

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Cambridge Dream

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

HEAD OF INSTITUTION: Mrs Laura Davies

DATE OF INSPECTION: 10-12 July 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 26 September 2019

PART A – INTRODUCTION

1. Background to the institution

Cambridge Dream Limited (the Provider) is a privately-owned short course provider, founded in 2014, which offers short non-accredited residential summer programmes each year at Girton College, Cambridge. The programme is aimed at young people who aspire to study at a world class university.

The founder and Managing Director (MD) of Cambridge Dream is a Cambridge graduate with extensive international business management experience. She studied at Girton College and, as an alumna, has good links with the college. She is supported by a small senior management team and local course tutors who are qualified teachers and trainers. Lectures are given by Cambridge lecturers and current Cambridge undergraduates and graduates are recruited as student-mentors.

Cambridge Dream's overall aim is to create a rich learning experience that helps young people realise their educational aspirations by equipping them with transferable leadership skills and wider subject knowledge sought by top universities and employers.

The company provides leadership summer programmes, focused around Science, Technology, Engineering, Arts and Mathematics (STEAM), which enable participants to understand top world universities' selection processes and enhance their communication, critical thinking and problem-solving skills.

2. Brief description of the current provision

The two-week programme provides small group tuition for participants aged 13 to 18 years. One-week or three-week courses are occasionally run on request. The programme is delivered face-to-face and includes a range of interactive workshops, lectures, supervision of small subject-specific discussion classes typical of the Oxbridge teaching model, projects, team challenges and day trips to places of interest. Participants also gain a Sports Leaders United Kingdom (UK) certificate accredited by Sports Leadership Qualifications (SLQ). During the course, older participants in the 15 to 18 years age group receive careers guidance, create a personal development plan, and practise writing personal statements and answering interview questions to prepare for university. Younger participants, aged between 12 and 14 years, complete a similar programme taught at a level appropriate for their age.

At the time of the inspection there were 63 participants enrolled, of whom the vast majority were under 16 years of age. The gender split was roughly equal between male and female. The course has a total capacity of 100. Most participants come from China and Hong Kong, United Arab Emirates (UAE) and Britain. Other countries represented are Jordan, India, Armenia, United States of America (USA), Canada and various countries in Europe.

Participants are enrolled either as groups or as individuals, through schools and approved agents who have signed agreements with Cambridge Dream. Most of the participants attend international or bi-lingual schools overseas and are taught in English. Those aged 15 to 18 years old, as well as younger scholarship applicants, 13 to 14 years old, write a short personal essay when applying. Participants must state their English level if they are not taught in English in their home institution. If they do not have a recognised English language testing system score, their teacher must confirm that they can take part in conversations using everyday vocabulary, understand most written text and make notes, and understand most of the general meaning of lectures and presentations.

3. Inspection process

The inspection was carried out by one inspector over two and a half days. Discussions were carried out with the owner and MD, who is also the Programme Director. Meetings were also held with the Operations and Welfare

Manager, the Programme Manager, Operations Assistant, Course Tutors, Student Mentors and Group Leaders. In addition, documentation was scrutinised, the inspector met participants and observed teaching and learning at different locations in Cambridge, including at Girton College. The Provider's staff were very helpful and provided all necessary information swiftly and efficiently.

4. Inspection History

Inspection Type	Date
Stage 2	16 March 2015
Stage 3	17 July 2015
Interim	20 July 2016

PART B - JUDGMENT AND EVIDENCE

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

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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|-----|---|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venues. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clear and well understood. The owner is also the MD and oversees every aspect of the provision. Organisation charts are clear and job descriptions are detailed and specific. The Provider is very effectively managed.

The MD and other senior managers are very well qualified and experienced and have a clear vision for what they want to achieve. They are supported very effectively by tutors and student mentors who are very committed to the aims and ethos of the programme and are invaluable in caring for and supporting the participants. All the staff are passionate about carrying out their responsibilities to the highest possible standards.

Communication between management and staff at all levels is clear. There is a constant exchange of information, informally through conversations and text messages, and more formally through meetings, written instructions, and e-mails. As a result, staff are clear about what they need to do, and the provision is managed very well.

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="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The size of the administration team is sufficient to ensure operating efficiency. The MD takes responsibility for the administration of the summer school and completes the majority of the administration herself. She is supported during busy times by a Programme Manager and an Operations Assistant. Staff and students confirmed that this was very effective and inspection findings confirmed this view.

