BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: The Granta Academy

ADDRESS: Croft Chambers
          11 Bancroft
          Bancroft
          Hitchin
          SG5 1LQ

HEAD OF INSTITUTION: Mr Adam Schumacher

DATE OF INSPECTION: 11-12 July 2019

ACCREDITATION STATUS AT INSPECTION: Candidacy accreditation

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

 DATE: 26 September 2019

PART A – INTRODUCTION

1. Background to the institution

The Granta Academy (Granta/the Provider) is a private limited company providing short non-accredited courses in a range of disciplines. Participants come from outside the United Kingdom (UK) and are considering applying to university in the UK, in particular to Oxford or Cambridge. It was established in 2017.

The Provider is located in the city of Cambridge and currently operates, for administrative purposes, from private residential accommodation belonging to the owner. Participants study and live in a constituent college of the University of Cambridge.

Granta aims to provide participants with an experience of study and life as an undergraduate in a University of Cambridge college and to help them to apply to the University in the future. Participants are encouraged to take part in a fully immersive cultural programme which enables them to fully explore Cambridge and its history.

The sole Proprietor, who is also the Managing Director, is supported by the Director of Studies and Head of Pastoral Care, Head of Cultural Activities, and Head of Administration.

2. Brief description of the current provision

Granta's programmes last for two weeks and are delivered entirely face-to-face. Participants select one of seven core academic courses, Computer Science, Economics, Engineering, English Literature, Law, and Natural Sciences, which they study in small seminar groups.

All these courses were running at the time of the inspection and they were the first full programmes run following a pilot earlier in the year. The courses were held at St Catharine's College, using teaching rooms on the main site and accommodation in undergraduate study bedrooms in a nearby college annexe.

Of the mixed group of 16 participants on the programme at the time of the inspection, 12 were aged 16 or 17. The remainder were over the age of 18. All were from outside the UK, with the majority from Romania, Hungary and Germany and a smaller number from China and Uruguay.

The courses consist of 16 seminars lasting for 45 minutes, with a maximum of six participants allocated to each supervisor. In addition, there are two one-to-one tutorials lasting for approximately 30 minutes.

Throughout the course, the Provider also runs supplementary workshops designed to provide participants with key study skills and an introduction to the UK university system. It also provides practical guidance for taking the next steps towards university application.

Applications for each course close one month before it starts, to allow time for participants to complete any pre-reading or other preparation required by the trainers.

3. Inspection process

The inspection was carried out by one inspector over one and a half days. Interviews were conducted with the Programme Director, Director of Studies and Head of Pastoral Care, and the Head of Administration as well as the Pastoral Care Assistant, a group of trainers and a group of participants. Teaching was observed in study groups and tutorials. Various documentation was scrutinised. Both the main site and the annexe were inspected. Granta

collaborated fully in the planning of the inspection schedule and throughout the process. Staff and participants were open and informative.

4.   Inspection history

Inspection Type	Date
Stage 2	05 February 2018

PART B - JUDGMENT AND EVIDENCE

The following judgments 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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff and those working at the delivery venue/s.	☒ Yes	☐ No

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

Comments

Granta's management structure is accessible to all staff and is set out in an organisation chart that is included in the Provider's policy pack, available on a shared drive.

The two co-founders, who have the roles of Managing Director and Director of Studies and Head of Pastoral Care, form the core of the management team. They work well together, drawing on their complementary backgrounds in teaching and learning at the University of Cambridge and travel and events management. During 2019, they have added a professional administrator to the team. As a result, the Provider is well managed.

The co-founders are on-site throughout the delivery of a programme. This results in straightforward and effective operational communications. Teachers and the staff who lead the activities also have the co-founders' mobile telephone numbers to use as necessary. When not delivering programmes, the core members of the Provider's staff, the Managing Director, Director of Studies and Head of Administration, work from their homes and communicate effectively using electronic means.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the provider.	☒ Yes	☐ No
2.5	Data collection and collation systems are effective.	☒ Yes	☐ No

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

The small management team is appropriate in size for the current level of activity and works successfully mainly through informal communications. As a result, staff are aware of the priorities and the future direction. However, there is an awareness that, as Granta and its management team grows in size, they will need to formalise records of agreed actions with timelines and allocated responsibilities.

An online policy pack includes appropriate core policies on all key areas. This is supported by a Code of Conduct for staff. Policies, procedures and systems are clearly explained to participants in a participant handbook and to teaching staff in the staff handbook. Both parents and agents have access to the participant handbook, so they understand the expectations placed on participants and the resources and support available to them.

