



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Reach Cambridge

ADDRESS: 23 King Street
Cambridge
CB1 1AH

HEAD OF PROVIDER: Miss Jenny Evans

DATE OF INSPECTION: 9, 11 & 12 August 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- ☐ Award of accreditation to be withdrawn

DATE: 24 November 2022

PART A – INTRODUCTION

1. Background to the provider

Reach Cambridge (Reach/the Provider) was established as a private limited company in 2004. It has provided short programmes in Cambridge since June 2005. The programmes are offered in person in the summer and, in a modified way, online.

Reach hires premises from Cambridge colleges and holds a programme of courses for international high-school students in the summer months. During the summer of the inspection, Reach hired premises from Downing College, Cambridge for on-site administration, teaching and residential premises all within the same college site. These premises were inspected. Reach's permanent premises, Reach Hall, were not used during the inspection and were not inspected. Reach's administrative office in King Street, Cambridge, was not used during the inspection and was not inspected.

Reach's aims are to prepare participants for their future living and learning in a university, widening their horizons with unforgettable experiences, world-class teaching and the chance to grow in confidence. Reach states that it aims to achieve this through its programme of challenging courses, varied group activities, lectures and excursions, alongside an organisational culture that includes care for others and the building of a cohesive community.

The Head of the Provider is the Managing Director (MD), whose work is overseen by the Company Director. Daily operations are led by the MD supported by a leadership team that includes the Finance Manager, the Senior Programmes and Marketing Co-ordinator, and the Director of Curriculum. There is also a support team, including an administrator, a Head of Information and Communication Technology (ICT) and several curriculum advisors.

There is a roster of tutors who are employed on a seasonal or project-based self-employed basis. Other staff, such as Programme Directors, Welfare Directors and Technology Co-ordinators are also employed on a seasonal basis as required. In addition, personal advisors are employed to support participants on online courses.

2. Brief description of the current provision

The scheduled provision comprises pre-university programmes in academic and vocational subjects, as well as taster courses in additional areas and wider learning opportunities in areas such as youth leadership. The provision includes academic study of a range of subjects in Humanities, Sciences, Social Sciences, Engineering, Law, Architecture, Medicine, Business, Psychology, Physics, Politics and other career- and business-related areas. Programmes in English as a Second Language (ESL) and preparation for Standard Assessment Tests (SATs) are also offered.

The programmes offered are designed for international high-school students who aim to progress to a university anywhere in the world. The programmes are offered in the summer and adapted for online delivery.

Most programmes are offered as in-person courses, and some are also offered as additional taster courses in the afternoons for participants wishing to try different subjects. All subjects are also offered as year-round online courses. In addition to the core academic component, courses include evening lectures, workshops on university life, excursions, and sporting and other recreational activities.

At the time of the inspection, there was a total of 115 participants attending in-person programmes in Downing College, with an additional six online participants. There were slightly more female than male participants. Participants come from over 50 different countries. Significant numbers come from the United States of America (USA), Europe, the Middle East and Asia. There are a few UK-based participants.

Although aimed primarily at participants aged between 15 and 17 years old, both younger and older participants are also accepted on courses. Seventy participants were aged 16 or 17 years old. Of these, 39 were aged under 16.

The popularity of the different types of programme changes according to participant interests, since the provision is driven by participant needs and interests and is designed to prepare the participants for university. The current trend is towards more vocational subjects, such as Medicine, Business and Psychology, with Physics, Politics and Law also being popular, and with a slightly lower number of participants taking up programmes in the Humanities.

Enrolment takes place continuously throughout the year. The courses do not require any formal prior entry qualification. Participants are advised to have a level of English language that is appropriate to working with academic English.

3. Inspection process

This inspection was undertaken by one inspector over two and a half days, one day on site in Cambridge and the other days online. The inspector met with the Company Director, the MD, who is also the Designated Safeguarding Lead, the Finance Manager, the Director of Curriculum, an administrator, a seasonal welfare team, participants and tutors. The teaching premises, the residential premises and the administrative office, all located within Downing College, Cambridge, were inspected. The inspector also observed a variety of face-to-face lessons and online teaching and scrutinised a wide range of relevant documentation. Reach Cambridge co-operated fully during the inspection process.