Administrative arrangements are sufficient for the pre-course arrangements and the day to day running of the summer school. The administrative support is well defined and documented.

There are up-to-date and regularly reviewed policies covering all necessary aspects of the Provider. Procedures and systems are exceptionally clear and well disseminated. There is a range of handbooks for all stakeholders, with very specific and detailed information for participants, tutors, student mentors, group leaders and agents.

Data collection and collation is effectively managed. Relevant information, including performance data and feedback from all stakeholders, is collated, analysed and feeds into effective action planning for improvement.

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

Policies and procedures are very effective in recruiting high quality and suitably qualified and experienced staff, many of whom return for the summer school each year. Appropriate checks are completed to confirm identity and right to work in the UK. All staff have undergone an enhanced Disclosure and Barring Service (DBS) check and all relevant information is recorded in a single central record.

Curricula vitae (CVs) are checked and qualifications and experience are verified before employment.

Effective systems for reviewing the performance of staff include written self-evaluation. As a result, the staff understand what they do well and where they need to improve and this can be effectively monitored given the current small size of the Provider. Formal appraisal does not include the use of specific criteria against which to judge performance and records do not incorporate written actions to encourage further development.

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 quality of the publicity material is excellent. Text and images provide an accurate picture of the programme, venue, facilities, activities and excursions on offer.

The website is clear and easy to navigate. The range of publicity brochures and handbooks present excellent pre-course information to enable participants to make relevant choices and prepare for the experience. Some materials are bi-lingual and presented in English and Chinese.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements are clearly stated. Participants must either provide evidence of their English language ability or be taught in English in their home country.

There is a formal application process which includes a personal statement of why the participant wishes to come on the course. Clear records are maintained by the Provider.

Enquiries are answered promptly and efficiently. Students confirmed the pre-course information was helpful and accurate and extremely well organised. This was confirmed by the inspection process.

Overseas recruitment agents and partner schools are exceptionally well briefed. They receive training and visits from the Provider in their own country and are also supplied with a handbook which is detailed and comprehensive. Group leaders from the agencies or schools accompany the participants and take part in the summer school. Consequently, they have a very real understanding of what is involved in the programmes. Agents and group leaders are also involved in giving feedback themselves which adds to the holistic evaluation process. The organisation compiles reports which detail what went well, together with areas for development.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The attendance and punctuality policy is clear and appropriate and is contained in the participants' handbook.

Accurate records of attendance and punctuality are recorded in every session and reviewed centrally.

As this is a residential course, student absence is followed up immediately and any issues are quickly rectified. Consequently, there is a one hundred per cent attendance rate.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	There is a mechanism for reporting on the provider's response to the feedback to the participant body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

Mechanisms to obtain feedback from participants are effective. Some issues are reported informally and are quickly rectified. Formal feedback is collected at the end of the first week and at the end of the course, after the second week. Feedback is also collected at every level from staff and from group leaders, schools, agencies and parents.

All feedback is collated and analysed and feeds into an annual report and a developmental action plan.

Appropriate action is taken by management when necessary and meticulous records are kept.

In most cases, the participants receive an immediate response to their feedback and, consequently, they know what has been done as a result. To enhance this mechanism, the MD proposes using the student noticeboard to report more formally on what has been done in response to the feedback.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Comments

Systems for monitoring and reviewing all aspects of performance are effective. Self-evaluation is carried out on an individual basis and for the whole organisation. Each staff member fills in a self-evaluation form on their own performance each session, together with comments on the programme in general. Regular staff meetings highlight issues and areas for development. Feedback from participant, staff, student-mentors, group leaders and agents is also collected, collated and analysed. The MD then reviews and summarises the information.

Annual reports analyse feedback from all stakeholders and include trends and action planning for improvement. Specifically, tailored reports are sent to agents and partner schools which specify issues raised and actions taken.

There are clear action points for improvement with clear responsibilities and deadlines which are monitored, recorded and evaluated in regular meetings. As a result, the programme is strengthened, and continuous improvements are made.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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|-----|---|---|-----------------------------|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The MD, who is also the Programme Manager, is highly qualified and very experienced, as are all the staff. The team is managed very effectively and as a result the provision is of very high quality.

Extremely appropriate and challenging classes are timetabled, often within locations such as the Cambridge Science Centre and Barclays Eagle Labs, where experts tutor the class groups and participants benefit from specialist equipment and resources. Use of a Cambridge University building, Girton College, is an enriching experience for the participants and they confirmed to inspectors how much they enjoyed their time there.

