

CILEx ACCREDITED TRAINING PROVIDER APPLICATION FORM

Please refer to the Guidance notes before completing this form.

Training Provider Name: **Rees Learning**

Training Provider Address: **Rees House, Rees Lane, Reesville BV1 1BL**

Telephone: **01234 567890**

Email: **enquiries@reeslearning.co.uk**

Website: **www.reeslearning.co.uk**

Social media details: **facebook.com/reeslearning
twitter.com/reeslearning vimeo.com/reeslearning
instagram.com/reeslearning**

Company number (where applicable): **01234567**

Head of the Training Provider: **Dr Hannah Rees**

Name of person responsible for this application: **Dr Hannah Rees**

Email: **drh@reeslearning.co.uk**

Telephone: **01234 567891**

Name of main contact for administrative enquiries: **Sonia Mile**

Email: **smile@reeslearning.co.uk**

Tel: **01234 567892**

Part One: Organisation Standards

1. Training Provider set up/incorporation				
	Standard	Examples of Indicative Evidence	Evidence	Rationale
1.1	The Training Provider is a recognised legal entity with a clear company structure	<i>Companies House number Company structure (showing parent and subsidiaries if applicable)</i>	Rees Learning Co No 01234567	Rees Learning is registered with Companies House and our company number is shown on the first page of this form. We are a private training provider and do not carry out any other business functions.
2. Governance				
	Standard	Examples of Indicative Evidence	Evidence	Rationale
2.1	The Training Provider has a governance structure in place with oversight and clear accountability for all key functions	<i>Governance map showing key functions and person with named accountability</i>	<p>Document 2.1a Pictorial governance structure for Rees Learning</p> <p>Document 2.1b Photo of governance structure displayed in Rees Learning reception</p> <p>Document 2.1c Agenda and papers for June 2018 board meeting</p> <p>Document 2.1d Minutes from June 2018 board meeting</p>	Since our set up in 2005, Rees Learning has had a board of non-executive directors which oversee the way we operate. Our governance structure, which has been included in Appendix A of this application, shows how the board of directors interacts with the operational areas within the business. Each business area has an assigned board member, and whilst accountability for the performance of that area lies with the relevant senior manager, the board member works with the CEO to oversee their nominated area. Senior managers are required to provide quarterly

				board reports on their respective areas. A copy of our governance structure is displayed in our reception area, so students and visitors can see where responsibility lies within the organisation.
2.2	All directors and/or senior managers have been assessed as fit and proper for their roles	<i>Documented process for ensuring fitness for role, including disclosure of criminal convictions, professional body sanctions, bankruptcy, CCJs etc. DBS checks where and if appropriate</i>		
2.3	The Training Provider demonstrates a clear approach to identifying and managing conflicts of interests, whether potential or realised	<i>Conflicts policy and procedure; conflict register</i>		
2.4	The governance and management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body of the organisation.	<i>Up-to-date organisation chart, Memorandum and Articles, Trustee Agreements and/or other governance documents</i>		
2.5	There is support for the Accredited Training Provider application from Senior Management and it fits within the overall Training Provider vision	<i>Application signed by Head of the Training Provider/CEO; business plan/organisational strategy</i>		
3. Management and Staffing				
	Standard	Examples of Indicative Evidence	Evidence	Rationale

3.1	The Training Provider has a clear and transparent management and staffing structure	<i>Up-to-date organisation chart</i>		
3.2	There is a thorough and consistent approach to staff recruitment	<i>Recruitment policies and procedures</i>		
3.3	Roles, responsibilities and accountabilities are clear for all staff	<i>Job descriptions</i>	<p>Document 3.3a Blank job description template</p> <p>Document 3.3b Current job description: Head of the Training Provider</p> <p>Document 3.3c Current job description: Administrator</p>	<p>All roles at Rees Learning have a formal job description which is agreed between the job holder and their line manager and reviewed at each annual appraisal. The same template is used for all roles, regardless of seniority and whether academic or non-academic staff, to ensure consistency. As the evidence shows, the job description includes limits of financial authority and areas/functions for which the individual has accountability. This is in addition to the usual date, title, line manager, subordinates, responsibilities and department details. In keeping with our commitment to transparency, all job descriptions are published as read-only documents on the staff intranet.</p>
3.4	There is a Training Provider-wide approach to staff development,	<i>Staff development policy and procedures; examples of staff</i>		