4. Inspection history

Inspection type	Date
Full	7 & 8 August 2008
Interim	11 August 2009
Supplementary	29 June 2011

Re-accreditation	5 & 20 June 2012
Interim	1 August 2014
Re-accreditation	10 & 11 March 2016
Interim	13 June 2018

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Reach is effectively managed. The management structure is clearly outlined in an organisation chart. There is a clear delineation between operational and strategic responsibilities. Senior managers work to detailed job descriptions and consequently have a clear understanding of their roles.

Senior managers are suitably qualified and have substantial experience in their roles. The Company Director and the Managing Director have both been in position for over ten years. They understand their specific duties, roles and responsibilities. As a result, they are effective in carrying out their duties.

Channels of communication are systematic and effective. Whole-team meetings take place on a weekly basis. These meetings work to an agenda that is circulated. Meetings are recorded. Resulting action points are taken forward in a timely fashion. Team members also communicate effectively via email and online video meetings.

Reach has a mission statement that effectively guides its activities. The statement is widely disseminated to stakeholders and is available on the website. The statement has very recently been reviewed and updated to ensure that it remains relevant.

The Provider has a written risk management strategy, which includes financial planning. All relevant risks have been identified and financial risks mitigated through a wide range of insurances, including crisis management insurance and financial failure insurance.

The risk management strategy is kept constantly under review. As new policies become available, Reach evaluates their worth. For example, Reach is currently evaluating the policies for the mitigation of cybercrime and fraud. As a result, Reach effectively mitigates risks to the business.

2. The administration of the provider is effective

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The administration of Reach is effective. Administrators are appropriately qualified and have been in position for a number of years. Their duties are detailed in their job descriptions. As a result, they understand their responsibilities. Participants confirm that the courses are well administered and inspection findings confirm this.

The administrative team is sufficient in size to support the effective day-to-day running of the Provider. The administrative team is supplemented by third-party external providers as required, for example by a telephone answering service.

Administrative processes are also supported by the effective use of appropriate software such as customer relationship management software to provide speedy responses to queries which further improves the effectiveness of the administrative team. Consequently, participants benefit from a well-administered educational programme.

The administrative support available to the management is clearly defined, documented and understood. Members of the administrative team works to detailed job descriptions that include the roles they are employed to carry out. The administrative support is also outlined in the staff handbook. As a result, staff are aware of the administrative support available to them.

Administrative policies, procedures and systems such as time keeping, leave arrangements and on-site use of electronic devices are suitably detailed and well documented. They are effectively disseminated through the staff handbook and, when required, through weekly staff meetings. Tutors confirm that they also are kept up to date with any policy changes.

Data collection effectively supports the administration of the Provider. Data is obtained from the initial participant enrolment forms and stored digitally so that it can be collated and used as required by management and staff. As a result, data collection effectively supports the administration of the programmes.

Comprehensive personal records for both participants and staff are maintained in well-organised digital folders. These are sufficiently detailed to meet the Provider's needs. Appropriate systems are in place to update the records periodically.

An appropriate data protection policy ensures that all data is maintained securely and access is limited by efficient password protection software.

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

Reach has effective policies in place for the recruitment of suitably qualified and experienced staff. Prospective staff are given the information they need to decide whether they are suitable for the position for which they are applying. All self-employed staff have signed contracts.

All recruitment includes suitable pre-employment checks. Verification procedures include the checking of qualifications and references. Tutors confirm that checks are undertaken prior to commencement of any work. The outcomes of the checks are suitably recorded in a single central register. All staff, including those teaching online, have a face-to-face interview. As a result, staff recruitment is well managed.

Appropriate staff performance reviews take place every six months. Line managers and staff are able to highlight areas of strength and areas for future development. For tutors, performance reviews include suitable observations of course delivery. Tutors find this process supportive.

Managerial and administrative staff are suitably supported in their Continuing Professional Development (CPD). Much of this CPD is on-the-job training linked to new software or newly introduced processes and procedures. All staff undertake mandatory training focused on safeguarding prior to each programme. Consequently, staff are able to develop professionally in line with the Provider's aims and priorities.

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

Reach's publicity materials provide a comprehensive, accurate description of the provision. The website is professionally designed, with accurate content, videos, reviews and images. Consequently, the programme is accurately represented.