The allocation of trainers to classes is effective in providing a consistent and enjoyable learning experience. Trainers are encouraged to reflect on teaching and learning and write a self-evaluation form after each session. Regular lesson observations also take place and strengths and areas for development are recorded and feedback is given.

Effective procedures for the acquisition of academic resources ensure that resources meet the needs of participants.

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

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|------|---|---|-----------------------------|-----------------------------|
| 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses meet stakeholders' requirements very well and match the needs and aspirations of participants. All trainers, tutors and student-mentors are Cambridge undergraduates, or graduates, with relevant subject specialisms and experience of the university. Participants are matched with student-mentors with experience of their desired subject area. As a result, they have the opportunity to ask questions, and explore ideas and options, which enables them to make informed decisions and prepares them for applying to university.

As part of the course, participants take part in a Sports Leaders UK programme which gives them a certificate accredited by SLQ. Participants complete the necessary activities required for the award of the certificate, thereby meeting the necessary criteria for the award.

Good use is made of the lesson plans designed by participants in the Sports leadership course. Various scenarios are used to develop skills, for example, a participants' version of the television programme Dragon's Den, where participants present business plans and group work is captured on flip charts. Individual presentation and problem-solving skills are evaluated through a range of different activities. Participants are also supported to write personal statements suitable for university applications.

Throughout the summer school programme, participants are encouraged and enabled to develop independent learning skills in a range of different contexts including science, technology, business entrepreneurship, presentation skills and critical thinking.

Course delivery is very well matched to the academic and personal needs of the participants. Staff know the participants very well and are able to support them on an individual basis. Learning outcomes are very relevant and are met in an enjoyable and fun way.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers are extremely well qualified. CVs and staff records evidence clear suitability.

Teaching staff are uniquely qualified to support the participants as they have the experience, not only of the subject but also of the university. Participants were very enthusiastic about how much they had learned. Inspections findings confirmed that trainers have very good pedagogic and communication skills and are able to deliver course content very effectively.

Teaching staff appraisal includes lesson observation and professional dialogue. All teaching staff are observed twice a week and carry out self-evaluation. Good practice is recognised and areas for development are highlighted. Consequently, delivery is very effective in meeting participants' needs.

Student-mentors, who support learning and carry out Oxbridge style supervisions, commented on how much they had benefitted from professional development in planning and delivering sessions in their specialist area. Participants greatly valued their input and inspection findings confirmed this. Trainers are effectively supported in their Continuing Professional Development (CPD) although this is not formally logged to provide up-to-date information regarding staff skills and training.

Trainers respond very well to the differing learning needs of participants and use a variety of styles to encourage critical thinking and develop the participants' skills. Lesson plans show differentiated activities and extension tasks and participants' ages, language ability and individual interests are taken into account very well.

A wide variety of interactive fun activities ensures enthusiastic participation and promotes the development of participants' thinking and problem-solving skills. Their understanding and skill development are monitored very well by

trainers and student-mentors and detailed records are kept of participants' progress.

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

Participants and trainers are provided with access to appropriate study materials and specialist resources. Trainers have access to teaching and learning resources on the Provider's intranet, as well as sports equipment and appropriate materials in the classroom. Learning is consolidated through taking participants to external venues, such as Barclays Eagle Labs and Cambridge Science Centre, where participants can access specialist resources to develop their skills.

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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

All participants receive constructive individual feedback, orally and in writing. An evaluation form is filled in every day for every participant which feeds into a final report which gives numerical scores as well as evaluative comments. As a result, the participants know what they do well and what they need to do to improve and the final summative reports are received by their parents.

There is no formal assessment.

Additional support is provided when needed, for example, if a participant is finding the language difficult.

Participants are constantly monitored and are made aware of their progress by mentors and teaching staff. They receive ongoing oral feedback and a final written evaluation report. Students confirm they find the process very valuable and have a clear understanding of what they need to do to achieve their goals.

This is a short summer course and alternative courses are not available.

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

Cambridge Dream has one Sports Leaders UK award accredited by SLQ. Certification depends on attending the course and completing the relevant activities. This is one part of the summer school programme.

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 RQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA

15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

INSPECTION AREA - PARTICIPANT WELFARE

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

17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA

17.2 Participants receive appropriate advice before the start of the programme. Yes No

17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
17.5	The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Operations Manager, who is also the Safeguarding and Welfare Co-ordinator, is well qualified for the role and is available to provide advice. He is the Designated Safeguarding Lead (DSL) and appropriately qualified. He is effectively supported by the whole team, although there is currently no appropriately qualified deputy to cover for any absences, although such absences are extremely rare given the short duration of the course. Participants confirm that there is always someone they can access for support and advice.

