



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP)

Stage 3 Re-accreditation inspection

NAME OF PROVIDER: Cambridge Dream

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

HEAD OF PROVIDER: Laura Davies

DATE OF INSPECTION: 22 & 29–30 July 2024

ACCREDITATION STATUS AT INSPECTION: Reaccreditation status awarded for six months

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- Award of accreditation to be withdrawn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: 31 October 2024

1. Background to the provider

Cambridge Dream Limited (CD/the Provider) is a privately owned education provider. It is based in Farndon, Cheshire in the United Kingdom (UK) and offers short, non-accredited, two-week residential summer programmes for young people. The courses are based in colleges of Cambridge University. Some participants may spend their second week at a London university.

CD was founded in 2014 and runs summer programmes each year.

During the summer programme, the Provider has access to Newnham and Murray Edwards colleges in Cambridge University, as well as access to Imperial College London for the second week of the programme for participants between the ages of 12 and 15.

Participants visit other locations for timetabled activities that are booked in advance as part of the programme, such as the Institute for Manufacturing, which is part of the engineering faculty at the University of Cambridge, the Motor Sport Museum at Silverstone, and Cambridge Shakespeare Festival.

Staff work remotely from home offices during the year in the preparation phase of the programmes.

CD provides courses in leadership skills and preparation for university. The courses focus on Science, Technology, Engineering, Arts and Mathematics (STEAM) subjects and aim to enable participants to understand the selection processes of the world's top universities and to enhance their communication, critical-thinking and problem-solving skills.

CD's overall aim is to help young people realise their aspirations by providing enriching summer programmes that equip participants with transferable skills and the wider subject knowledge sought by top universities and employers.

Governance is provided by the Board, which consists of the Managing Director (MD) and two Non-Executive Directors. The founder, who is also the MD, acts as Programme Director. There is a small Senior Management Team (SMT) of permanent staff, with two Operations Managers, who are also the Designated Safeguarding Leads (DSLs), and who each takes responsibility for one of the programmes. They are supported by temporary staff consisting of a Programme Manager, an Excursions and Evening Entertainments Manager and two Operations Assistants.

The subject tutors are made up of postgraduate subject specialists, local teachers and expert trainers. Lectures are also provided by Cambridge University lecturers and industry professionals. Current Cambridge undergraduates are recruited as residential student mentors each summer to assist in delivering the programmes and to support the participants. Teachers acting as group leaders also travel with groups from participants' institutions in their home countries and take responsibility for their students.

2. Brief description of the current provision

CD provides two in-person summer programmes of two weeks' duration. One programme is a Leadership Skills course for participants aged 12 to 15 years. It is delivered in Murray Edwards College Cambridge, transferring in the second week to Imperial College London. The other programme is an Oxford and Cambridge Preparation course and is designed for participants aged 16 to 18 years. This programme is delivered in Newnham College Cambridge.

Both programmes include a range of interactive workshops, lectures, supervision of small, subject-specific discussion classes typical of the Oxbridge teaching model, as well as projects, team challenges and day trips to

places of cultural interest. The older participants also gain a Sports Leaders UK certificate accredited by the Leadership Skills Foundation.

Participants in the 16–18 age group work on subject-specific tasks with their tutor. They have workplace visits and professional talks, create a personal development plan, receive careers advice, and practise personal statements, interview questions and admissions tests to prepare for applying to university.

Participants in the 12–15 age group complete a similar programme but with more emphasis on interactive workshops, such as coding and robotics, and some career exploration and university preparation, taught at a level that is appropriate for their age.

The participants are young people from around the world who are academic high achievers and who aspire to study at a world-class university. Pupils at local Cambridge schools are offered the opportunity to apply for a free, non-residential place on a programme.

At the time of the inspection, the Oxbridge Preparation Summer School was running with 24 participants in the 16–18 age group, of which 23 were under 18 years old and slightly over half were female. The majority were Chinese or British.

The courses have a total capacity of 200.

Enrolment starts around October each year and continues through to summer. Participants are enrolled either as groups, who travel with their group leaders from their institution in their home country, or as individuals. Most of the participants attend international or bilingual schools overseas and are taught in English.

Those participants who are aged 16–18 years write a short personal essay when applying. Participants must state their level of English language competence 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, 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, half a day remotely and two days on site at Newnham College Cambridge. Discussions were held with the owner and MD, who is also the Programme Director, and with the Operations Managers/DSLs, the Programme Manager and the Operations Assistants. Meetings were held with tutors, student mentors and participants. In addition, documentation was scrutinised, and office, teaching and residential premises were inspected. All the necessary information was provided swiftly and efficiently.

4. Inspection history

Inspection type	Date
Stage 2	16 March 2015
Stage 3	17 July 2015
Interim	20 July 2016
Re-accreditation	10-12 July 2019

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.	The provider is effectively managed	
1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees, advisers 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, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy that includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.6	The provider conducts its financial matters professionally, transparently and with appropriate probity.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Management of the Provider is very effective. The management structure is clearly defined in the organisation chart and is supported by clear job descriptions. The Board comprises the MD and Programme Director, and two Non-Executive Directors, who are not involved in operational management. Roles and responsibilities are clear and well understood.