Comprehensive, accurate and up-to-date course information is available on the website. This includes course outlines, course availability, fees payable, reviews from past participants and an example timetable. The website links to an additional Reach website dedicated to the online course available and this contains comprehensive information about the online provision. As a result, prospective participants have enough information to decide whether the courses meet their needs.

A suitable range of key policies are included in the terms and conditions, which are accessible through the website. This includes discipline and behaviour expectations, personal responsibility, attendance and the complaints procedure.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and 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

Reach takes good care to recruit suitable participants. The website provides very clear information about the general nature of the requirements needed for joining the courses. Course descriptors are sufficiently detailed to enable participants to decide whether the courses align with their expectations and needs. Consequently, the courses meet the needs of the participants.

Entry requirements are clearly stated on the website and relate to motivation, objectives in attending, educational background and future aspirations. Participants are advised that they will need to have a level of English language that is appropriate for working with academic English. The participants' personal statement is an indicator that the level of English is sufficiently high to attend the courses. Tutors and participants confirm that participants have an appropriate level of English language for the courses. Lesson observations carried out as part of the inspection also confirm this to be the case.

Participants apply on the website through a suitable application process. A short personal statement outlines participants' expectations and motivation, as well as acting as an indicator of language proficiency. Participants have the opportunity to call to discuss the courses, including asking any questions prior to registration.

Reach replies to all applications in a timely fashion, usually on the same day. Participants are appropriately informed of the nature and requirements of the programmes. Participants confirm that Reach responds to queries quickly.

Usually, about a third of participants are recruited by way of a limited number of overseas recruitment agents. These agents sign a formal agreement with Reach Cambridge. They are fully briefed on the programmes on offer and use Reach's promotional materials. Their performance is appropriately monitored and evaluated using participant feedback and during agent conferences.

Reach has an appropriate system to identify any additional learning support needed. Participants self-identify any additional needs that may require extra learning support during the enrolment process. This information is promptly passed on to teaching and residential staff. As a result, additional needs are taken into consideration during course planning.

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 attendance and punctuality policy is appropriate and clear. It is widely disseminated prior to arrival in the student handbook and again at induction. Participants are expected to arrive punctually to class and to have a full class attendance record for the duration of the programme. Potential sanctions are in place for non-compliance. Parents may be informed of poor attendance and ultimately participants can be expelled from the course. As a result, attendance rates are extremely high.

Session leaders or tutors complete attendance registers promptly at the beginning of each lesson. These are suitably collated, checked and filed each day.

Timely and appropriate action is taken in response to participant absence. When a participant is marked absent, they and their welfare assistants are telephoned, and the participant is located and arrangements are put in place for their swift return to the classroom if appropriate.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Reach has effective systems to monitor its own standards. The Provider has various systems and effective mechanisms for obtaining and responding to feedback from stakeholders on a wide range of aspects of the provision.

Feedback is obtained, recorded and analysed on a regular basis. Participants provide ongoing feedback on the academic course, the social activities and the excursions. They also provide feedback on the overall programme at the end of each course. Tutors also provide feedback at the end of the course. As a result, Reach has an appropriate oversight of the provision.

An appropriate annual report is written that brings together all the different strands of feedback and designates appropriate action points.

Participants are informed directly, usually by members of the welfare team, of the actions resulting from their feedback.

Appropriate reports are compiled after each programme. These include an evaluation of all the available feedback and completion data. The senior management team also meets specifically to discuss and respond to the various feedback documents and resulting action points.

Action plans are directly informed by feedback. Action plans are appropriately detailed and include the allocation of responsibility to specific staff members. They contain a suitable timeframe for fulfilment. Progress against the action plans is closely monitored. As a result, Reach has a suitable system in place for using feedback to guide future progress.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Course management is effective. Course delivery is managed effectively and is well planned by an experienced team. The MD is well qualified and has extensive experience within the education system and within her present post. She is readily available and is able to handle any unexpected operational issues effectively.

Courses are timetabled and rooms are allocated appropriately. Teaching rooms are suitable in size for the number of participants. Individual classes are held in the same classroom to ensure consistency.

