

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Reaccreditation Inspection

**ORGANISATION:** Reach Cambridge Ltd

**ADDRESS:** 23 King Street  
Cambridge  
CB1 1AH

**HEAD OF ORGANISATION:** Mr J McIntosh (Director); Ms J Evans (Director of Operations and Managing Director)

**DATE OF INSPECTION:** 10 - 11 March 2016

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 14 Apr 2016

### 1. Background to the organisation

Reach Cambridge (RC or the Centre) was established by the Director in 2004 and has been providing short courses in Cambridge since June 2005. Scheduled courses, mainly pre-university enrichment courses in academic subjects and pitched at UK and international high school students in the last two or three years prior to university, are offered during the summer. (The age range to which these courses are offered is 14-18). In addition, tailor-made courses are offered to visiting groups in a variety of subjects and at times throughout the year.

Year round administration of the institution is provided by a team of staff that work from home that meet weekly. Therefore, there is no central year-round administrative office. 23 King Street is the registered office for the company and the mailing address only - essential documents are housed in the Centre's premises.

During the summer the Centre hires premises from Cambridge University colleges for on-site administration, teaching and residential accommodation, and also hires other teaching premises (including laboratories in the University of Cambridge or Anglia Ruskin University), as necessary. For a number of years, the Centre leased Chesterton Towers ("The Castle") which provided a year-round office base and teaching accommodation. This was relinquished in 2015 when new premises for teaching and accommodation (Reach Hall) were acquired on a part-own part-lease basis in 2014 and came into operation in November 2015. Reach Hall, conveniently located a ten-minute walk from the city centre, comprises two buildings linked by a small garden: a coach house providing a large teaching room with adjoining rooms, and residential accommodation in an adjacent property. For tailor-made courses, if and when required, additional residential accommodation is arranged in local guesthouses and teaching takes place in additional rented premises.

The university enrichment courses include advanced level study of a range of subjects in humanities, sciences and career/business-related areas. Courses in English as a Second language, Global Leadership and SAT preparation are also offered. Teaching staff on all courses are mainly drawn from local academic institutions, and there is very strong pastoral support from supervisors, who are in many cases present or former Cambridge undergraduates. In addition to the core academic component, courses include evening lectures, workshops on university life, excursions and sporting and other activities.

RC seeks to grow the business by developing further its expanding programme of tailor-made courses outside the summer period, facilitated by the acquisition of Reach Hall. Tailor-made courses can be arranged in a variety of subjects or for general academic enrichment, for students of a wider age range than the scheduled courses. Reach Hall may also be used to provide conference facilities and residential accommodation for general visitors to Cambridge.

### 2. Brief description of the current provision

The main part of RC's activities continues to be its summer RC course operation, on which numbers have increased in recent years, partly by extending the period over which courses are offered. Courses continue to be based in a variety of Cambridge colleges each year, with which RC has established longstanding relationships. Courses are no longer being held at the Castle (as mentioned above) or St. Andrew's church hall. Although aimed primarily at 15-17 year olds, both younger and older students may be accepted on summer courses, and students as young as 14 have taken courses in recent years.

Students on summer courses come from about 50 countries. Approximately equal numbers of students come through three distinct recruitment routes: individuals, mainly from personal recommendations; individuals and groups from marketing visits and cultivation of provider schools (RC has strong links with schools and colleges in Singapore, Indonesia, India and Canada); and individuals from general advertising.

Significant numbers of students come from Singapore (although declining in number), India, Indonesia, Malaysia and China. Increasing numbers of students from Australia and South America reflect recent marketing visits to these areas.

A small number of tailor-made courses are also run during the academic year.

It is not intended to expand summer courses beyond a maximum of 150-160 students at any one time, and further expansion is envisaged by increasing tailor-made courses at other times in the year. However the approach is described as "opportunistic" and a priority is to ensure there is good occupancy of the Reach Hall premises.

