

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: Cambridge Dream

ADDRESS: The Old Bakery
High Street
Farndon
Chester
Cheshire
CH3 6PU

HEAD OF ORGANISATION: Laura Davies

DATE OF INSPECTION: 17 July 2015

ACCREDITATION STATUS AT INSPECTION: Approved Candidate for Accreditation

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 17 Sep 2015

1. Background to the organisation

Cambridge Dream Limited was founded in October 2014 with the objective of providing short residential courses at Girton College Cambridge. The target age group are 15-17 year olds who aspire to study at world class universities in the UK or the USA. The emphasis is on Cambridge University but it may encompass other universities such as Oxford in the future. The owner/director has over 30 years' experience in international business management including, latterly, seven years as co-founder and director of UKLC which provided residential English language and activity programmes for groups of students aged eight to 17. She is also a graduate of Girton College and as an alumna has a valuable link with the College.

2. Brief description of the current provision

The two-week programme provides small group tuition and the emphasis is on developing and enhancing skills in communication, critical thinking, leadership and creativity. The first course is for students from China, although the wider market is seen to include Malaysia and Singapore. With a mixture of workshops, lectures and practical exercises supported by mentors and staff from Cambridge University, the programme seeks to prepare potential applicants for the university admissions process and the wider life skills valued by employers.

3. Inspection process

The inspection was carried out by one inspector who attended the programme at Girton College Cambridge on one day. A number of documents were reviewed in addition to the extensive supporting materials provided for the original application. Discussions were held with the owner/director, who is also the programme director, with regard to developments since the Stage 2 inspection, the current programme and the future plans for Cambridge Dream. A short discussion also took place with the operations manager, who is also the safeguarding and welfare coordinator, and with some students on the current programme and the mentors who were working with them.

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 small management team is very experienced and has worked together on a number of residential programmes. The organogram reflects the key positions within the organisation and all the posts have appropriate job descriptions. Regular minuted meetings are held to facilitate good communications and operational efficiency. On the programme the team meet at meal times but also at the end of the day to review the activities of the day and to confirm the arrangements for the following day.

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 main administration is provided by the owner/director in her capacity as managing director and programme director, supported by the operations manager and the excursions and evening entertainments manager. The specific roles and procedures are well documented in specific handbooks that are provided for staff and were reinforced at the two induction days where all the staff were involved. The mentors, who are the main 'seasonal staff', reported how valuable they found the induction days and the team building it facilitated. All staff appointed to work on the programme are required to sign and return a form confirming that they have read and understood the procedures. Signed copies of these forms were seen in the staff files.

The head office for Cambridge Dream Limited is based near Chester but during the programme at Girton College two rooms were used: one office shared by the programme director and the course tutor, and one shared by the operations manager and the excursions and evening entertainments manager. There is also another room which is used for storage purposes. In the corridor near the rooms there is a large notice board which provides up-to-date programme information. The plans for the summer programme provision of safeguards for data collection and dissemination have been implemented.

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

Cambridge Dream has produced an effective system for staff recruitment based upon previous experience and the vacancy advertisement attracted over 100 applicants. The application form is comprehensive and there is a policy of taking up references for all staff. All application forms, notes of interview and references are kept in staff files. Staff performance and self-evaluation forms are to be used at the end of each programme/contract.

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

The brochure produced for the programme is very professional and reflects the marketing experience of the programme director. The main brochure is bilingual (English/Chinese) and reflects the objectives and benefits of the programme in Cambridge. An additional cut down version of the brochure has been produced for marketing purposes outside China. The website has been updated but will not be finalised until the Autumn. Other sources of social media are also being investigated to publicise the programme. This may include 'WeChat' for the Chinese market.

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 checked="" type="radio"/> Yes <input type="radio"/> No <input 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 type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

Comments

Cambridge Dream does not currently take applications from individuals, but works with specific schools in China who provide a group of students for the programme. The schools submit a 'group list' of those who are applying to do the programme. The brochure and meetings with schools clearly sets out the minimum English language level (5.5 IELTS) and other briefing information is provided. Applicants have to give their current level of English on their application form and then have to complete a written test which is administered by their teacher, who has to confirm that it is a fair reflection of the applicant's ability. A short test is also administered when the students arrive to start the programme in Cambridge. All these procedures were followed for the programme and the level of English language ability of the students was generally very good. The director of Cambridge Dream was invited to join a UK government sponsored trade delegation to South East Asia including Malaysia and Singapore. This was to take place immediately after the completion of the programme, but would provide a marketing opportunity to expand the market for Cambridge Dream as envisaged in the business plan.

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

The Participant Handbook clearly states the requirement that punctuality for all activities is important and that lack of punctuality will result in the certificate at the end of the programme not being awarded. At the induction meeting at the start of the programme, students are taken through the main points in the handbook and this includes attendance and punctuality. The handbook provided for the group leader member of staff also makes clear their role in monitoring attendance and punctuality.

The planned ratio of one mentor for each group of eight learners also supported monitoring and was in fact finalised as one to six, as the first group was only 18 students. Registers were seen to be kept for all activities and the end-of course report records the overall attendance. There is also a 'three strikes and you are out' policy, ie sent home, for bad behaviour.

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

The students complete feedback forms at the end of each week and these are collated and analysed by the programme director. Any dissatisfaction or suggestions are followed up quickly with information passed on to the programme staff or Girton College as appropriate. There is also a meeting at the mid point of the programme of all the programme staff and this formalises the informal discussions which take place regularly. Feedback was also received from the group leaders who accompanied the student group and this was fed into the informal procedures.