The MD is supported by a small SMT. Senior managers are suitably qualified and experienced. The two Operations Managers are responsible for welfare and safeguarding and act as Designated Safeguarding Leads (DSLs), together with the MD. Participants benefit from the experience of the MD, who is a Cambridge graduate with experience in industry, marketing, consultancy and teaching English as a Foreign Language (EFL).

One Operations Manager, who takes responsibility for the programme for 16–18 year-olds, has Qualified Teacher Status and years of experience in sports science and welfare. Both he and the MD have many years' experience of running the CD programmes. The second Operations Manager takes responsibility for the programme for 12–15 year-olds and is a Mandarin speaker with experience in business and education. In addition, there is a Programme Manager who has just graduated from Cambridge and supports the MD with operations, two Operations Assistants and an Excursions and an Evening Entertainments Manager.

Consequently, participants benefit from highly qualified staff with relevant, first-hand experience who can provide support, advice and expertise.

Communication channels include regular meetings for planning and organisation, which are recorded, together with e-mail, texts and telephone calls. Comprehensive feedback from stakeholders informs action-planning for improvement, which is detailed and specific, with clear timelines and responsibilities that are monitored regularly. As a result, communication is clear and facilitates effective management.

CD's mission and goals are clearly defined and stated on the website and in the handbooks for participants, staff, agents, tutors, group leaders and student mentors. The mission is central to all activities and is effectively implemented through clear communications to staff. It is regularly reviewed and updated.

The Provider's risk management strategy relates to operational, financial, strategic, reputational, external and compliance issues. This is reviewed and updated annually. It is thorough and comprehensive and demonstrates appropriate planning to prepare for all foreseeable eventualities and provides for mitigation of risk very effectively.

CD conducts its financial matters with integrity and transparency. Student mentors told the inspector how appreciative they were that all their relevant training and checks were covered by CD and how much they enjoy working with a well-organised and efficient provider.

2.	The administration of the provider is effective	
2.1	Administrators are suitably qualified or experienced, understand their specific responsibilities and duties, and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administration 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	Administrative policies, procedures and systems are up to date, thorough, 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 in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its staff, participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of the Provider is effective. Managers take on administrative tasks as part of their role. They are very experienced and understand exactly what needs to be done. They carry out all necessary tasks efficiently. During the summer programmes, they are supported by temporary staff.

The administrative support provided is sufficient to ensure the effective day-to-day running of the Provider. All staff are expected to assist with administrative tasks as required. Additional staff who carry out operational and administrative duties are employed in the summer and a thorough and comprehensive induction ensures they fully understand their role.

Details of administrative support requirements are clearly documented in job descriptions and staff handbooks and consequently are well understood.

The administrative policies and procedures are up to date and meticulously documented. They include detail on aspects such as quality assurance, safeguarding and welfare, health and safety, and acquisition of resources. All are thoroughly documented and form part of a policy management system, which is used to monitor the dissemination and application of the Provider's policies and procedures very effectively. Key policies are also contained in the relevant handbooks. This ensures that everyone involved has the information they need to carry out their role effectively.

Appropriate systems are used to maintain accurate records of important data on relevant aspects, such as staff recruitment and participant enrolment. Enrolment data includes application forms, participant lists and group lists, and

the records contain comprehensive information for all necessary administrative tasks. There is, therefore, an effective framework in place that meets the data needs of the Provider and enables efficient processes and procedures to be carried out.

Participants' and tutors' personal records are accurate and up to date. Participant records include all relevant details, such as contact details, next of kin, learner evaluation forms, learning outcomes and skills development, all of which are easily accessible and provide all necessary information.

The MD is responsible for collating this information on participant evaluation forms, which show the achievement of learning outcomes and how participants' skills have developed. The information, which is password protected, is used for the end-of-course report that sets out an evaluation of the programme and its effectiveness and is then deleted after use. Data is handled in a manner that is compliant with the Provider's privacy policy and data protection requirements. As a result, data security is well maintained.

3.	The provider recruits appropriate staff	
3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff, which include, for self-employed staff, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes an online interview with cameras turned on.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.5	All staff are treated fairly as per the provider's own published policies, and they have access to an appropriate grievances and appeals procedure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.6	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff. Appropriate recruitment policies are in operation. References for staff, who are suitably qualified and who have relevant experience, are taken up and checked. Staff qualifications are verified, and appropriate identity checks are completed. All staff complete Disclosure and Barring Service (DBS) checks. All staff are interviewed in person as part of the recruitment process. Self-employed staff sign an appropriate performance service level agreement.

There are no trainers working remotely as all course delivery is in person.