### 3. Inspection process

The inspection was undertaken by one inspector over the course of two consecutive days during which a tailor-made course in linguistics was taking place for a visiting group from a college in Singapore. He inspected the new Reach Hall premises, scrutinised documents, met with the Director, the Director of Operations and all available year-round administrative staff. He attended segments of three lessons and met with three teachers, with a group of students and briefly, with the two teachers accompanying the visiting college group.

The premises at the registered office (23 King Street) have been visited in previous inspections and did not form part of this re-accreditation inspection. Nor was it feasible to inspect the university college premises RC uses for summer courses, which, again, have been visited in previous BAC inspections.

This inspection relates to UK provision only.

### 4. Inspection history:

Inspection type	Date
Full Accreditation	7 - 8 August 2008
Interim	11 August 2009
Supplementary	29 June 2011
Re-accreditation	5 and 20 June 2012
Interim	1 August 2014

## 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 provider.

### 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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The Director / owner delegates most day-to-day responsibility to the Director of Operations, due to be designated as Managing Director. They hold weekly meetings, work well together and form a very effective senior presence overseeing the organisation.

The Director of Operations holds weekly Skype meetings with each of the other members of the administrative team. Year-round staff move to the course venues during summer courses, enabling effective communication with seasonally engaged staff.

#### 2. The administration of the provider is effective

- |     |   |   |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider.          | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider.     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The year-round managers and administrative staff are very able and form a committed and cohesive team. They communicate well with each other, although working remotely for most of the time. There are weekly team meetings in person, in Cambridge or London, and attended by the Director.

Staff on the payroll are supplemented by self-employed consultants for IT and finance.

Job descriptions focus on tasks rather than responsibilities, and while certain team members have clear responsibilities for particular areas (e.g. the Director of Curriculum for academic matters), in marketing and admissions and certain other areas the inspector formed the impression that responsibilities are less clearly assigned. In practice, the close working relationships between individuals ensure effective administration through cooperation. However, the provider may wish to consider developing fuller documentation of certain procedures (for instance on aspects of admissions) and, with the relative responsibilities of director and Director of Operations evolving, a clearer assignment in writing of responsibilities in certain areas to provide more robust arrangements in the event of staff changes etc.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Seasonal and temporary staff are recruited through word of mouth and advertisement and appear to be effective in recruiting able and suitable people. Year-round administrative staff are recruited from temporary staff who have worked on summer courses for several years Those offered permanent posts are therefore tried and tested, and familiar with RC's methods of working when joining the year-round team. This is a strong recruitment method.

While experience of managerial and administrative staff is verified and assessed at first hand before permanent employment, qualifications are not routinely verified and this must be done.

Performance of staff is reviewed on a continuing basis, with structured weekly Skype conversations, and through a well developed formal process. It is open, frank, geared to the development of both the individual and the organisation and appears to contribute to high staff morale.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

There are comprehensive descriptions of course content for summer courses on the website.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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.                               | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

**Comments**

Although summer courses are described as "preparing (students) for university", the age range advertised is 14-18 years. It was acknowledged that courses would only be suitable for more able younger students. In view of this it is recommended that the statement on age range is reviewed to make this clearer.

It is difficult to assess the level of English of applicants effectively before arrival. It is recommended that the level of English required for summer courses is expressed in relation to well-known levels such as IELTS or IGCSE. It is also recommended that it is more clearly stated that students whose level of English is found on arrival to be insufficient for academic courses will be transferred to a full-time ESOL course.

The nature of some course venues may be problematic for some people with mobility issues. It is recommended that this is made clear in publicity materials.

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

- |     |   |  |
|-----|---|--|
| 6.1 | There is a clear and published policy on participant attendance and punctuality.  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

**Comments**

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

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

**Comments**

Methods for obtaining feedback during and at the end of courses are well developed. Departing students complete a comprehensive survey on Survey Monkey and the responses to these are thoroughly analysed and reviewed.

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 is a clear and impressive focus in the organisation on improvement and development. Reviews undertaken by individuals are discussed by the full administrative team.