	linked to individual and business need	<i>development plans and activities; CPD records</i>		
3.5	The Training Provider has low staff turnover	<i>Staff turnover figures</i>		
4. Financial Stability				
	Standard	Examples of Indicative Evidence	Evidence	Rationale
4.1	The Training Provider has sufficient financial resources to develop and deliver high quality learning programmes	<i>Audited accounts; management information</i>		
4.2	The organisation has secure tenure on any premises.	<i>Tenancy/mortgage agreements</i>	Document 4.2a Copy of lease for Rees House	We occupy two floors of Rees House, with the remaining floors being leased by a firm of accountants, an insurance company and a financial planner. We are three years into a ten-year lease, with the option to extend for a further five or ten years in 2024.
5. Premises and Resources				
	Standard	Examples of Indicative Evidence	Evidence	Rationale
5.1	The Training Provider has sufficient facilities and resources – physical and human – to develop and deliver high quality learning programmes	<i>Details of accommodation available; resource list; tutor/learner ratio</i>	Document 5.1a Premises map of Rees House Document 5.1b List of learning resources available Document 5.1c Academic staff list Document 5.1d Support staff list Document 5.1e Tutor: learner ratios	We relocated to Rees House in 2015 to take advantage not just of its prime location, but also of the superior accommodation available. The premises map shows the total accommodation we have at our disposal, including 6 large training rooms (which can be partitioned to create different sized spaces), 4 open study areas,

				<p>a library and 12 individual technology pods. The flexibility of the accommodation, particularly the training rooms, enables us to plan and deliver innovative sessions and respond quickly to changing circumstances. The list of learning resources is not subject specific but indicates the range of general support available to learners to support their learning. We have consciously built up a mix of physical and virtual resources in order to respond to different learning styles and needs. We have attached two separate staff lists - not because we treat academic and non-academic staff differently at Rees Learning, we do not - but because the academic staff change according to the programmes offered, whereas the support staff tend not to. The academic list shows the staffing for the current programmes we run, and the proposed staffing for the new programmes, should our application be successful. The tutor: learner ratios vary according to the type of course</p>
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				offered but are never higher than 1:10. The document submitted in evidence shows actual ratios for current programmes, with reasons, and proposed ratios, again with reasons, for new programmes, should our application be successful.
5.2	Training Provider premises are safe, clean, accessible, appropriately maintained and signposted	<i>Images of premises, and maintenance policy/logs; published guidance and instructions relating to safety and security; details of how the premises is restricted and secured.</i>		
5.3	There is a process in place for ensuring that any external venue(s) are suitable for programme delivery	<i>Documented process/venue details.</i>		
6. Quality Assurance				
	Standard	Examples of Indicative Evidence	Evidence	Rationale
6.1	The Training Provider has a robust and effective approach to quality assurance.	<i>Quality assurance policy and procedures; examples of management information and how it is used; examples of how MI has been used effectively to improve programme delivery and learner performance</i>		
6.2	There is a system for regularly reviewing the effectiveness of the Training Provider's operations.	<i>Policy and procedure(s) for review, examples of how reviews have led to improvements</i>	Document 6.2a Continuous improvement strategy Document 6.2b Continuous improvement process documents	We have operated a system of continuous improvement at Rees Learning since our creation in 2005. We work on a rolling 3-year review cycle, taking an in-depth look at all areas of the business

			<p>Document 6.2c Three-year organisational review schedule</p> <p>Document 6.2d Customer service end-to-end review</p>	<p>and starting from the assumption that they can be improved, and the purpose of the review process is to establish how. Customer service was the most recent area to undergo an end-to-end review, which is why we have chosen to include it here. You will see from Document 6.2c that the review schedule allows for areas to be addressed out of sequence, such as communication in 2014. This area was reviewed a year ahead of schedule because a weakness had been identified and needed to be addressed sooner rather than later.</p>
6.3	The Training Provider has effective mechanisms for obtaining feedback.	<i>Documented process for obtaining feedback; examples of feedback received</i>		
6.4	Feedback is reviewed and analysed on a regular basis.	<i>Documented process for reviewing feedback and analysing the outcomes; examples of review and analysis</i>		
6.5	The Training Provider has a robust approach to malpractice and maladministration that is consistent, fit for purpose, and understood and implemented by all staff	<i>Malpractice and maladministration policies, procedures; records and related correspondence</i>		
7. Learner Recruitment and Retention				
	Standard	Examples of Indicative Evidence	Evidence	Rationale