Tutors are appointed for the duration of the courses. The delivery is suitably monitored through classroom observations and feedback questionnaires. Classes usually have the same tutor for the duration of the class. In a small minority of classes, tutors are changed during a course, and this is not explained to the participants prior to commencement. This can result in some disruption to the learning.

The tutors develop the courses following clear guidelines regarding the content and methods of delivery. Tutors confirm that they feel this a suitable process that ensures consistency and the standardisation of the course materials. Inspection findings confirm this.

A suitable policy for the acquisition of materials ensures that all necessary resources are available prior to the commencement of the courses. Participants and tutors both confirm the courses are suitably resourced. Inspection finding confirm this to be the case.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Courses are planned and designed to enable participants to succeed. The tutors develop the courses themselves and the courses are then modified in line with participant feedback. Course outlines are also updated each year as informed by participant and tutor feedback. Consequently, the courses fulfil the needs of the participants.

Successful completion of the course depends on attendance, completion of assignments and good levels of participation in the lessons. Course resources, materials and the in-class activities are sufficiently comprehensive and well matched to learning aims to enable participants to achieve the course objectives. Tutors and participants state that the course objectives are achievable and the inspection outcomes confirmed this to be the case.

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

Tutors receive suitable information regarding the participants prior to the start of the first lesson. The information includes reasons for joining the class, career aims and any prior knowledge of the subject. It also outlines any additional support needs. Tutors take these needs into account in their course planning and delivery.

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
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This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Tutors are experts in their field and are enthusiastic about their subjects. They engage the participants well in lessons with their enthusiasm and subject knowledge. This enables the tutors to deliver the courses effectively for the benefit of the participants.

Tutors receive appropriate training prior to delivering their courses. This training includes both academic and pastoral elements. Tutors confirm that they find the induction training useful. Tutors' lessons are observed regularly, and the tutors receive appropriate and supportive feedback following the observation. The lesson observation also serves as a basis for a professional dialogue and the setting of developmental targets.

The tutors respond to the different learning needs of the participants effectively. They plan for a wide range of learning activities to engage participants and use technology effectively to support participants with different learning needs. As a result, participants' levels of engagement in lessons are high.

Class numbers are small and tutors, therefore, have time to support the participants on an individual basis. Tutors employ effective strategies to involve all participants in their lessons. They encourage participation through pair- and groupwork.

The tutors plan practical activities where possible and use a range of techniques to check for understanding. As a result, all participants are encouraged to engage and make good progress. Most online tutors are also able to engage their participants well and check for understanding, although a few need to plan for a wider range of activities.

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

11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input 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 feedback that is provided by the tutors in class is effective, timely and supportive. Tutors circulate while participants are working and offer suitable individualised advice and check understanding.

Spoken feedback on the participants' presentations is supportive and developmental. As a result, participants understand how they can learn and make progress.

Participants have suitable access to tutors outside class time. Participants confirm that they can email tutors with questions or queries and will receive swift, detailed, helpful replies. Many tutors elect to take part in the social programme, so providing additional access for the participants.

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

This standard is judged to be:

☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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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.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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14.2	For internal awards, there are effective systems in place for examination security and administration.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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

15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
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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 type="checkbox"/> NA
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This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Participants receive suitable welfare support to meet their needs. There is a named staff member who is responsible for welfare. She is appropriately trained and experienced to fulfil the role effectively. The welfare teams, who work for the Provider when the courses are taking place, have an appropriate focus on the participants' welfare, safeguarding and well-being. These teams are residential during the course and are, therefore, accessible to the participants at all times.

Participants receive appropriate information, advice and guidance prior to arrival. All participants receive the student handbook and a welfare pack, which includes appropriate information about the courses, the social programme and the rules and regulations. Participants have the opportunity to raise any issues or ask for further advice or assistance in advance. Further detailed information is available on the website. As a result, participants are able to settle quickly into their courses upon arrival.

All participants receive a suitable induction at the start of the programme. This includes a suitable orientation session, an overview of key policies, an appropriate safety presentation and an overview of the code of conduct. The induction is supported by a digital presentation. A suitable, additional welfare induction takes place in each of the corridors in the residential accommodation in the evening.