Data collection and collation systems are effective. Core records are kept on a shared drive, in appropriate formats and structures implemented by the administrator.

3. The provider employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	☒ Yes	☐ No
3.2	Experience and qualifications claimed are verified before employment.	☒ Yes	☐ No
3.3	There is an effective system for regularly reviewing the performance of staff.	☒ Yes	☐ No

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

Comments

There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. As part of the staff recruitment process, the curricula vitae of prospective staff are reviewed and interviews undertaken before appointment.

Staff qualifications are verified and appropriate records retained.

All management staff are employed as contractors and are registered individually as sole traders. Trainers are employed on fixed-term contracts over the period of a programme. Other than the two founders, who work collaboratively on the planning and delivering of programmes, Granta employs one person throughout the year, the Head of Administration. This is a comparatively new post and the holder is in regular contact with the co-founders, who monitor progress against agreed objectives and provide feedback.

4. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes

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.	☒ Yes	☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes	☐ No

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

Comments

Recruitment literature is clear, accurate and comprehensive and includes appropriate summaries of the content and aims of each subject. In addition there is good information about other aspects of the programme, accommodation and extra-curricular activities.

More detailed course descriptions are made available based on the detailed plans prepared by individual trainers, once these have been approved by the Director of Studies. This ensures that the course will meet the participants' interests and expectations and enables them to prepare appropriately for attending the course.

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

5.1	Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants.	☒ Yes ☐ No ☐ NA
5.2	A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No ☐ NA
5.3	The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.	☒ Yes ☐ No ☐ NA
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ NA

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

Comments

As part of the application process, participants provide a statement of intent, a supporting letter from a teacher and evidence of their qualifications. They are also interviewed online, during which their motivation for the course, as outlined in recruitment materials, and English language skills are effectively explored and assessed. An appropriate International English Language Testing System (IELTS) score is recommended for successful completion of the course.

The Provider works closely with a small number of agents, whom the Director has met through conferences and other marketing contacts. The agents are appropriately briefed on the nature of the course and intended participants and receive a monthly newsletter to ensure they are updated on developments at Granta. Agents are also sent the participant handbook, as they will often be the first point of contact for parents or carers with questions. Feedback on any changes made to the programme is provided to agents in the monthly newsletter.

The motivation, levels of engagement and English language skills of participants met during the inspection indicates the effectiveness of these recruitment and selection procedures.

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

6.1	There is an appropriate, clear and published policy on participant attendance and punctuality.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed.	☐ Yes ☒ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action taken.	☒ Yes ☐ No ☐ NA

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

Comments

Attendance at classes and extra-curricular activities is mandatory, unless agreed in advance. Registration sessions are held at regular intervals during each day. This policy on attendance is made clear in the handbook that is given to each participant.

6.2 Given the small number of participants and the close contact that staff have with them throughout the programme, the Provider has not considered it necessary to keep a formal record of attendance. However, given the significant proportion of young participants, the Provider exposes itself to significant risks without such a record.

If a participant is absent, trainers and the Head of Pastoral Care will alert the Managing Director or Director of Studies, who are on site throughout the course, so they can follow up immediately.

7.	**The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**		
7.1	The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No	
7.2	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No	
7.3	The feedback is reviewed by management and action is taken where necessary.	☒ Yes ☐ No	
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	☐ Yes ☒ No ☐ NA	

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

Comments

Participants are asked to complete a comprehensive feedback form, at the end of the programme. Feedback from a small pilot programme in January 2019 was used by the management team to review both content and delivery, before finalising arrangements for the July 2019 programme.

Given that courses are only two weeks long, the Provider only asks for formal feedback at the end of the programme. However, staff are in formal and informal contact with participants throughout the fortnight and will act on comments and feedback during that period as appropriate.

7.4 There is no mechanism for providing information about the provider's response to the feedback for the benefit of current and prospective participants.

8.	**The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement**		
8.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No	
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	☐ Yes ☒ No	
8.3	Action plans are implemented and regularly reviewed.	☐ Yes ☒ No	

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

Comments

There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Granta engages in an active schedule of teaching observations and seeks detailed feedback from participants at the end of a programme. The Director of Studies works with individual trainers to ensure that the material covered in sessions is appropriate for participants and consistent with the course as advertised.

