programme. Excursions include cultural visits and fun days out. Participants are taken on tours of Oxford and there are sightseeing excursions to London.

A choice of supervised sports activities is also made available to the participants. Other interesting activities, such as games and competitions, are also organised by the Residential Deans. All social programme activities are included in the course fees.

The Residential Deans supervise activities and accompany the participants on all outings.

Risk assessments are used effectively to identify any risks, including those associated with external visits, and to demonstrate how these will be managed and mitigated. The risk assessments are completed in advance of any trips and visits.

INSPECTION AREA – PREMISES AND FACILITIES

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Oxford Institute has secure contractual hire agreements with the host sites in both London and Oxford.

There is appropriate provision to hire additional premises should this be necessary.

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 of 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

All the sites are accessed by secure entry systems to maintain the safety of participants and staff. Staff and participants wear identifiable lanyards. All visitors report to the summer school office and are required to sign in and wear a visitor lanyard. This ensures a safe environment for participants, trainers and all staff.

It is the responsibility of the host site to manage the maintenance and repair of the buildings. The Provider carries out a pre-course inspection of the areas to be occupied by its participants and reports any findings that require action to a member of the host site team. Regular cleaning takes place at all sites, and the frequency of cleaning tasks is written into the hire contract for each site.

General guidance on health and safety, including risk assessments, is made available to participants, staff and visitors. Safety notices are on display throughout the common areas of the premises. There is a comprehensive health and safety policy and related guidance. These are provided to staff, participants and visitors.

In addition to health and safety guidelines for on-site and off-site activities, there are clear emergency fire evacuation plans for all rooms where in-person tutorials are conducted. Health and safety at work posters and procedures are clearly displayed at both sites, with procedures outlined in the handbooks.

Signage, circulation space, heating, lighting and ventilation are very good at all sites. Useful signage to help navigate the sites is clearly displayed in common areas and on notice boards.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Training rooms and other learning areas provide adequate accommodation for the teaching sessions allocated to them. The rooms provided at all the sites are appropriate and suitably equipped for holding both tutorials and seminars.

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

All necessary learning materials are provided and classrooms can be set aside for use, by participants, as private study areas should this be necessary. Participants also have appropriate access to IT facilities to carry out any required independent study.

Trainers have access to sufficient space to work and for the preparation of teaching materials.

Participants and trainers have access to space for relaxation and for the consumption of food and drink. Suitable catering facilities including water dispensers, are available at each site

Administrative staff work from an office on site during the delivery of each programme and are therefore on hand to resolve any issues that might arise. The administrative office space is of sufficient size and appropriately resourced to enable effective administration to be carried out and for private 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

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The experienced management team organises, plans and administers the day-to-day running of summer sessions very effectively.

Actions required	Priority H/M/L
7.3 The Provider must record and analyse feedback from all stakeholders on a regular basis.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Trainers have excellent subject expertise at tutorials, which is consistent with Oxford University's collegiate tradition.

The elective academic programmes are well organised to include active participation during tutorials.

Actions required	Priority H/M/L
9.7 Individual tutorial design must reflect the age, ability, academic backgrounds and differentiation needs of participants	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's strengths

The arrangements for the care, welfare and safeguarding of participants is good and managers keep in regular contact with participants' parents before and during the summer sessions.

The participants' parents are kept fully aware of their children's progress.

The academic, sporting and social resources available are excellent and ensure that the high-quality experience, as advertised on the Provider's website, is effectively delivered to the participants.

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

Excellent teaching, learning and boarding facilities are available to ensure that all participants enjoy a safe and secure learning environment that meets their needs.

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

COMPLIANCE WITH STATUTORY REQUIREMENTS