All participants are issued with the emergency 24-hour contact telephone number, including a freephone number. In addition, appropriately experienced welfare staff reside in the same location as the participants and are available at all times. Consequently, participants always have suitable access to welfare support when needed.

Reach has a suitable code of rules and regulations that is widely disseminated prior to and upon participants' arrival. This outlines the expected conduct and includes effective policies to avoid discrimination. The rules are also accessible through the website. They include an appropriate procedure for dealing with abusive behaviour, including bullying. The policies are regularly reviewed. As a result, participants confirm that they feel safe.

Reach has effective arrangements in place to safeguard participants. An appropriate safeguarding policy is in place. The safeguarding policy covers the code of conduct and health and safety and effectively outlines the procedure to be carried out if allegations are made. The policy is included in the induction of all staff, including returning staff.

The whole of the leadership team has been trained in safeguarding to an appropriate level. Safeguarding arrangements are reviewed regularly. All staff are informed, before starting work, that they will require a Disclosure and Barring Service (DBS) check. As a result, participants benefit from a safe environment.

A suitable policy is in place to prevent radicalisation and extremism. Reach has carried out a suitable risk assessment and all staff have undertaken appropriate training. A clear process is in place for raising concerns. Consequently, participants are appropriately protected from the risks of radicalization and extremism.

A suitable, comprehensive e-policy is in place. It is outlined, as a personal responsibility, in the student handbook. The policy outlines the acceptable and unacceptable on-site use of electronic and media devices.

During the enrolment process, participants are required to fill out a suitable information form containing their contact details and those of their next of kin. This information is maintained securely online but can be accessed quickly and efficiently when needed by authorised staff.

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
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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
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17.3	Information and advice specific to international participants continue to be available throughout their course of study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

International participants receive appropriate, specific advice prior to their arrival on travel to and living in the UK. This advice is contained in the student handbook and the welcome pack.

All participants receive an appropriate induction, which includes an introduction to the local area, before they start their course. This includes local places of worship, places of interest and transport information. In addition, specific advice for international participants is continuously available from welfare staff as required.

Reach gathers information regarding any cultural and religious issues during the enrolment process. This information is passed on to staff and tutors who take this information into account when planning activities. Tutors confirm that they receive this information before the courses commence. Consequently, any specific cultural and religious considerations are fully taken into account in the support participants receive.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.3	Participants are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Participants are enrolled under fair contractual terms and conditions that are easily accessible and clearly outlined on the website. The terms and conditions include suitable refund arrangements for cancellations.

A fair complaints policy is accessible through the website and the student handbook. The complaints policy is set out in detail, including how to make a complaint and the various stages a complaint will go through.

The complaints policy includes a link to the BAC complaints procedure. However, the student handbook does not yet have this link.

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

Reach makes use of Downing College undergraduate study bedrooms for its residential accommodation. Participants have their own secure study bedroom with a private bathroom. These study bedrooms are located in secure premises. The rooms themselves are regularly cleaned. Consequently, the residential accommodation is of a high standard that meets the requirements of the participants.

All the residential accommodation, including that for participants aged under 18, is open to inspection by the relevant authorities.

Health and safety procedures, including fire safety, are effectively covered in the participant induction and reinforced during the course. As a result, participants are suitably protected from any health and safety risks.

The level of supervision provided meets the needs of the participants effectively. Residential staff provide suitable pastoral care and are available at all times. Therefore, participants have appropriate access to welfare support when required.

Appropriate measures are taken to ensure participants over the age of 18 are effectively separated from younger participants in the accommodation. Rooms are allocated according to gender and age so that older participants are with other older participants and different age groups are not mixed.

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

20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular reinspection by a responsible representative or agent of the provider.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes <input type="checkbox"/> No

20.5 Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. ☐ Yes ☐ No

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

Comments

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

- | | | |
|------|---|---|
| 21.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.4 | The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.5 | Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
-

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

Comments

Participants have access to a comprehensive activity programme outside class time. This includes suitable afternoon and evening activities, outside trips and full-day excursions. The programme provides appropriate opportunities to learn more about the local area and the culture of the UK. The programme also effectively encourages participants to mix and get to know each other.

The social programme is responsive to the wishes of the participants. Feedback is systematically gathered and responded to. Participants rate each activity, and the programme is adjusted accordingly. In addition, participants provide feedback about their needs and wishes to activity supervisors and their welfare supervisors.