The effective systems for reviewing staff performance include observation and self-evaluation, followed by a meeting to discuss strengths and areas for development. The outcome of the performance review process informs staff's Continuing Professional Development (CPD), and actions to bring about improvements are recorded. As a result, staff understand what they do well and where they need to improve, and this can be monitored effectively. The performance management process effectively supports the Provider's ethos of constantly striving to enhance the participant experience.

Staff confirmed to the inspector that they are treated fairly by the Provider and compared CD favourably with similar providers for whom they had worked previously. They have access to an appropriate grievances and appeals procedure, which is contained in their handbook.

The CPD that is provided is relevant to the development needs of staff and leads to appropriate improvements in performance. Examples of CPD undertaken by managerial and administrative staff include marketing, safeguarding,

first aid and the prevention of radicalisation and extremism. In addition, the induction programme for each group of staff on these short programmes provides valuable insights and practical suggestions that enable professional skills development.

4.	Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities, and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.3	Participants are informed of the full cost of all courses, including the costs of any assessments, activities and required materials prior to enrolling at the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.4	The information provided ensures that participants are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
4.5	The provider's key policies are accessible through the website.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity materials, both online and printed, provide a comprehensive, up to date and accurate description of the Provider and its courses. CD provides up-to date information on its website.

The website is clear and contains accurate information. Handbooks for group leaders and participants are supplied in Mandarin and English and contain information on all aspects of the programme, together with answers to Frequently Asked Questions (FAQs).

Marketing brochures are informative and provide an accurate depiction of the programmes on offer. The text and images accurately depict the location, facilities, resources, learning programmes, activities and excursions offered.

Participants are fully informed of the costs and what is included as part of that.

Qualifications are not offered.

The Provider's key policies, such as those on privacy, safeguarding and welfare, health and safety, terms and conditions and complaints, are all accessible through the website.

5.	The provider takes reasonable care to recruit and register suitable participants for its courses	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.2	Entry requirements for each course, are set at an appropriate level and are clearly stated in the course descriptions that are made available to prospective participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection 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
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	Participants receive a proper initial assessment, which includes language ability, to confirm their capability to complete the course on which they are enrolling.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

5.6	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its courses.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.7	International 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

The Provider takes great care to ensure that clear and accurate descriptions are provided of the learning experiences on offer. CD gives presentations to schools and agents and provides clear information, which enables prospective participants to make an informed decision about whether the course meets their needs and aspirations.

Entry requirements in the course descriptions make it clear that participants' English language competency level must be sufficiently high to allow them to benefit appropriately from the programme. They must be able to take part in conversations using everyday vocabulary, understand most written text, make notes and understand most of the general meaning of lectures and presentations.

Applicants complete an application form and write a personal statement stating why they wish to attend the course. This provides evidence of their suitability and indicates whether the course would be of benefit to them. Opportunities are provided to discuss any concerns before registration.

Potential participants must be taught in English at their home institution or demonstrate a sufficiently high score in the International English Language Testing System (IELTS) or an equivalent benchmark. Participants' level of English language capability must also be confirmed by their class teacher.

Potential participants receive detailed information. Any enquiries receive a response on the same day that they are received. Applicants have ample opportunity to discuss the programmes and receive answers to any queries.

CD has built up strong relationships with agents and partner schools and works closely with them. They are carefully selected, and an appropriate agreement is signed. CD provides training for agency and school staff. They are fully briefed on all aspects of the provision, including how to promote the courses accurately and how courses can be customised to meet particular requirements.

There is also a password-controlled resources area for agents, and CD provides training for agents to ensure they provide an accurate picture of what the programmes offer. The Provider's staff monitor the agents' performance through visits and regular contact.

The staff of CD also speak to the families of prospective participants together with the agent to ensure that comprehensive and correct information is provided. The evaluation of the agents is extremely thorough. Feedback on the agents' performance is received from all stakeholders and has always been extremely positive.

6.	There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it where appropriate	
6.1	There is a clear policy on participant attendance and punctuality that is communicated to all participants and any other stakeholders.	<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 regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Participant absences are followed up promptly, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a clear and published policy on participant attendance and punctuality, which is summarised in all stakeholder handbooks and explained to staff and participants during induction. The policy clearly states that lack of punctuality at timetabled sessions will result in the certificate at the end of the programme not being awarded.

Registers of attendance and punctuality are completed in the morning, afternoon and evening, and in cases of lateness, records are kept of how many minutes late a participant arrives. These records are collated and reviewed each day by the Operations Manager.

This is a residential programme, and participants are closely supervised. Absences are quickly noted, and action is taken to check on the participant in case they are unwell or in need of assistance. Consequently, there have been no issues, and attendance is excellent.

7.	The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement	
7.1	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
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners 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
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews and analysis of appropriate data, including participants' progress from their starting points, course completion rates, achievement rates, participants' destinations, participant and other stakeholder feedback and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans, including those for improvement, are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.8	Good practice is effectively identified and disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

CD has very effective systems for monitoring and reviewing all aspects of its performance. These systems are set out in detail in the quality assurance policy and the staff recruitment, assessment and training policy. The MD has overall responsibility for performance management and liaises with the Operations Managers on a regular basis to ensure that quality standards are met. Tutors complete evaluation forms after each teaching session, as well as providing formal feedback on the programme in general. This feeds into the overall evaluation of the programme to inform improvement.