## 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The Director of Curriculum is a qualified teacher with considerable experience within RC. He provides good leadership of the academic area. Subject coordinators with appropriate subject expertise are engaged to work closely with the Director of Curriculum to contribute to and oversee the design, content and teaching of individual subject courses, and to assist with recruitment of teachers. During courses, subject coordinators are present for most sessions taught within their subject and can provide feedback to teachers during the course. A similar arrangement for academic management is used for tailor-made courses. This is a strong model of academic management unusual for short course providers of this type, and represents very good practice.

### 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.  | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.   | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills.   | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.   | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

#### Comments

There is an emphasis on encouraging teachers to differentiate within classes, taking into account the differences in ability, subject background, linguistic ability etc.



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
- 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**

RC engages able academics, mostly from the University of Cambridge or other prestigious academic institutions, chosen for their subject expertise and ability to engage the students.

Very helpful materials are provided to teachers giving tips and teaching ideas to ensure variety and effective teaching in the rather long timetabled sessions.

There is a well-designed classroom observation form, and feedback is provided on observations at the end of the teaching session.

Teaching observed during the inspection was characterized by:

- academic knowledge of a high order
- the engaging manner of teachers
- well prepared PowerPoint presentations
- well planned lessons with interesting content and well chosen examples
- use of a variety of teaching and interactive learning activities

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**

The use of photocopying during courses is minimised. All PowerPoint presentations used during a course are made available on-line after sessions.

There is a budget available for academic resources for each course based on a per capita sum.

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.                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> 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. | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.    | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> 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.                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 13.6 | Participants have appropriate access to trainers outside class time.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |

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

**Comments**

As courses are enrichment courses, there is no extensive homework (although recommendations for optional reading are provided) and formal assessment of work is not undertaken.  
Students on all open enrollment courses receive a written report from the Course Coordinator, drawing on teachers' input. Similar reports are produced for students on tailor-made courses on request.

Students finding difficulty in following subject courses because of linguistic competence can be transferred to the parallel course in English language.

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**

- |      |   |                           |                          |                          |
|------|---|---------------------------|--------------------------|--------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate.   | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> 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 where appropriate.  Yes  No  NA
- 16.2 For internal assessment 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 \_\_\_\_\_

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**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

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

Comments \_\_\_\_\_

There are comprehensive documents on safeguarding and welfare, recently revised by a newly appointed member of the year-round administrative team designated as safeguarding lead. He has considerable experience of RC summer courses as Director of Student Life, and will assume this role during summer courses.

There is a general and well-developed awareness of safeguarding procedures and principles among the members of the year-round team, and safeguarding is appropriately incorporated into staff recruitment documentation and procedures.

Induction materials are appropriate and well directed. It is recommended that road safety issues are given further emphasis in the PowerPoint presentation.

All participants within the age range 14-18 years old are subject to the same rules and expectations. The Centre is recommended to keep this under review, and to consider appropriate and practicable variations in detailed rules to reflect differences in age and its responsibilities towards participants of different ages.

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.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Information and advice specific to international participants continues to be available throughout the course of study.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

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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.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Participants are advised of BAC's own complaints procedures.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

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Terms and conditions are clear and transparent. They do not make provision for a fee refund if a prospective participant is refused a visa, whatever the circumstances. The Centre reserves the right to cancel a course and to enrol a student on an alternative course, but does not specify the latest date by which a cancellation would be made, although the elaboration offered to the inspector of what happens in practice seemed reasonable. However, it is recommended that both of these terms are reviewed.

The complaints procedure mentions "informal" processes without specifying these. This is recommended.

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**

The main house building at Reach Hall has 10 bedrooms, 8 of which have en suite bathrooms and two bedrooms share one bathroom. This offers up to 34 residential places for students and supervising staff.

The bedrooms are clean, light and well decorated. They are simply furnished with beds, desk(s) and wardrobe(s). The ground floor also provides a large dining room seating up to 14 people at a large table, and a spacious adjoining kitchen where students prepare breakfasts, drinks and snacks.

There is limited wardrobe space in Reach Hall and it is recommended that additional provision of hooks and hangers is considered.

During summer courses, additional residential accommodation is secured within Cambridge University colleges.