Activities within the social programme are included in the course fee. Consequently, all participants can join in.

Suitably qualified and experienced staff supervise the activities on the social programme. Staff to participant ratios are kept low in order to enhance the supervision.

All activities are appropriately risk assessed. The risk assessments are comprehensive and detailed. They are used to identify the hazards, mitigations and any further actions needed as part of the activity. As a result, risks are effectively managed and the participants are safe when engaged in activities.

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

Reach has a signed legal agreement with Downing College giving it sole possession and access to appropriate residential, teaching and administrative premises all sited within Downing College. Consequently, its access to the premises is legally secure.

In addition, Reach is able to secure suitable, additional temporary, external premises in the near vicinity if the need arises.

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

The programme is delivered in Downing College, Cambridge, using vacant teaching rooms, undergraduate accommodation and an administrative office all within Downing College grounds. These premises are safe, with access appropriately restricted to one entry point that is supervised at all times. In addition, the entry point is permanently locked and requires a key fob for entry. Consequently, the premises are safe and secure.

The premises are well maintained and well decorated. Communal areas, such as the gardens, are very well maintained. As a result, the premises provide an appropriate environment for the courses.

Appropriate general guidance on health and safety is included in the participant and staff inductions as well as in the handbooks. This guidance includes fire and other emergency evacuations. Appropriate information is given to visitors regarding what to do in the event of a fire or if they feel unwell as they enter the college grounds.

There is appropriate signage and boards for the display of general information. Outside signage clearly identifies the premises.

Circulation space within the premises is satisfactory. Corridors and stairwells are adequate. All premises, including the teaching and administrative premises, have a choice of suitable areas in which to receive visitors.

Toilet facilities are appropriate for the number of participants and staff in all premises. In the teaching premises, toilets are available on every level and are sufficient in number. All toilet facilities are maintained to a good level of cleanliness.

There is adequate heating and ventilation in all rooms.

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

Teaching rooms are suitable in size for the courses offered. The different courses have different class sizes. Reach matches classrooms appropriately on the basis of the size of these classes. All the teaching rooms are of a good size and are cleaned regularly overnight.

Teaching rooms are suitably equipped. The furniture allows for a wide range of teaching approaches, including whole-class, group-, pair- or individual work.

The teaching rooms have appropriate audio-visual equipment and dependable wireless technology connection. This equipment effectively supports the tutors' ability to offer a suitable range of learning activities.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

There are appropriate additional facilities available for participants, tutors and administrative staff within the college grounds.

Tutors usually prepare lessons at home, although the teaching rooms are available before and after lessons for this purpose if required. The tutors can also make use of space within the administrative offices. As a result, they have access to sufficient personal space for preparation of lessons.

Staff and participants have access to a number of different spaces for relaxation within the college grounds. There is a dining hall and a cafeteria and staff and participants can make use of the outside spaces for work or relaxation. Downing College is a physically beautiful setting. Consequently, staff and participants can relax in comfortable surroundings when not working.

There are rooms, within the teaching premises, that are suitable for private meetings or full staff meetings.

A suitable administrative office is very conveniently located close to the teaching rooms within the college grounds. The office is appropriately resourced with printers and photocopying facilities, additional computers and telephones. The office is large and can also be used for meetings if required.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)**26. Management, staffing and administration of online, distance and blended learning component**

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

26.3	There are established processes which enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Senior managers have developed appropriate expertise in the specific requirements of online learning.

Senior managers have effective systems for the logging of trainer and participant engagement and submissions. They are able to review the log after every lesson and they also have a shared calendar to use for monitoring purposes..

Reach verifies a participant's identity during the first meeting that takes place between the personal advisor and the participant and their guardian. The personal advisor is also present for the first lesson, as well as the final reflection and graduation lesson at the end of the course. In this way, the participant's identity is verified at the beginning and end of the course.

All classes are closely monitored. Senior staff and the personal advisor are always easily contactable during the lessons. Tutors report on progress after every lesson and log any concerns, which would then result in action from senior staff. A recording of every lesson is kept for an appropriate period of time. Consequently, participants are kept safe from online risks.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<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

Online course management is effective. Course management is overseen by the experienced MD, supported by the Head of ICT, who is suitably qualified and experienced. As a result, the delivery of the provision and the management of the trainers are well managed.