There is a clear procedure for obtaining stakeholder feedback on all aspects of the Provider's provision, which is explained in the participant handbook, group leader handbook and staff handbook. Some issues are reported orally and are quickly rectified. Written feedback is collected from participants at the end of the first week, and any early issues that are identified are quickly rectified. Written feedback is collected again at the end of the course, after the second week.

Feedback is gathered at every level, including from group leaders, parents and the host college, which provides a comprehensive evaluation of the Provider's performance. Local Cambridge schools whose pupils have benefited from a free place also provide feedback. A significant number of unsolicited letters and e-mails are also received, particularly

from parents, which feed into the evaluation process. These communications include positive comments about the course and describe its positive impact on the children who have participated.

Feedback from all stakeholders is collated and analysed very thoroughly at the end of the summer programmes. This includes recording trends and action-planning for improvement.

Any lack of satisfaction or suggestions for improvement receive a prompt response. Information is passed to the programme staff or the Provider, as appropriate, so that any issues can be addressed for the following week. The MD has a formal meeting with the group leaders at the end of the first day to address any initial feedback or complaints, and another meeting is held at the end of the first week to ensure that any issues raised have been satisfactorily addressed. There is also a full staff meeting at the mid-point of the programme. Notes are taken, and this formalises the informal discussions that take place regularly.

Mechanisms for reporting back to stakeholders on actions taken in response to their feedback include communication to participants and group leaders in a meeting at the beginning of each day. To enhance this mechanism, the student noticeboard is used to report more formally on what has been done in response to feedback. Following the summer programme, the MD works closely with agents, schools and individual participants or parents to share feedback and address any issues or areas for improvement.

Quantitative and qualitative feedback data is collected during and at the end of each course from all stakeholders, including participants, staff, group leaders and the host college. Feedback from agents, schools and parents after the course also feeds into this system. All feedback is collated and analysed and feeds into an annual report and a developmental action plan. This includes year-on-year comparative satisfaction scores, with comments and suggestions for improvements to all the key aspects of programme delivery.

The Programme Director uses this information to produce an annual stakeholder feedback report and an action-plan checklist, which includes a detailed proposed action plan for the following academic year, with completion dates and persons responsible. The SMT holds a full-day meeting after each summer to review the course feedback and the report and to discuss and agree the action plans to improve performance.

There are clear action points for improvement, with responsibilities and deadlines also recorded. The action plans become part of the management meetings and are discussed and updated at each subsequent meeting. The MD regularly checks progress against the action plans and adds or deletes actions as necessary to keep the plans updated and to ensure that they are being implemented within the specified timeframe. As a result, the programme is strengthened, and continuous improvements are made.

Systems and procedures to assure the high quality of the programmes are thorough and effective. Good practice is shared, and advice and tips are disseminated. This results in the continuous improvement of the participant experience.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.	Course management is effective	
8.1	There is a suitably qualified and/or experienced course manager or course management team with responsibility for teaching, learning and assessment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	The curriculum offered meets the needs of a range of relevant stakeholders, such as employers and members of the wider community, such as chambers of commerce, local authorities and charitable organisations, where applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	Training sessions are timetabled, and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.4	The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8.5	The commissioning of individual course materials is managed effectively, and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.6	There are appropriate policies and procedures for the acquisition of training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.7	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the participants' learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Course management is effective. The MD acts as Programme Director and is highly qualified and very experienced. She is supported by the Operations Managers and takes charge of recruitment, course planning, timetabling and induction programmes, and oversees lesson planning, the evaluation of the programme and participant progress.

The curriculum provides a strong foundation for development and meets the needs of the participants in preparing them for future careers and higher education opportunities. Parents and the home school institutions also have a voice in the content of the programmes. Local Cambridge schools have a wonderful opportunity to benefit from those participants who are taking part in the programme. The staff of the schools report on the participants' heightened global awareness and greater understanding of the wider world.

Training sessions are timetabled, and rooms are allocated appropriately for the courses offered. The organisation of the courses is excellent. Sessions are timetabled, and rooms are allocated effectively.

The MD oversees the lesson-planning process with the tutors and guest lecturers, regardless of their post-doctoral status, and agrees interactive activities and areas for development. This ensures the individual needs, varying ages, experiences, language and backgrounds of participants are taken into account. Lesson observations by the MD, plus self-evaluation by the tutor, encourage reflective practice and ensure a consistent learning experience for participants across the provision. Lesson plans and teaching resources are carefully monitored.

The policy on the acquisition of teaching and learning resources is published in the relevant handbooks to facilitate the provision of all necessary learning materials to meet the needs of the participants in each session. As a result, sessions are well organised, and all necessary resources are available.