8.2 8.3 Evaluation of feedback and development of action plans is currently done informally, with no reports compiled. This lack of records and timed action plans exposes Granta's management team to the risk of not implementing developments that it has identified as desirable in the provision it offers.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

9.1	There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers	☒ Yes	☐ No	☐ NA
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	☐ Yes	☒ No	☐ NA
9.3	The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No	☐ NA
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	☒ Yes	☐ No	☐ NA

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

Comments

The Director of Studies is suitably qualified and experienced. She demonstrates a clear commitment to delivery of good quality academic content, at an appropriate level for individual participants. Trainers prepare plans of the topics to be covered for approval but can also seek later approval from the Director of Studies to modify this, in light of the prior knowledge and interest of individual participants. This results in teaching that participants find highly engaging and interesting.

Most of the rooms used for classes are suitable.

9.2 However, tutorial sessions are regularly held in the College Bar. This is a shared public space where some participants may feel uncomfortable and is not appropriate for this course activity.

Trainers are subject specialists and are appropriately allocated to classes. Delivery is effectively monitored, including by teaching observations, to ensure consistency.

The process in place for the acquisition of academic resources results in appropriate materials being provided to trainers when required.

10. The courses are planned and delivered in ways that enable participants to succeed

10.1	Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements.	☒ Yes	☐ No	☐ NA
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	☐ Yes	☐ No	☒ NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	☐ Yes	☐ No	☒ NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No	☐ NA
10.5	The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.	☒ Yes	☐ No	

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

Comments

Courses are closely structured around the tutorial model of teaching, as advertised in the Provider's recruitment materials. They are delivered by trainers who are involved with teaching and learning at the University of Cambridge, bringing first-hand experience to their work with Granta.

The Director of Studies has a clear vision of what participants should gain from their studies and conveys this clearly to the trainers. She has oversight of course outlines and supports appropriate proposals to tailor content to the academic backgrounds, needs and interests of individual participants. These modifications may be made in response to information shared when trainers contact participants in the weeks before the course, or once participants arrive in Cambridge.

Tutorial teaching relies heavily on the use of independent learning, and participants are supported in developing the necessary skills. Where appropriate, participants are directed to relevant online resources or video materials.

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11.   Trainers are suitable for the courses to which they are allocated and effective in delivering them

11.1	Trainers are appropriately qualified and experienced.	☒ Yes ☐ No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	☒ Yes ☐ No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	☒ Yes ☐ No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
11.5	Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons.	☒ Yes ☐ No
11.6	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Trainers all have current or recent experience of studying or working at the University of Cambridge and are subject specialists with current University of Cambridge researchers as their supervisors. Many were involved in the design of the course outlines they are teaching and all undergo teaching observation by the Director of Studies. These include observations for all new trainers. The Director of Studies provides the trainers with developmental feedback. Notes of these observations are retained in individual staff files, for future reference.

Trainers work with small groups or individual participants and the tutorial style of teaching ensures the participants' active engagement. One-to-one discussions with participants about work they have prepared in advance enable trainers to ensure that core concepts have been understood and effectively encourages good levels of learning.

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12.   The provider provides participants and trainers with access to appropriate resources and materials for study

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

Comments

All venues used have reliable wireless connection through which participants can access a number of relevant learning resources. Other materials are supplied to them by their trainers as necessary.

The trainers are all members of the University of Cambridge and, therefore, have full access to online library resources, if needed.

13. **Participants receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

13.1	Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No	
13.2	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers.	☐ Yes ☐ No ☒ NA	
13.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.	☐ Yes ☐ No ☒ NA	
13.4	Participants are made aware of how their progress relates to their targeted level of achievement.	☒ Yes ☐ No ☐ NA	
13.5	Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.	☒ Yes ☐ No ☐ NA	
13.6	Participants have appropriate access to trainers outside class time.	☐ Yes ☐ No ☒ NA	

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

Comments

The small group teaching and one-to-one tutorials ensure that regular feedback is given to participants on their work. The one-to-one tutorials are centred around discussion of a piece of work that the participant has prepared in advance, with the trainer using this as a platform for wider discussion, the introduction of further ideas and the provision of academic support.

In sessions observed, active dialogue took place, with trainers supporting participants to evaluate new concepts and approaches. This provides participants with a good representation of the Cambridge University experience, as promised by Granta in its recruitment materials.

Participants have regular one-to-one sessions with trainers, in which they can raise questions relating to the programme as necessary. Therefore they do not need private appointments at other times.