All online courses are individual, one-to-one courses and are delivered by the same tutors who teach the in-person courses. Consequently, each participant has individualised instruction. The same tutor is allocated to all the online lessons for a particular participant, so providing an appropriately consistent learning experience.

The technology platform that is used for the online lessons enables tutors to employ an appropriate range of delivery methods to support participants to achieve the course objective and learning outcomes, although a minority of tutors do not make full use of the available range.

The tutors design the courses and make effective use of suitable teaching aids and learning resources. Suitable additional study aids are provided as needed, for example, the computer science course makes good use of the most recent software.

28. Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Tutors understand the special challenges associated with online learning and they already have an acceptable level of technical knowledge.

Tutors have suitable experience with online teaching prior to commencement of their work with the Provider. In addition, they receive good initial and continuous additional training in the appropriate use of the technology from the MD and the Head of ICT.

Performance review procedures for online tutors incorporate regular monitoring of their feedback to participants. Performance reviews of the online tutors take place during and at the end of each course. The quality of the feedback that the tutor provides to the participants is a standard item on the online lesson observation form.

29. The enrolment process is comprehensive, transparent and supportive to applicants

29.1	Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The participant enrolment process is suitably comprehensive, transparent and supportive. Participants are made aware of the level of digital literacy required through information on the website and by the personalised support provided as part of the first lesson.

30. Online services provided meet the reasonable needs of participants

- | | | |
|------|---|---|
| 30.1 | Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 30.2 | Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 30.3 | The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 30.4 | The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Appropriate instructions and suitable suggestions on how to study and how to use the learning materials are made available through a personalised learning form in which each participant outlines their learning preferences and which tutors use as a starting point for communication. In addition, the lessons are one to one, giving the tutor good opportunities to provide further individualised suggestions.

Participants have a personal advisor who effectively assists participants to resolve any general or technical issues in a timely way. In this way, participants always have appropriate support when required.

Participants receive a suitable set-up guide for configuring the software for the courses as part of the admissions process. Personal advisors also provide effective additional support, including free advice sessions. They also take part in the first lesson to ensure the set-up is successful. As a result, participants have the support and technical advice they need throughout their course.

A variety of suitable social media channels can be accessed via the website to support and encourage peer interaction.

31. The technology used to deliver the programmes is fit for purpose and effective

- | | | |
|------|---|---|
| 31.1 | The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|------|---|---|

31.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely. ☒ Yes ☐ No

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

Comments

The technology used to deliver the online programme is fit for purpose. Reach uses a well-established platform, within which suitable interactive facilities are already embedded. However, not all tutors make full use of these facilities.

An experienced Head of ICT works to provide appropriate support to participants, as required.

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 leadership team is strong and senior managers and tutors works well as a team.

The full range of policies and procedures are in place and support a smooth administrative experience for the participants.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Tutors are experts in their field and the participants benefit greatly from this expertise.

Programmes are well designed and participants benefit from the opportunity to increase their knowledge of their chosen subject and to experience a totally new area of study.

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

PARTICIPANT WELFARE

Provider's strengths

Reach Cambridge shows a strong commitment to safeguarding and to the well-being of the participants, which ensures that participants feel safe and secure.

The social programme is wide in scope and encourages the mixing of participants, which many participants find very rewarding.

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

PREMISES AND FACILITIES

Provider's strengths

The courses take place in high quality premises that are located in the centre of Cambridge and offer a calm environment that effectively supports the well-being of the participants.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Each participant has a personal advisor who resolves technical issues in a timely way and ensure that participants always have immediate access to technical support.	
The online technology is strong and dependable and effectively supports programme delivery.	
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

It is recommended that if a course is going to have more than one tutor, this should be explained to participants prior to their committing to the course.
Reach Cambridge should consider further supporting the online tutors to increase their use of the teaching strategies and embedded interactive facilities that are available to them to promote participant engagement.
It is recommended that Reach Cambridge aligns the wording of the participants' complaints policy on the website and the policy in the student handbook so that they both incorporate BAC's complaints procedure.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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