The highly qualified tutors are supported through a comprehensive induction session that includes advice on best practice and practical tips, as well as feedback on performance and professional dialogue to improve pedagogic techniques.

Course management is extremely effective, and participants benefit from high-quality learning experiences.

9.	The courses are planned and designed in ways that enable participants to succeed	
9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised and take into account input from relevant stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.2	The content of the courses enables participants to develop the knowledge and skills required to meet the learning outcomes, or, in the case of vocational courses, to develop the behaviours and attitudes required for employment and to be successful in any final examinations and/or assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.5	Courses maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.7	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.8	The provider has appropriate methods in place to encourage and measure participant engagement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.9	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses are planned and designed in ways that enable participants to succeed. Course design and planning are carried out meticulously in order to ensure that the content is accurate and up to date. Programmes are constantly revised to reflect current knowledge and practice, together with taking into account requests for specific topics from relevant stakeholders. Programmes therefore meet the needs of the participants very well.

Participants have ample opportunity to develop their knowledge and skills through stimulating and challenging activities and can build a strong foundation for further growth and future success.

Course materials include practical activities, handouts, slides and quizzes. These are suitable for the programme and include appropriate support materials.

Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. The presentation is good and the course materials effectively support learning and enable participants to achieve their learning outcomes. The wide range of interactive activities enable the participants to learn effectively while having fun.

There are no final assessments or any involvement of an awarding or examination body.

The courses are designed so that participants are encouraged and enabled to develop independent learning skills. The development of independent learning skills is a central part of the programme. Participants conduct research, take part in workshops, develop critical-thinking skills and learn how to problem-solve.

The Provider has a participant participation and engagement policy, and all activities are constantly evaluated. Participant engagement is scored against a range of criteria throughout the course to measure aspects such as leadership skills, independent learning, discussion, cultural awareness and punctuality. This feeds into the final report on each individual and measures engagement very effectively.

The individual needs of participants are catered for and incorporated into course design to ensure particular needs are met. This includes special subject areas, interactive activities and independent learning to ensure participants develop vital skills. Student mentors and subject tutors work with participants to meet their individual needs very effectively through answering questions, targeted workshops and personal development plans that are co-created with each participant.

10.	Trainers are suitable for the courses to which they are allocated and are effective in their delivery	
10.1	Trainers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

10.2	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	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 suitable for the courses to which they are allocated and are effective in their delivery. Tutors and lecturers are at post-doctoral level and therefore extremely highly qualified in their subject areas.

In addition to a high level of subject knowledge, tutors use a range of pedagogic skills and activities to deliver the programme effectively. They work very closely with the MD to develop interactive lesson plans that are suitable for the age group and ability of participants. As a result, participants enjoy their learning and have fun, as well as developing knowledge and skills.

Tutors differentiate well and respond to the varying needs of participants in the learning sessions. They present information clearly, using a good mix of activities, and participants are fully engaged and enjoy their learning. Participants confirmed to the inspector how much they benefited from the extra support of the student mentors who answered their questions and enhanced their understanding.

Templates for lesson plans encourage tutors to indicate the range of strategies used to involve participants, such as pairing, experiential activities, collaborative learning, discussion, guided practice and projects.

They use a range of strategies to monitor participant understanding, including questioning, model-making, peer feedback and projects. Participants were fully engaged and enjoyed their learning experience. They confirmed to the inspector that they enjoyed the interactive style and different ways of learning and that they had learned a lot.

11.	Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored	
11.1	Participants are provided with an assessment schedule in which required assessments and revision periods are detailed in advance with clear submission deadlines.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring participants' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.3	Participants' progress and assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
11.4	The feedback provided to individual participants is tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.5	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
11.6	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.7	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.8	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

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

There are no formal assessments.

Progress and skills development are monitored on an ongoing basis and recorded on the participant evaluation form, which scores aspects such as communication skills, problem-solving and critical thinking.

Constructive and informal oral feedback is provided on an ongoing basis throughout the activities. This feedback identifies strengths and areas for improvement. Extra support is provided by student mentors as appropriate. In addition, participants are assessed against a range of criteria on an ongoing basis by the student mentors and tutors.

The scores are collated by the Operations Assistants and feed into a participant evaluation checklist, which is used by the MD to provide detailed and constructive feedback to the participants on how they can develop further.

Participants have access to tutors and student mentors throughout the course and at breaks and mealtimes. If participants ask for specialist advice, this is arranged.

As there are no formal assessments or marked course work, there are no deadlines, and plagiarism is not an issue.

12.	The provider offers courses leading to accredited awards granted by recognised awarding bodies	
12.1	For courses leading to awards from the provider's country of domicile, the awarding body is recognised by the relevant regulator.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
12.2	For courses leading to an award from an international educational institution that is authorised to operate in its country of domicile, the provider has a formal agreement in place with the international institution.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

13.	There is a clear rationale for courses leading to internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods	
13.1	There is a clear statement of the level claimed relative to the relevant national qualifications' framework and evidence that participants who receive the award meet the stated requirements for that level.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
13.3	There is appropriate input to the assessment process from objective specialists who are external to the provider.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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14.	There are satisfactory procedures for the administration of examinations and other means of assessment	
14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

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15.	There is appropriate provision of advice for participants intending to proceed to employment or continued education	
15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to advice from a designated staff member both on selecting courses and institutions and on the application process.	<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

<p>The CD programme is geared throughout towards providing support and advice for participants who wish to progress to higher education.</p> <p>Participants are given a university and career pack in their folder. This includes a university preparation worksheet, guidelines for wider reading and research, and advice on writing a personal statement, preparing for interview, problem-solving and how to gain experience.</p> <p>As well as the provision of advice regarding selecting courses and institutions, participants benefit from practical activities, such as mock interviews, sessions for writing personal statements to answer specific questions, and composing a personal development plan. Consequently, participants are well prepared for the university application process.</p>
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INSPECTION AREA – PARTICIPANT WELFARE

16.	Participants receive welfare support appropriate to their age, background and circumstances	
16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.4	Participants receive appropriate information on the pastoral and emergency support available and referral to external specialists, as required, in connection with participants' mental health and well-being.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.5	The provider has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.7	Effective arrangements, including a policy, risk assessment and staff training, are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
16.9	The provider collects contact details for participants and their emergency contact, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Welfare support is excellent. There are three named staff members, including the MD, who are responsible for participant welfare and who take on the role of DSL. When programmes are running on different sites, this ensures there is always a DSL available. One is a male qualified teacher with qualifications in coaching and mentoring, information, advice and guidance, first aid, mental health, and conflict and stress management. The female manager who also provides pastoral and welfare support speaks Mandarin and so is well placed to support Chinese participants if they need a first-language speaker.

Participants are also supported by their student mentors, all of whom are carefully selected and appropriately checked. Current Cambridge undergraduates are recruited as residential student mentors each summer to assist in delivering the programmes, support the participants and answer their questions in specific subject areas and more generally regarding the university application process.

Teachers acting as group leaders travel with groups from participants' institutions in their home countries and take responsibility for their students during the journey, overnight and during times when there are no timetabled activities.

The range of information provided before the start of the course is wide and detailed and is disseminated through presentations, question-and-answer sessions, handbooks and pre-course learning materials. Pre-course advice to participants is clear and accurate, and as a result, participants know what to expect from their course.

Induction is informative and covers rules for staff and practicalities for participants. This includes welfare support, safeguarding, health and safety, and the programme curriculum, aims and learning outcomes. This enables participants to settle quickly into their course.

Participants are issued with a wristband that holds two emergency contact numbers. Two CD duty mobile phones are carried by members of the team 24 hours a day to ensure that staff members are always available to help. One DSL is trained to provide mental-health first aid.

Appropriate policies are implemented effectively on the prevention of discrimination and abusive behaviour. The policies also relate to the prevention of bullying and harassment, including cyberbullying, and refer to equal opportunities and e-safety policies on the use of social media. Staff job descriptions include an equal opportunities statement.

Participants benefit from effective safeguarding arrangements to ensure that all participants who attend CD's programmes are protected from harm and abuse and have a positive and enjoyable experience in a safe and child-centred environment. All staff have enhanced DBS checks and complete online safeguarding training before the course commences. All necessary information is recorded on a single central record. There is a policies management system in place to ensure that all policies, including all safeguarding-related arrangements, are regularly reviewed and updated.

There is a suitable policy and appropriate risk assessments for the prevention of radicalisation and extremism, and all staff, including student mentors, have completed an appropriate training programme to enable them to protect participants effectively.

CD has an e-safety and social media policy that covers participants' and staff's use of social media and devices on site, such as mobile phones, tablets and cameras. The e-safety and social media policy is integrated with other relevant policies, such as the safeguarding and welfare policy and the staff code of conduct.

The emergency telephone numbers of participants' next of kin are collected during the application process and rechecked on arrival to ensure that up-to-date information is available. They are recorded on participants' application forms and group lists, which are stored in a password-controlled management account. Hard copies of the completed participant application forms, group lists and enrolment forms are kept in a ring binder, which is securely stored. This enables quick access by management in the case of an emergency.

17.	International participants are provided with specific advice and assistance	
17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.4	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

International participants are provided with specific advice and assistance. Participant and group leader handbooks are sent out before the course commences with answers to FAQs and advice about cultural and safety matters. This is also provided in brochures and on the website and disseminated to agents in participants' home countries. Participants attend a pre-departure briefing presentation delivered jointly by the MD of CD and the agent or school. As a result, participants are well briefed and know what to bring and what to expect when they arrive.

Participants receive a welcome talk and college tour on arrival to help familiarise them with the course, the college and the local area and to give them the opportunity to raise any local issues. Participants are introduced to their student mentors and subject groups and are made aware of the rules of the programme, including health and safety aspects. A welcome message from the MD and the Mayor of Cambridge and maps of the college and Cambridge are included in their folders and displayed on the notice board. In the first couple of days, participants are taken on a walking tour of Cambridge and shown the key landmarks and sites of relevance to their course.

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

Advice on cultural matters is included in the handbooks for participants and group leaders. The timetable also includes a fun role-play activity in the evening about British social etiquette, and participants are encouraged to share comparisons about what is acceptable behaviour in different countries. Application forms and group lists include any religious or dietary requirements, which are addressed by CD staff in their programme planning.

Provision is made for participants' specific needs, such as prayer rooms and halal food or other dietary requirements. The MD also has recruited several undergraduate mentors and administrators who speak Mandarin. Consequently, international participants receive a very high level of support, which enables them to relax and feel comfortable.

18.	The fair treatment of participants is ensured	
18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18.3	Participants are advised of BAC's complaints procedure.	<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

Application and enrolment information is transparent and informative. Schools receive an agreement to sign, a copy of the terms and conditions and a group list to complete.

When individual participants apply, they are asked to complete an application form and are sent the terms and conditions, which include an appropriate and fair refund policy. There is a link to the website, which also provides full information.

There is a fair complaints procedure contained in the participant handbook and the group leader handbook. These are sent to participants and group leaders respectively before the course begins.

Participants have access to a fair complaints procedure and are also informed of BAC's complaint's procedure in writing at the start of the course.

19.	Residential accommodation that is directly managed by the provider is fit for purpose, well maintained and appropriately supervised.	
19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.2	Any residential accommodation where participants under 18 are accommodated, is open to inspection by the appropriate authorities, where applicable.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of participants and their property.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.4	A level of supervision is provided that meets the needs of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	<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

Residential accommodation for the summer programme is in colleges of Cambridge University and is of a very high quality. The accommodation meets the needs of participants well. Porters' lodges and other security features ensure that the participants are kept safe.

The residential accommodation is open to inspection by the appropriate authorities.

Clear rules regarding fire safety and other health and safety procedures are in place. There is a fire drill on the first or second evening. Clear fire safety and other health and safety procedures are covered in the participants' welcome talk and handbooks, as well as in staff training and associated documents. The college porters provide security for participants and their property. All participants are accommodated in separate, individual, en-suite rooms and are provided with their own keys.

The SMT, student mentors and accompanying group leaders stay overnight in the accommodation and can provide any necessary supervision and support. The international group leaders are advised in their handbooks and in the welcome meeting after their arrival that they are responsible for the overnight care of their own students, as well as during the day when participants are not attending timetabled activities, such as at mealtimes, during breaks and when getting ready for bed. CD's staff supervise any participants who are unaccompanied by their group leaders. There is a high ratio of residential adults to participants overnight and a high level of supervision is provided to keep participants safe.

Separate accommodation is provided for participants who are under the age of 18 and those who are over the age of 18. Male and female accommodation is also separate. All necessary arrangements are in place to ensure the comfort and security of participants in attractive and well-maintained accommodation that is fit for purpose.

20.	The welfare of participants in home-stay accommodation is ensured, and the provider's relationship with the hosts is properly managed	
20.1	Due care is taken in selecting home-stay accommodation so that it provides a safe and comfortable living environment for participants and is appropriately located for travel to and from the provider.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.2	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
20.3	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
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.5	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

21.	Participants have access to an appropriate social programme and information on leisure activities in the local area	
21.1	Participants are provided with appropriate information on opportunities for participation in events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

21.2	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
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<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

Clear information is provided for participants on the events and leisure activities available. A social or cultural activity is planned for every evening. Examples of social activities include quizzes, sports, arts and crafts, a ceilidh, karaoke, garden party, barbeque, board games, treasure hunt and a Shakespeare play in King's College gardens.

The range of activities also includes visiting places of cultural and historical interest in Cambridge, London and Oxford.

All the activities in the social programme are included in the timetables in the participant handbooks, which are sent out to participants before they arrive. Detailed information on specific excursions is provided to staff and group leaders.

The social programme has been developed after detailed discussions with participants and teachers. The Provider continues to add new activities each year to meet the needs and wishes of participants.

All the activities in the social programme are included in the course fee.

All appropriate risk assessments are completed. Social activities are well supervised by qualified and experienced staff, who organise and run the evening social activities and excursions. They are assisted by the student mentors, who are recruited for their specific skills, such as in drama, art, crafts, sport and music. As a result, arrangements to safeguard participants and staff are very effective.

INSPECTION AREA – PREMISES AND FACILITIES

22.	The provider has secure possession of and access to its premises	
22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training or non-training purposes.	<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 appropriate arrangements in place to ensure that it has access to suitable delivery premises. University premises and facilities in Cambridge and London are booked to provide suitable venues for the courses on offer.

The Provider has access to suitable external premises of a temporary nature. Participants visit other locations for timetabled activities that are booked in advance as part of the programme, such as the Institute for Manufacturing, which is part of the engineering faculty at the University of Cambridge, the Motor Sport Museum at Silverstone, and Cambridge Shakespeare Festival.