14. **The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

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

Comments

15. **There is a clear rationale for courses leading to unaccredited or internal awards (this does not apply to the provision of certificates of attendance only)**

15.1	There is a clear statement of the level claimed relative to the RQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA	
15.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☐ NA	
15.3	External moderators are involved in the assessment process where appropriate.	☐ Yes ☐ No ☐ NA	

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

Comments

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

16.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☐ NA
16.2	For internal assessments and awards, there are effective systems in place for examination security and administration, and 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

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

17.1	There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.	☒ Yes ☐ No ☐ NA
17.2	Participants receive appropriate advice before the start of the programme.	☒ Yes ☐ No
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes ☐ No
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☒ Yes ☐ No ☐ NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

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

Comments

The Director of Studies is also Head of Pastoral Care and has received training suitable for her responsibilities as the safeguarding lead. She is on site throughout the course, and readily accessible to participants in person or by mobile telephone.

A handbook, sent to participants, parents and agents in the weeks before the course, includes useful information, including on preparing for the course. It is clearly laid out and written, making the information easily understandable.

Participants receive a group briefing on arrival in Cambridge and daily briefings about the daily activities. They are given contact numbers to use at any time, in case of problems.

The information given to participants includes clear policies in relation to bullying and harassment and sets out the circumstances under which a participant may be sent home early from the course.

Staff undergo appropriate pre-employment checks and trainers complete online safeguarding training and attend a short Basic Safeguarding course led by the Head of Pastoral Care, in advance of the programme. This covers key points and ensures that staff are well aware of their responsibilities.

Managers understand the need to protect participants from risks associated with radicalisation and extremism and have assessed that risks are low. The Provider's Code of Conduct, that is given to all staff as part of their induction, includes a policy and guidance on risks of radicalisation and extremism that covers key points and procedures for raising any concerns that might arise.

18.   International participants are provided with specific advice and assistance

18.1	International participants receive appropriate advice before their arrival on travelling to and staying in the UK.	☒ Yes	☐ No
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	☒ Yes	☐ No
18.4	Provision of support takes into account cultural and religious considerations.	☒ Yes	☐ No

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

The handbook sent to participants, their parents and agents, in advance of the course provides useful and appropriate advice about what to expect while in Cambridge and how to prepare for the course. Participants are offered the option to be met at the airport and escorted to the course venue.

Initial induction covers academic, practical and welfare issues and staff are available throughout the programme to answer any questions participants may have. Staff are alert to the cultural and religious backgrounds of the participants and prepare accordingly.

19.   The fair treatment of participants is ensured

19.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	☒ Yes	☐ No
19.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No

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

Clear contracts are issued, and participants are asked to commit to the programme at least a month before it starts, so that appropriate trainers can be identified to match their interests.

Details of the complaints procedure, which is fair and clear, are included in the handbook that is sent to participants prior to arrival in the UK.

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

20.1	Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.	☒ Yes	☐ No	
20.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.	☒ Yes	☐ No	☐ NA
20.3	Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.	☒ Yes	☐ No	
20.4	A level of supervision is provided appropriate to the needs of participants.	☒ Yes	☐ No	
20.5	Separate accommodation blocks are provided for participants under 18.	☐ Yes	☒ No	☐ NA

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

Comments

Residential accommodation is of a good standard, with participants in individual study bedrooms in a secure building.

Full Health and Safety and fire evacuation information is clearly displayed.

All participants are subject to the same rules, including about attendance and behaviour. These rules have been designed to be appropriate for both participants over and under the age of 18. Members of staff sleep on site, in bedrooms in the same blocks as the participants to ensure that the supervision is satisfactory.

20.5 The accommodation is not divided by the age of the participants.

21.	**Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**		
21.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes	☐ No
21.2	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.	☐ Yes	☐ No
21.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes	☐ No
21.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	☐ Yes	☐ No
21.5	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

22.	**The provider provides an appropriate social programme for participants and information on leisure activities in the area**			
22.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	☒ Yes	☐ No	
22.2	The social programme is responsive to the needs and wishes of participants.	☒ Yes	☐ No	☐ NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	☒ Yes	☐ No	☐ NA

22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	☒ Yes ☐ No ☐ NA

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

Comments

Participants are expected to participate in all extra-curricular activities, unless agreed with Granta staff in advance. A core programme of social activities is planned in advance of the course, including several day trips.

The course team are flexible in relation to activities on other days in response to factors including the interests of participants.

The cost of activities is included within course fees.

Suitable supervision is arranged for all activities undertaken.