7.1	There is a clear strategy and appropriate mechanisms for recruiting learners to the programme(s).	<i>Recruitment strategy and procedures</i>		
7.2	The Training Provider publishes comprehensive information on the programme(s), which is accurate, up-to-date and available in accessible formats as required. Information should include, but not be limited to: entry requirements; location; premises; facilities and the range and nature of resources and services offered.	<i>Published programme materials (all available formats, including website)</i>		
7.3	The Training Provider has a formal application process and a robust approach to ensuring entry requirements are met and any claimed qualifications are verified.	<i>Application process and procedures; examples of applications, including at least one with verified qualifications</i>		
7.4	Learners apply and are enrolled under fair and transparent terms and conditions.	<i>Documented enrolment procedure/terms and conditions</i>		
7.5	The Training Provider has a sound approach to the provision of information, advice and support.	<i>Procedure for and examples of learner induction and ongoing advice and support.</i>	<p>Document 7.5a Information and advice strategy</p> <p>Document 7.5b Process for developing information and support for learners</p> <p>Document 7.5c Procedure for providing information and advice to learners</p> <p>Document 7.5d Examples of information provided</p>	<p>Our strategy has been refined over time, based on experience. We capture information in leaflets, web pages etc and direct learners to this when there is no need for personalisation. All Rees Learning staff are able to provide this information.</p> <p>We have nominated staff able to go a step further and provide</p>

			Document 7.5e Copy of learner advice log	tailored advice to learners who need more than generic information. They are trained in the provision of advice, and one is a qualified counsellor. Unlike examples of information, which we have provided, it would be inappropriate to give details of the advice provided to learners. However, we keep a log of the nature of the advice requested and have provided that. We believe it is important to keep a record of the advice being given by our staff, whilst respecting learner privacy. We use this record as part of our initial and ongoing staff training to ensure they are always able to support learners as fully as possible. Academic advice is provided by the relevant programme tutors.
7.6	The Training Provider has a clear strategy for retaining learners and an effective approach to ensuring they have a positive experience and successful outcome.	<i>Retention strategy; process for and examples of learner monitoring; procedure for and examples of intervention; performance evaluation; attrition rates</i>		
8. Risk Identification and Management				
	Standard	Examples of Indicative Evidence	Evidence	Rationale
8.1	The Training Provider has an effective and comprehensive approach to risk management.	<i>Risk policy and full risk register;</i>		

8.2	The Training Provider has a clear and comprehensive approach to contingency planning	<i>Contingency planning documents, including the plan(s) and how it/they are tested</i>	<p>Document 8.2a Contingency planning process and procedure</p> <p>Document 8.2b Contingency plan 2018</p>	Rees Learning has a contingency plan that has had input from all staff. It is tested twice yearly through a variety of means, including off-site working and IT recovery. The latest version of the plan is always available as a read-only document on the staff intranet. Learners are given copies of the arrangements that apply in the event of training rooms being out of commission and/or tutors being unavailable, as part of their induction.
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Part Two: Programme Standards