23.	The premises provide a safe, secure and clean environment for participants and staff	
23.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.3	There are specific safety rules in hazardous areas that are readily accessible to participants, staff and visitors.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.5	There is adequate signage inside and outside the premises and facilities for the display of general information.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.6	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
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.8	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

The premises provide a safe, secure and clean environment for participants and staff. Delivery takes place on University of Cambridge premises, which are clean and well maintained, appropriately restricted and secured, and provide a safe environment for the staff and participants.

Participants are not exposed to any hazardous areas.

Appropriate health and safety guidance is provided at induction and in handbooks. Participants, staff and visitors are made aware of evacuation procedures and assembly points.

There is adequate signage on the delivery premises at Newnham College. This is supplemented by a notice board for the display of general information, photographs of staff and student mentors, maps of the college and timetabled activities. One of the first jobs for student mentors after their arrival is to put up all the necessary information on the notice board, using the checklist provided. This system is employed in each venue used by Cambridge Dream.

Extra signage is employed to signpost lecture rooms, where appropriate, to help participants navigate their way around the college.

The colleges provide plenty of circulation space indoors and outdoors, together with adequate toilets and heating and ventilation in all rooms. A porter's lodge provides space for receiving visitors. CD also has rooms set aside for their use.

All necessary arrangements have been made to provide a safe, secure and clean environment for participants and staff that is conducive to effective learning.

24.	Training rooms and other learning areas are appropriate for the courses offered	
24.1	Training rooms and other learning areas provide adequate accommodation for the training sessions allocated to them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.2	Training rooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	There are physical and digital facilities suitable for conducting the assessments required for 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

Training rooms and other learning areas are appropriate for the courses offered. Suitable rooms are made available in university colleges. These provide ample space and equipment for small-group work. A larger lecture hall is used for the welcome talk and for large groups. There are also sports fields available for outdoor activities, such as the Sports Leadership sessions.

External premises, such as the Institute for Manufacturing, are used for specific sessions that require specialist input and resources, such as 3-D printing, virtual reality headsets, software to code robot vehicles, and construction resources to create chain reactions. These facilities are used to give participants the opportunity to develop their thinking and problem-solving skills in a variety of contexts and to allow for the effective delivery of each course.

There are suitable facilities for conducting the assessments require. Continuous informal assessments are conducted during timetabled sessions in the allocated classrooms or the gardens.

25.	There are appropriate additional facilities for participants and staff	
25.1	Participants have access to sufficient space, so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	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
25.5	Administrative offices are adequate in size and are resourced 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

There are appropriate additional facilities for participants and staff. Participants have access to sufficient space, so that they can carry out their own private study. Participants are accommodated in single, en-suite study bedrooms and so have their own space for studying.

Tutors also benefit from sufficient personal space in individual study bedrooms or in their home environment, where they may prepare work or relax.

In addition, there are extensive grounds and other social spaces where participants and staff can relax. All meals are provided. Participants and staff have access to a formal dining room and an informal coffee bar and snacks area.

The Provider ensures that spare classrooms and offices are available for use by its staff and management. There is sufficient room to hold staff meetings. Personal possessions are stored in individual study bedrooms, for which each resident has their own key.

Office space at the delivery venue is adequate for administration and private meetings, and resources 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

Effective management and excellent organisation ensure that everything runs smoothly to the benefit of both participants and staff.

Participants benefit from extremely clear educational direction, which enables them to make effective preparation for their future.

Thorough and comprehensive policies provide for a wide variety of eventualities and ensure participants' learning and well-being.

Excellent quality assurance processes lead to continuous improvement in the participant experience.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Excellent pre-course information for all stakeholders, including participants and their parents, tutors, student mentors, group leaders, agents and partner schools, provides a clear picture and enables informed choices.

Excellent management of lesson-planning procedures encourages sessions that are fun and interactive where participants are fully involved and enjoy their learning.

Student mentors who answer individuals' questions and provide guidance and support greatly benefit participants.

Thorough, detailed and well-structured individual feedback captures participants' strengths and shows them how they can develop further.

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

PARTICIPANT WELFARE

Provider's strengths

Extremely thorough and well-implemented safeguarding measures mitigate risk and keep participants safe.

Sponsorship of pupils from local schools to participate in the programme benefits not only themselves but also other participants by providing an English language environment with first-language speakers of a similar age.

The mix of nationalities, where both British and international participants work together, enables all participants to enhance their understanding, cultural awareness and world view.

The excellent social programme provides participants with opportunities to benefit from a wide range of experiences.

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

PREMISES AND FACILITIES

Provider's strengths

Living in a Cambridge University college provides an aspirational experience for participants.	
The range of facilities on offer provides an instructive and enjoyable experience.	
High-quality study bedrooms with en-suite facilities enhances participant enjoyment.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS

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THE INSPECTION WAS CARRIED OUT BY:

Pauline Bateman	Lead Inspector
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