In Reach Hall and in the colleges, members of the permanent or seasonal staff act as residential supervisors, responsible for the care and oversight of students.

Participants over 18 are accommodated on different corridors or floors but not in separate buildings. Given the general level of supervision and the regime on which courses are operated, this seemed acceptable.

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**

All courses incorporate a well-planned programme of excursions, sports, cultural and other activities. Evening lectures on topics of general interest are also arranged.

**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 training purposes of a temporary or occasional nature.  Yes  No  NA

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

**Comments**

RC's new premises, Reach Hall, were acquired from one of the university colleges in 2014. RC owns a 50% share and holds a lease from the co-owners of the remaining share (the Director and his interests). A large double-fronted Victorian house on Chesterton Road leads, via a garden, to a detached "coach house", to which there is also independent access. The two buildings have been subject to extensive renovation and refurbishment and now provide residential and teaching accommodation of high quality.

The external appearance and signage of Reach Hall does not fully reflect the high quality of the interiors. Alteration of the front area to provide parking is planned, and this will be an improvement. It is recommended that consideration is given to cleaning brickwork and improving signage.

Documents were seen relating to the summer bookings of teaching and residential accommodation at Cambridge University colleges.

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 Reach Hall teaching and residential premises are recently refurbished and provide light, airy and clean accommodation. The coach house used for teaching and has an on-site toilet, additional toilet facilities are available in the residential building.

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 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**

The teaching room at Reach Hall is located in the coach house, accessed from the residential building through a small gravelled garden, with picnic bench seating. The coach house comprises a large central room (the Centre's teaching space), from which lead a kitchen (for use by teachers) and a room being used as an office during the inspection (also used for teaching), and bathroom.

The central room is light and airy, with an elegant plastered roof lantern, and accommodates a class of up to 26 students. During the summer teaching accommodation is rented from colleges in the University of Cambridge.

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

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

**Comments**

Participants are not expected to undertake extensive private study during summer or tailor-made courses and academic library facilities are neither required nor available. Students may use the general City of Cambridge library. Reach House and other premises used for summer courses have WiFi access.

**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

Reach Cambridge is directed and managed by a strong, cohesive team of able committed individuals who work together very effectively.

Actions required	Priority H/M/L
3.2 - Qualifications of administrative and managerial staff must be verified before employment on year-round appointments.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Well designed courses.

The academic management model with a Director of Curriculum and subject coordinators is an example of very good practice.

High quality of teachers and teaching.

Teachers are able academics with high levels of subject expertise, teaching skills and ability to engage students.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### PARTICIPANT WELFARE

#### Provider's strengths

Very good safeguarding documentation and procedures.

Appropriate and full programme of social, cultural and sporting activities.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### PREMISES AND FACILITIES

#### Provider's strengths

Reach Hall provides well located residential and teaching accommodation of high quality.

Use of Cambridge college accommodation provides excellent premises for summer courses.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

The provider is recommended to:

Develop fuller documentation of certain procedures (for instance on aspects of admissions).

Create a clearer assignment of responsibilities in writing in certain areas to provide more robust arrangements in the event of staff changes etc.

Review the advertised age range for summer courses or review the statement on age range of students on summer courses to make clearer that they are university-preparatory.

Express the level of English required for summer courses is in relation to well-known levels such as IELTS or IGCSE.

Give a clearer statement that students whose level of English is found on arrival to be insufficient for academic courses will be transferred to a full-time ESOL course.

Make clear the physical access situation at course venue.

Consider appropriate and practicable variations in the detailed rules to reflect differences in age of participants and its responsibilities towards participants of different ages.

Give greater prominence to road safety issues in its student induction.

Clarify "informal" processes in making a complaint.

Consider additional provision of hooks and hangers in Reach Hall.

Consider cleaning brickwork and improving signage of Reach Hall.

#### **COMPLIANCE WITH STATUTORY REQUIREMENTS**

Overall responsibility for health and safety currently rests with the Director of Operations, but it is planned that this responsibility will be assumed by the member of staff with lead safeguarding responsibility who already contributes to health and safety matters more generally.