Pre-course advice to participants is clear, accurate and informative and as a result, participants know what to expect on the course.

Relevant information regarding the provision is provided in induction and consequently participants settle in quickly in both their accommodation and their course.

Participants are provided with a wrist band with the emergency telephone number and are aware they can use it at any time.

Well implemented policies are in place to avoid discrimination and deal with any abusive behaviour.

Effective safeguarding arrangements are in place and are regularly reviewed. All staff have received enhanced Disclosure and Barring (DBS) checks and necessary information is recorded on a single central record. Renewal dates for DBS certification are recorded on the Completed Staff Check Form but are not noted on the single central record so as to keep all relevant information in one place. Staff have received appropriate training and all safeguarding requirements are met. Participants confirmed to the inspector that they felt safe and knew who to approach if they had any problems.

There are well communicated policies on the prevention of radicalisation and extremism. A risk assessment to protect students from the risks of radicalisation has been completed. All staff have received training on safeguarding and preventing radicalisation.

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="checkbox"/> Yes	<input type="checkbox"/> No
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Relevant and appropriate advice is provided to all participants before they travel to the UK. Each participant receives a handbook with all necessary information. This is also provided in brochures, and on the website, and to agencies in the participants' own country. Participants are well briefed on what to bring and what to expect when they arrive.

Induction on arrival includes relevant information as well as information about Cambridge and local issues.

International participants have constant access to information, advice and guidance from managers, tutors, mentors and group leaders, and this includes access to speakers of their first language.

Cultural and religious factors are taken into account well and provision is made for participants' needs, for example, for special food or prayer rooms as appropriate. Group leaders from their own country accompany participants and are available for support. The mix of international and British participants is particularly valuable in promoting inter-cultural understanding.

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

19.3 Participants are advised of BAC's own complaints procedure. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Documentation confirms the fair and transparent terms and conditions for enrolment.

Participants are informed of the complaints procedure in induction and through relevant documentation.

They are advised of the BAC complaints procedure at induction and by means of the participants' handbook.

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

20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No

20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA

20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No

20.4 A level of supervision is provided appropriate to the needs of participants. Yes No

20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Residential accommodation is clean, safe and adequate for participants' needs. It comprises the university's student study bedrooms in Girton College and participants commented that they found it an enriching experience to stay in a Cambridge college.

The accommodation is open to inspection and is regularly inspected by an appropriate body appointed by Cambridge University.

There are clear rules to keep participants safe. All necessary precautions are taken to mitigate against the risk of fire and

other hazards. Buildings are secure and the porter's lodge provides a 24-hour service.

Staff are resident on site during the summer school. As a result, high quality supervision is successfully provided.

All participants are accommodated in separate individual rooms and are provided with their own keys.

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. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The social programme is responsive to the needs and wishes of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

Participants are provided with clear information about the full range of events and leisure activities.

There is an excellent programme, much appreciated by participants, which includes visits to Stratford upon Avon, Warwick Castle, London and Oxford. There are appropriately supervised opportunities to explore the local area and evening activities include watching a performance of a Shakespeare play in a Cambridge garden.

All activities, trips and excursions are included in the cost of the summer school.

All activities are well supervised by qualified and experienced staff. Instructions in relevant handbooks cover all possible eventualities and what to do if issues arise. Participants wear easily visible clothing and rucksacks to enable easy identification. Organisation is excellent and appropriate measures are taken to mitigate possible risks. As a result,

participants enjoy activities and remain safe.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.2 | Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

The Provider has secure tenure on its premises with appropriate legal documentation in place.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 24.4 | General guidance on health and safety is made available to participants, staff and visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.7 | There are toilet facilities of an appropriate number and level of cleanliness. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 24.8 | There is adequate heating and ventilation in all rooms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Comments

Access to the premises is restricted and secured. The porter's lodge provides 24-hour support if needed and health and safety is given a high priority.

Standards of repair, decoration and cleanliness are good and the premises provide a pleasant learning environment.

There are no areas of particular hazard.

Guidance on health and safety is made available to participants staff and visitors at the porter's lodge and through the Cambridge Dream programme.

Signage is adequate. Fire exits are clear. Notice boards for the participants of the summer school are clear and informative.