INSPECTION AREA – PREMISES AND FACILITIES

23. The provider has secure possession of and access to its premises

23.1	The provider has secure tenure on its premises.	☐ Yes ☐ No ☒ NA
23.2	Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider uses one of the Cambridge colleges as the location of its programme, a key element of the offer that is made to participants. Staff are aware of the demands for such space and identify and book suitable accommodation well in advance on a conference-hire basis.

24. The premises provide a safe, secure and clean environment for participants and staff

24.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
24.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors.	☐ Yes ☐ No ☒ NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
24.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	☒ Yes ☐ No
24.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
24.8	There is adequate heating and ventilation in all rooms.	☐ Yes ☒ No

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

Comments

The Cambridge college premises are secure, with restricted access and 24-hour security. This creates a safe environment for staff and participants.

The premises used are purpose-built for residential teaching and are equipped with appropriate signage, notice boards, health and safety advice and toilet facilities. They are of a satisfactory standard of repair, decoration and cleanliness.

Participants, staff and visitors have access to a range of formal and informal spaces within the college. Indoor and outdoor communal spaces are available, giving an opportunity for informal social contact between the participants.

24.8 Some rooms were poorly ventilated, with restrictions in place on the opening of windows, for security reasons. This is not conducive to effective teaching and learning.

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

25.1	Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	☐ Yes ☒ No	
25.2	Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	☒ Yes ☐ No ☐ NA	
25.3	There are facilities suitable for conducting the assessments required on each course.	☐ Yes ☐ No ☒ NA	

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

Most training rooms were suitable for the sessions held in them and were appropriately equipped.

25.1 However, a number of tutorials were held in the College bar. This is a shared space, with television and table football and is neither quiet nor private. Some participants may also feel uncomfortable in that environment and it is unsuitable for training purposes.

26. There are appropriate additional facilities for participants and staff

26.1	Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.	☒ Yes ☐ No ☐ NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	☒ Yes ☐ No ☐ NA
26.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
26.4	Participants and staff have access to storage for personal possessions where appropriate.	☐ Yes ☐ No ☒ NA
26.5	There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	☒ Yes ☐ No

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

Participants have study bedrooms which are secure and suitable for private study, with good WiFi connections. However, these are on a different site from the main college, where teaching and meals are provided, meaning they are not immediately on hand during the day.

Trainers have access to sufficient personal space for preparing lessons and for relaxation. There is no Common Room, or similar facility for trainers to use. However, the staff reported that this was not a concern for them, as they could use the College bar to work, if required and they found this to be appropriate.

Both participants and staff use shared indoor and outdoor spaces in the College to relax and for food and drink breaks. Meetings can be held either in the teaching rooms, between sessions, or in the study bedrooms used by members of the management team. When courses are not being run, administration is operated from the homes of the staff involved.

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

Granta has comprehensive sets of key policies and procedures for staff and for participants. They are written in clear language and distributed through channels that make them accessible to all key stakeholders.

Actions Required	Priority H/M/L
6.2 The Provider must record any participant absences formally.	☒ High ☐ Medium ☐ Low
7.4 A mechanism for providing information about the Provider's response to participants' feedback for the benefit of current and prospective participants must be implemented.	☐ High ☒ Medium ☐ Low
8.2 8.3 The Provider must record its evaluation of participant feedback and resulting action plans formally.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Individual subject courses are well prepared and the Director of Studies' oversight of training plans provides quality control and consistency. Trainers contact participants prior to the start of the programme to establish their levels of prior knowledge and particular interests and propose appropriate modifications to the planned programme to ensure that the courses are well-matched to individual participants' needs.

Actions Required	Priority H/M/L
9.2 The Provider must ensure that appropriate private spaces are used for all teaching sessions and tutorials to support effective learning.	☐ High ☒ Medium ☐ Low

PARTICIPANT WELFARE

Provider's Strengths

Members of staff live in the accommodation with the participants, so they are able to provide active oversight of welfare issues and intervene at an early stage if there are any breeches of expected behaviours.

Actions Required	Priority H/M/L
20.5 The Provider must ensure that participants aged under 18 are accommodated in separate areas from older participants to promote safety.	☒ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's Strengths

Actions Required	Priority H/M/L

24.8 The Provider must ensure that rooms are appropriately ventilated, should the programmes run during hot weather.	☐ High ☒ Medium ☐ Low
25.1 The Provider must ensure that suitable teaching spaces are available for all sessions.	☐ High ☒ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS