



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation

Candidacy / Stage 2 Inspection

NAME OF PROVIDER: Cambridge Dream

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

HEAD OF PROVIDER: Mrs Laura Davies

DATE OF INSPECTION: 18–19 January 2024

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for six months
- Decision on re-accreditation deferred
- Award of accreditation to be withdrawn

DATE: 25 April 2024

PART A – INTRODUCTION

1. Background to the provider

Cambridge Dream Limited (CD/the Provider) is a privately owned education provider. It was founded in 2014 and is based in Farndon, Cheshire in the United Kingdom (UK). The Provider offers short, non-accredited, two-week residential summer programmes for young people in Cambridge University colleges. Some participants may spend their second week at a London university.

CD provides courses in leadership skills and preparation for university. The courses are focused on Science, Technology, Engineering, Arts and Mathematics (STEAM) subjects 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 and is supported by a small senior management team.

The course tutors are made up of postgraduate subject specialists, local teachers and expert trainers. Lectures are also provided by Cambridge University lecturers. Current Cambridge undergraduates are recruited as residential student mentors each summer to assist in delivering the programmes.

2. Brief description of the current provision

Cambridge Dream provides two in-person, two-week summer programmes. One programme is a Leadership Skills course for participants aged 12–15 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, who are aged 16–18 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. Participants also gain a Sports Leaders UK certificate accredited by Leadership Skills Foundation.

Participants in the 16–18 age group work on a subject-specific project 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 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. Cambridge Dream has relationships with local Cambridge schools and offers some free places on its programmes to local young people.

Almost all the participants are under the age of 18 and typically they are evenly divided between males and females. In 2019, at the time of the last inspection, 63 participants were enrolled in total, of whom the majority were under 16 years. Most participants came from China and Hong Kong, United Arab Emirates (UAE) and Britain. Other countries represented were Jordan, India, Armenia, the United States of America (USA), Canada and various countries in Europe. 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 on site in the home office premises over two days. Discussions were carried out with the owner and MD, who is also the Programme Director, and with the Operations Manager and Welfare and Safeguarding Co-ordinator. In addition, documentation was scrutinised, and office premises were inspected. All 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

The numbers below refer to the standards as presented in the short course provider scheme document

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="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, which includes financial planning and is effectively 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

Management of the Provider is 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 senior management team. Senior managers are suitably qualified and experienced. The Operations Manager is responsible for welfare and safeguarding. 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). The Operations Manager has Qualified Teacher Status and years of experience in sports science and welfare and is also the Designated Safeguarding Lead (DSL). Both managers have many years of experience running the Cambridge Dream programmes and they are currently recruiting an Excursions and Evening Entertainments Manager.

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, agents and staff. The mission is central to all activities and is effectively implemented by clear communication to staff. It is regularly reviewed and updated.

CD'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 foreseen eventualities and provides for mitigation of risk very effectively.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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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	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 participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Managers take on administrative tasks as part of their role. They are very experienced and understand exactly what needs to be done and they carry out all necessary tasks efficiently.

The administrative support provided is sufficient to ensure the effective day-to-day running of the Provider at this stage of growth. All staff are expected to assist with administrative tasks as required. More administrators will be employed in the summer as needed.

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 and 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 policies and procedures very effectively. Key policies are also in the relevant handbooks. This ensures that everyone involved has the information they need to carry out their roles 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, students lists and group lists and the records contain comprehensive information for all necessary administrative tasks. There is, therefore, an effective framework in place that will meet the data needs of the Provider as the provision grows.

Participants' and tutors' personal records are 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 learner evaluation forms, achievement of learning outcomes and how participants' skills have developed. The information, which is password protected, is used for the end-of-course report which evaluates the programme and its effectiveness, and then deleted. Data is handled in a manner that is compliant with the Provider's privacy policy and meets 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 that 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 a face-to-face online interview.	<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	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.

A suitable performance service level agreement has been developed for self-employed staff to sign.

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

The effective systems for reviewing staff performance include 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.

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.

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 and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	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.

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. Much of the marketing material has been translated into Mandarin.

Cambridge Dream has worked well to revise its website to ensure that the information on the Cambridge University colleges that will be used in the summer is up to date.

Course information is comprehensive and accurate and provides sufficient information to enable potential participants to make informed choices.

Key policies, including those on privacy, safeguarding, welfare, health and safety, and complaints, including signposting to BAC, are available on 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, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by 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.	<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	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 programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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 to provide clear information to enable prospective participants to make an informed decision about whether the course meets their needs and aspirations.

Full information is provided to ensure that the courses offered meet the needs of the participants. Marketing materials are supplemented by presentations and question sessions arranged through partner schools and agents. This provides potential participants with the information they need about whether the courses will meet their needs.

Entry requirements are clearly stated in the course descriptions and 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.

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 equivalent benchmark. Participants' level of English language capability must also be confirmed by their class teacher.

Applicants must 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.

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.

Cambridge Dream 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, how to promote the courses accurately, and how courses can be customised to meet particular participant requirements.

There is also a password-controlled resources area for agents. 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 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.

Applicants are asked to disclose any additional learning needs and/or disabilities on the application form, as well as any specific requirements, such as in relation to allergies, religious requirements, or dietary needs. Anyone identified with specific needs receives individual support or appropriate assistance.

CD takes great care to ensure that the provision matches the needs and aspirations of participants to ensure that those who attend the courses benefit fully from the programmes.

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

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and 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 <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly and appropriate action is 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

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 all 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 has always been a very high attendance rate.

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, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Cambridge Dream has 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 Manager 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.