There is sufficient circulation space. Social areas, classrooms, outside space and study bedrooms provide appropriate space for staff and participants. Staff have access to a staff room and work area.

Toilet facilities are clean and of an appropriate number.

Heating and ventilation are adequate.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Training rooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

Classrooms and venues are adequate for the numbers and activities involved.

External premises are used, at Cambridge Science Centre and Barclays Eagle Labs, for specific sessions which require specialist input and resources. This allows for effective delivery of each course. The Cambridge Science Centre and Barclays Eagle Labs are utilised to allow activities using specialist knowledge and equipment to take place. Examples of this are using appropriate software to code robot vehicles or using construction resources to create chain reactions. These facilities are used effectively to give participants the opportunity to develop thinking and problem-solving skills in a variety of contexts.

Facilities are suitable for the informal continuous assessment of each participant throughout the course and results in a useful final report for participants and their parents.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.2 | Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.3 | Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 26.4 | Participants and staff have access to storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| 26.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

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

Comments

Participants greatly value the opportunity to stay in university accommodation. They have individual study bedrooms and access to appropriate facilities and social areas.

Trainers have personal space in individual study bedrooms, a communal staffroom and access to social areas for

relaxation.

Participants and staff have access to the formal dining room and the informal coffee bar and snacks area. Social areas and outside space are also available.

Personal possessions are stored in individual study bedrooms for which each resident has their own key.

Office space is adequate for administration and private meetings. There is sufficient room to hold staff meetings.

Resources and office space are sufficient for the efficient administration of the programme.

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

Extremely clear educational direction from management and excellent communication between staff at all levels, including in relation to the systems, policies and processes, contribute well to the smooth running of the summer school.

Exceptionally thorough and informative handbooks, targeted at all relevant stakeholders, provide instructions, information, advice and guidance to participants, parents, tutors, student mentors, group leaders, agents and partner schools.

Recruitment agents and overseas partner schools are exceptionally well briefed. As a result, they have a thorough understanding and are also involved in the evaluation process to support improvement.

The Provider employs student mentors who all have personal experience as undergraduates at Cambridge University. They support participants in their chosen subject areas and guide them regarding university life and what they need to do to apply.

Actions Required

Priority H/M/L

None

High Medium Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

Cambridge Dream provides interactive and enjoyable sessions very relevant to participants' needs and aspirations, which enable the development of critical thinking, problem-solving and presentation skills.

There is obvious commitment and passion from all staff for the care of participants, and clear understanding of how to foster skills development. Consequently, young people are supported very effectively, develop necessary skills and prepare for university.

Participants particularly valued the opportunity for co-operative team working, which they missed in their own culture. There are very high student satisfaction levels within an enjoyable learning experience and beneficial skills development.

Meticulous learner evaluation records assess participants' skills development and feed into a final report. Participants are made aware of their strengths and areas for development in a supportive and constructive way.

Actions Required

Priority H/M/L

None

High Medium Low

PARTICIPANT WELFARE

Provider's Strengths

There are very well qualified and experienced staff who demonstrate obvious care for participants and give safeguarding a very high priority.

Effective pastoral support from all staff, including managers, tutors, student-mentors and group leaders, ensures all participants feel safe and supported on an individual level.

The mixture of international and British participants supports language learning and inter-cultural understanding very effectively.

Individual support for every student is very effective in enabling them to develop and make informed choices about how to progress in the future.

Actions Required

Priority H/M/L

None

High Medium Low

PREMISES AND FACILITIES

Provider's Strengths

The experience of living and studying in a Cambridge college is an enriching and motivating experience for participants.

The programme makes excellent use of external specialist facilities to provide a wide range of relevant and fun activities. This enables the participants to develop a range of skills in an enjoyable way.

There is an excellent range of trips and excursions to interesting places, all within the overall cost of the course.

Activities are extremely well planned and take advantage of local events to widen participants' horizons and provide new opportunities to experience the arts or technology in a new way.

Actions Required

Priority H/M/L

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the formal staff appraisal mechanisms are enhanced to include the use of specific performance criteria and written action planning.

It is recommended that the organisation implements its proposals for communicating to all participants what it has done in response to their feedback.

It is recommended that Cambridge Dreams considers formally recording CPD for staff in order to provide an up to date record of their training and skills.

It is recommended that the MD undertakes appropriate safeguarding training to enable her to deputise for the DSL if needed.

The organisation should consider adding renewal dates for enhanced DBS checks to the single central record to ensure certification remains current.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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