9. Programme Resourcing				
	Standard	Indicative Evidence	Evidence	Rationale
9.1	Training and learning resources are sufficient to ensure effective delivery of the programme(s).	<i>Resource list, number and images of training rooms, tutor: learner ratio</i>		
9.2	The organisation has suitably qualified, experienced and competent staff responsible for managing and delivering CILEx programme(s).	<i>CVs for staff and tutors, training & CPD requirements and records</i>	<p>Document 9.1a Staff CVs (i) Dr Hannah Rees (ii) Sonia Mile</p> <p>Document 9.1b Staff training & CPD records (i) Dr Hannah Rees (ii) Sonia Mile</p> <p>Document 9.1c Tutor CVs (i) Rosalie Stevens (ii) Glyn Sanders (iii) Abishai Thomas (iv) Graeme Kelly</p> <p>Document 9.1d Tutor CPD records (i) Rosalie Stevens (ii) Glyn Sanders (iii) Abishai Thomas (iv) Graeme Kelly</p>	<p>The Head of the Training Provider, Dr Hannah Rees, is responsible for the overall management and performance of the programme. She is one of the co-founders of Rees Learning, along with the current CEO, Professor Yaffle. As evidenced by her CV, she has a wealth of experience in learning and development, in addition to a masters and doctorate in education. She is supported in the day to day running of the programme by Sonia Mile, who has worked for Rees Learning since its inception. All Rees Learning staff have annual training plans as part of our approach to staff competence and development. These are linked to the needs of the business as well as the individual and are mutually agreed.</p>

				All the tutors work on a freelance basis and are recruited for their subject expertise and current professional experience. Rosalie Stevens is the lead tutor for the programme. All tutors are required to undertake CPD on an annual basis to ensure they remain up to date with both the programme content and developments in learning. This is in addition to any CPD they may be required to undertake to satisfy the requirements of their respective professional bodies.
9.3	The administrative support available for programme delivery is sufficient and competent with clearly defined roles and responsibilities.	<i>Role and responsibilities document; job descriptions; CVs; performance management information</i>		
10. Programme Planning				
	Standard	Indicative Evidence	Evidence	Rationale
10.1	Programme has clear objective, is appropriately structured, with up to date content reflecting the title and objective and being appropriate for the target audience.	<i>Submitted programme details</i>		
10.2	Delivery methods for the programme, including timings for workshops/sessions and length of the overall programme are	<i>Programme details with rationale for chosen delivery methods</i>		

	appropriate for the content to be delivered.			
10.3	The backgrounds and learning needs of all learners are considered in programme planning	<i>Target group details; examples of how programme planning accommodates learner needs</i>		
10.4	Assessments have clear and valid outcomes, and their methods are appropriate for the programme content.	<i>Submitted assessment details</i>	<p>Document 10.4a Policy for setting formal assessments</p> <p>Document 10.4b Example of assessment from Programme 1</p> <p>Document 10.4c Example of assessment from Programme 2</p>	All Rees Learning tutors follow the same policy when setting assessments that will be marked formally, irrespective of the type of programme or assessment. To illustrate this, we have included two examples of formal assessments from different programmes.
10.5	Assessment tools are fit for purpose and the number of assessment tools is sufficient for programme assessment and frequency of delivery.	<i>Submitted assessment details</i>		
11. Programme Delivery				
	Standard	Indicative Evidence	Evidence	Rationale
11.1	Tutors respond to different learning needs of learners, taking various learning styles into account in their planning and delivery of sessions.	<i>Programme delivery plans; learner feedback forms</i>		
11.2	Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and programme content.	<i>Programme delivery plans; feedback forms; records of learner performance</i>		

11.3	Marking of assignments and assessments is carried out by suitably qualified, experienced markers	<i>Marker CVs</i>		
11.4	Markers are given sufficient training on the assessment tools and marking criteria	<i>Records of, and documents from, marker training session(s)</i>		
11.5	Marking of assessments is accurate, consistent and fair	<i>Marking process and procedures</i>		
11.6	The standardisation process (where there is more than one marker) is effective, fit for purpose and robust	<i>Standardisation process and procedures; examples of standardisation</i>		
11.7	Tutors are supported in identifying and making improvements to programme delivery	<i>Examples of improvements identified and/or made by tutors and the results thereof</i>	Document 11.7a Copy of programme development log	All tutors are actively encouraged to make suggestions as to how to improve aspects of the programme. We have found the easiest way to capture suggestions and track progress through the development stage into outcomes, is to have an overall development log for each programme. A copy of one of our programme development logs is attached and contains several examples of suggestions that have been taken through to fruition. As you will see, the log also captures details of the impact of these improvements.
12. Programme Monitoring				
	Standard	Indicative Evidence	Evidence	Rationale