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 systems in place for monitoring and reviewing all aspects of the programme offered by Cambridge Dream.

8.2 As there has been no completed programme as yet, no results or action plans have been produced other than the 'work in progress' so far. The data and other information generated by the systems is progressing but must be formalised at the end of the programme.

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 | <input type="radio"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 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 | <input type="radio"/> NA |
| 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 | <input type="radio"/> NA |

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

Comments

A great deal of preliminary work has resulted in a detailed curriculum being developed for the programme and this is delivered through workshops, lectures, supervisions, personal mentoring and team challenges. The timetable allows for each group to receive the same learning opportunities during the day by means of a half-day mirrored programme. The Cambridge Dream programme is well equipped with learning resources.

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 checked="" type="radio"/> Yes | <input type="radio"/> No | <input 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 no summative examination but there are continuous informal assessments, plus self-assessment and goal setting. There is very good communication between the mentors and members of the team to identify any need and strategy so that individuals are encouraged in their learning. The team building induction days for all staff indicated that everyone on the team was aware of their role in supporting and developing the individual learner.

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

All the members of the training team are well qualified and experienced for their roles, with the latest member of the team having recently returned from similar work in Japan.

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

Girton College provides an excellent learning environment and Cambridge Dream have acquired suitable learning and study resources.

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

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|------|---|--|
| 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 checked="" type="radio"/> Yes <input type="radio"/> No <input 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input 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 type="radio"/> Yes <input type="radio"/> No <input checked="" 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

The format of the programme mirrors many of the 'Oxbridge' methods, including the small group tutorials or 'supervisions'. This allows for a two-way communication which develops the confidence and skills of the individual student. The programme has been agreed with the participating school in advance and is well documented. The programme team 'live' with the participants during the two week programme and there is ample access outside timetabled sessions.

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 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

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

Comments _____

All programme staff complete an on-line safeguarding course and this complements the policies in the staff handbook. There is a good student induction for the programme and each participant is provided with a file in which to collect and keep course materials including the student handbook. There is also a powerpoint presentation which highlights the key points in the student handbook, including the equal opportunities policy. Following the presentation the small groups meet with their mentors to answer any questions and provide any necessary explanation. There is a 'programme mobile' which is carried by the member of the team on duty 24 hours a day.

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. Where possible, participants have access to speakers of their own first language. Yes No

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

Comments

As Cambridge Dream works closely with the stakeholder school, excellent information is provided for the participants before leaving China. In the discussions with the students, they said that they felt well prepared for the programme and the visit to the UK. The maps and other local information in the induction pack provided good local orientation. Two members of staff from the school accompanied the participants and joined in social events with them. They also met the students at meal times so there was plenty of opportunities for support to be provided if necessary.

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

Working closely with the school, the documentation provided by Cambridge Dream on these matters is transparent and informative.

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 accommodation at Girton College used by the programme was inspected and was of excellent standard. Two floors of single study bedrooms were used with the males on the ground floor. The facilities had been recently upgraded and there were ample for the numbers. There was also a separate kitchen, washing/drying machines and good comfortable social space. The programme team, mentors and the accompanying Chinese teachers were also in the same accommodation and could provide any necessary support. There was a fire drill on the first evening, and health and safety procedures were covered in the induction and associated documentation.

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

Cambridge Dream has a well planned and executed social programme which provides a range of activities including cultural, historical and retail interests. The students spoke well of their experiences to date, including a Shakespearian play in one of the Cambridge colleges.

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

Cambridge Dream Limited has a contract with Girton College for specific accommodation which is renewable on an annual basis. The buildings and grounds of Girton College are substantial and additional accommodation could be hired in the future as the programme expands in numbers.

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 self-contained campus of Girton College provides a secure environment for the participants on the programme. The College has its own security arrangements centred on the Porters Lodge. A tour of the premises indicated the adequacy of the circulation and toilet space provided for the participants. Cambridge Dream has a very good health and safety policy, supported by comprehensive risk assessments for all aspects of the programme including excursions and off-site activities.

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

Two classrooms are used by the programme and these provide ample space for the small group work. A larger space was used for the welcome/induction programme and this illustrated the pool of suitable rooms that Girton can provide. There are also the extensive grounds and sports fields that are used for some aspects of the programme and which are all nearby.

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

All participants and staff are accommodated in single study bedrooms so all have their own space if they wish it. In addition there are the extensive grounds of Girton College plus the JCR and other social spaces for the participants to relax and enjoy social activities. Two separate rooms are used as offices by the programme and these can be used for meetings.

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

Cambridge Dream has been able to build upon the wide experience of the managing director and core team involved in the programme.

Actions required	Priority H/M/L
8.2 Systems are in place for monitoring and reviewing the programme; the data and other information generated must be formalised and results and actions plans produced at the end of the programme.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Well designed detailed curriculum which is delivered through 'Oxbridge' methodology. Well selected mentors who, as undergraduates at Cambridge, can provide an awareness, information and appropriate support.

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

PARTICIPANT WELFARE

Provider's strengths

The well-thought-out plans for participant welfare reflect the extensive planning that has gone into making sure that participants are well cared for in a protective environment.

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

PREMISES AND FACILITIES

Provider's strengths

The association with Girton College Cambridge has enabled Cambridge Dream to plan with confidence with regard to the excellent environment, premises and facilities that are available for the programme.

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

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

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COMPLIANCE WITH STATUTORY REQUIREMENTS

Cambridge Dream complies with appropriate statutory requirements.