12.1	There is an effective mechanism to identify, manage and mitigate risks to the quality of programme delivery and to identify areas requiring development.	<i>Risk list/register and actions to be taken in the event of risk realisation.</i>		
12.2	Learner performance is monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate (if applicable).	<i>Documented approach to, and records of, learner performance monitoring; examples of intervention and results thereof</i>		
12.3	Tutor performance is monitored to ensure consistently high quality of delivery, with prompt intervention where required	<i>Documented approach to, and records of, tutor performance monitoring; examples of intervention and results thereof</i>	<p>Document 12.3a Performance management policy</p> <p>Document 12.3b Performance management process - academic staff</p> <p>Document 12.3c Session observation schedule</p> <p>Document 12.3d Session observation records</p> <p>Document 12.3e Peer-to-peer observation records</p> <p>Document 12.3f Performance improvement plan</p>	<p>We have an overarching performance management policy that applies to all staff, irrespective of role. This is supported by different procedures for academic and non-academic staff as session observation forms a major part of our approach to monitoring academic staff. Observations are carried out by the Head of the Training Provider and by fellow tutors. Both sets of observation records form part of the overall performance improvement plan created for each tutor. This plan includes smart targets, captures progress towards them and the impacts for both the tutor and the programme learners. We have included records for the same</p>

				tutor by way of evidence, so it is easy to follow how our approach to performance management works in practice. In the event of any concerns being raised about a tutor, we undertake extra observations outside of the schedule shown in document 12.3c. This allows us to identify and address any issues earlier, provide feedback to the tutor and minimise negative impacts on learners.
13. Feedback				
	Standard	Indicative Evidence	Evidence	Rationale
13.1	The organisation has effective mechanisms for obtaining feedback from learners on all aspects of the programme(s).	<i>Documented process for obtaining feedback; examples of feedback forms (blank and completed)</i>		
13.2	Feedback from learners is recorded and reviewed on a regular basis.	<i>Documented process for recording and reviewing feedback</i>	Document 13.2a Feedback policy Document 13.2b Feedback recording procedure Document 13.2c Feedback review procedure Document 13.2d Feedback records 2017	Feedback is an important part of our commitment to continuous improvement. We have clear processes for recording feedback that are followed by all staff. These have been honed over time and we believe we have the right balance between thoroughness and ease of recording. Read-only versions are available to all staff, but we operate a system of strict version control and password protected master documents to

				protect the integrity of the information. Feedback is reviewed by all tutors and the Head of the Training Provider at the end of each month, each semester and each completed programme. As part of the reviews carried out at the end of a programme, the feedback is compared to that of the previous time to identify any common themes, improvements or weaknesses.
13.3	Feedback from learners is analysed and action is taken where necessary.	<i>Examples of analysis and actions taken following feedback</i>		
13.4	Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<i>Written feedback and/or records of oral feedback</i>		
13.5	The organisation has effective mechanisms for providing feedback to tutors in a timely and constructive manner.	<i>Documented process for tutor feedback; examples of feedback given</i>		
14. Programme Evaluation				
	Standard	Indicative Evidence	Evidence	Rationale
14.1	There is a thorough and robust system for regularly reviewing the effectiveness of the programme.	<i>Policy and procedure(s) reviewing effectiveness; examples of how such reviews have led to improvements to the programme</i>	Document 14.1a Academic improvement strategy Document 14.1b Programme review procedure	Academic improvement is a major part of our commitment to continually improving what we do. We take a two-pronged approach, as explained in our academic improvement strategy (document

			<p>Document 14.1c Programme Review Away Day 2017</p> <p>Document 14.1d Programme Review Away Day outputs/results</p> <p>Document 14.1e Academic Review Conference 2017</p>	<p>14.1a). We believe it is as important for our tutors to learn from each other and be fully conversant with the latest learning techniques and research as it is for them to review their own programmes in detail regularly. We organise an academic review conference each year to enable staff to come together, share expertise and experiences, and hear from leading voices in the profession. Document 14.1d gives last year's programme, which was the third such conference we had run. In addition, each team takes part in an away day, taking the opportunity to review their programme as a whole and specific aspects of content and/or delivery identified as needing discussion. Document 14.1c gives an example of one team day agenda from the last round of reviews, with document 14.1d capturing the outputs from the day and tracking the impacts of any consequent changes made to the programme.</p>
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14.2	The organisation has an effective approach to evaluating the success of the programme over time, including analysis of any anomalies in performance.	<i>Documented approach to evaluating the programme year on year; examples of evaluation and analysis</i>		
14.3	The organisation has a sound approach to reporting, which incorporate the outcomes of reviews of the programmes) and learner performance and any action to be taken.	<i>Reports showing participation, results, analysis and action plans.</i>		
15. Guidance and Support				
	Standard	Indicative Evidence	Evidence	Rationale
15.1	Learners have access to advice, guidance and support in relation to the programme(s)	<i>Details of programme support and guidance available</i>		
15.2	Where relevant, there is a process to provide support for learners with learning disabilities	<i>Records and correspondence of requests for support and responses given/action taken</i>		
15.3	Where relevant, there is a process to make reasonable adjustments for learners	<i>Policies and procedures; examples of where reasonable adjustments have been implemented</i>		
15.4	Learners have access to a published complaints procedure of which they are informed in writing at the start of the programme.	<i>Published complaints procedure</i>	Document 15.4a Complaints policy Document 15.4b Copy of signed contents sheet from learner induction	Since our inception in 2005, we have always had a publicly available complaints procedure and accompanying forms. Currently, it is available on our website at www.reeslearning.co.uk/complaints along with downloadable versions of complaints forms.

				Learners are made aware of it during their induction and a copy is included within their induction pack. Every learner is asked to sign a copy of the contents page of the page of the pack, to confirm that they have received all the information listed. A copy of a signed form is included as document 15.4b.
15.5	Learners are advised of CILEx's own complaints procedure	<i>Website/information pack for learners</i>		
16. Employer Engagement				
16.1	The organisation has an effective approach to employer engagement that benefits both the programme and learners.	<i>Employer engagement strategy; examples of active links with employers and the benefits provided</i>	<p>Document 16.1a Employer engagement strategy</p> <p>Document 16.1b Employer engagement calendar 2018</p> <p>Document 16.1c Copy of programme plan showing employer involvement</p> <p>Document 16.1d Detailed plan for employer-delivered session</p> <p>Document 16.1e Feedback following employer-delivered session</p> <p>Document 16.1f Learner destination survey 2017</p>	<p>We believe one of the best ways to remain up to date with what happens in the professions in which our learners aspire to work is to engage with them actively. We have strong links with many local firms, who support us in a variety of ways from providing work experience places and attending career evenings, to delivering sessions within our programmes. Document 16.1b shows the extensive range of employer attended events/sessions we can offer learners.</p> <p>We have included an example of a programme plan to show the</p>

				<p>number and range of employer-delivered sessions within it; a copy of the delivery plan for one of those sessions and collated feedback following that session to show the benefits to learners. We have begun carrying out a destination survey each year to track the number of learners who go on to gain roles in their chosen profession and have included a copy of last year's inaugural survey. As a key part of our strategy outlined in document 16.1a is to increase this percentage through effective employer engagement, we shall be analysing the results of this year's survey closely.</p>
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Part Three: Programmes and Qualifications

In the table below, please list the CILEx programmes and/or qualifications you wish the accreditation agreement to cover. You may insert more rows if required. For each programme and/or qualification, please include your student forecasts for the first three years.

Programme and/or Qualification	Type	Learner numbers Year 1	Learner numbers Year 2	Learner numbers Year 3
CILEx Level 3 Certificate in Law and Practice	Knowledge	30	50	75
CILEx Level 3 Professional Diploma in Law and Practice	Knowledge	30	40	50
CILEx Level 6 Certificate in Law	Knowledge	n/a	n/a	30
CILEx Level 6 Professional Diploma in Law and Practice	Knowledge	n/a	n/a	20

Part Four: Declaration

Declaration: I declare that the information provided in support of the application to become a CILEx Accredited Training Provider is true and accurate. I understand that any false information may invalidate the application and cause it to be rejected by CILEx at any stage of the accreditation process.

Signature: *Professor Yaffle*

Position: Chief Executive Officer

Date: 30.08.2018

Completed forms should be returned to:

centre.accreditation@cilex.org.uk