The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders. Feedback from participants, staff, group leaders and agents about all aspects of the programme is collected, collated and analysed. The results feed into the performance improvement system, together with any issues and areas for development highlighted in regular staff meetings.

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 informally and are quickly rectified. Formal feedback is collected from participants at the end of the first week, and any early issues that are identified are quickly rectified. Formal feedback is collected again at the end of the course, after the second week.

Feedback is gathered at every level, including group leaders, parents and the host college, to provide 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.

The participants and leaders complete feedback forms at the end of each week. These are collated and analysed by the MD. Participants have even provided feedback up to two years after attending to communicate the difference that the course has made to their lives. Feedback from all stakeholders is collated and analysed very thoroughly. 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.

Formal letters are exchanged at the end of the course with schools that send large groups of participants. Points raised are discussed in person during the MD's annual visit to the school and recorded as a list of actions and improvements to be addressed by both parties before the following year's course. Regular communication via group-chat facilities ensures that actions are implemented.

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 improvement of 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 management team 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. This results in the continuous improvement of the participant experience.

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 programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.4	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
16.5	The provider has policies to avoid discrimination and a 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	A suitable policy and 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
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 <input type="checkbox"/> NA
16.9	The provider collects contact details for participants and their next of kin, 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 is a named staff member responsible for participant welfare who is also the Designated Safeguarding Lead (DSL). He is a qualified teacher with qualifications in coaching and mentoring, information, advice and guidance, first aid, mental health, and conflict and stress management. He is accessible to all participants throughout their course.

If a female manager is required to provide pastoral or welfare support, the MD takes this role. She has also recently completed DSL training. Participants are also supported by their student mentors, all of whom are carefully selected and appropriately checked, as well as their group leaders.

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 the emergency contact number. The Cambridge Dream duty mobile telephone is carried by a member of the team 24 hours a day to ensure that staff members are always available to help.

Appropriate policies are implemented 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 have completed an appropriate training programme to enable them to protect participants effectively.

Cambridge Dream 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 telephones, 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 recorded on participant application forms and group lists, which are stored in a password-controlled management account. Participants and group leaders are asked to check and confirm these telephone numbers on participants' arrival and to ensure that up-to-date information is accurately recorded on individual enrolment forms. 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 frequently asked questions 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 Cambridge Dream 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 raise any local issues. Participants are introduced to their student mentors and groups and are made aware of the rules of the programme, including health and safety aspects. A welcome message from the MD 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, and 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, halal food or other dietary requirements.

Group leaders accompany the younger Chinese participants so that they can access a speaker of their own first language. The MD also tries to recruit at least one undergraduate mentor or administrator who speaks 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 includes 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, which is sent before the course.

Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. CD's complaints policy has been recently revised to add further clarity about how complaints are handled.

19. Where residential accommodation is offered, it 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, including Ofsted.	<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 is booked for the summer programme in Cambridge University colleges. 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 rooms and are provided with their own keys.

The management team, student mentors and the accompanying group leaders stay overnight in the accommodation and can provide any necessary supervision and support. CD's staff supervise participants who are unaccompanied by their group leaders at all times, day and night. 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 participants, 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.

There is an appropriate ratio of residential adults to participants overnight, including the international group leaders, and also when the international group leaders are not present. All staff receive training in participant welfare and health and safety during the induction and these are also covered in their handbooks. As a result, 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 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 that 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
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 at 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" 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 are quizzes, sports, arts and crafts, a ceilidh, karaoke, garden party, barbeque, board games and treasure hunt. The range of activities includes visiting places of cultural and historical interest in Cambridge, London, Oxford, Warwick and Stratford-upon-Avon.

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.

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. Mentors are assigned to relevant social activities using a rota.

Risk assessments have been conducted of all the off-site social activities, and suitable safeguards are put in place as a result. Instructions in relevant handbooks cover all possible eventualities and what staff need to do if issues arise.

Participants wear easily visible clothing and brightly coloured, branded rucksacks, provided by Cambridge Dream, to enable easy identification. Organisation is thorough, and appropriate measures are taken to mitigate possible risks. As a result, participants can enjoy the activities and remain safe.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable 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 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 formal arrangements in place that provide access to suitable premises. During the year, staff work remotely from home.

During the summer programme, the Provider has access to two colleges in Cambridge University as well as a London university for the second week of the programme for 12–15 year-olds.

Participants visit other locations for timetabled activities that are booked in advance as part of the programme, such as Cambridge Science Centre, Institute of Astronomy at the University of Cambridge 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, for example, science laboratories, which 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 notice boards 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

Staff work remotely from home offices during the year in the preparation phase of the programmes. Delivery takes place on University of Cambridge premises, which are 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.

There is adequate signage on the premises. This will be supplemented by a CD notice board for the display of general information and extra signs where appropriate. 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.

A porter's lodge typically provides space for receiving visitors. Colleges provide plenty of circulation space indoors and outdoors, together with adequate toilets and heating and ventilation in all rooms. Social areas, classrooms, outside space and study bedrooms provide appropriate space for staff and participants. 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 teaching/training sessions allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 24.2 | Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, 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 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

Several classrooms are available in Cambridge colleges that 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 are used for specific sessions that require specialist input and resources, such as software to code robot vehicles or 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.

No formal assessments are carried out. Continuous informal assessments are conducted during timetabled sessions in the allocated classrooms. The planned delivery premises are very appropriate for the courses offered.

25. There are appropriate additional facilities for participants and staff

- | | | | |
|------|---|---|---|
| 25.1 | Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities 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 personal space for preparing teaching/training sessions, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 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 teachers/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

Additional facilities for participants and staff will be fully inspected at stage 3. However, excellent arrangements are in place to ensure that there are appropriate facilities. Participants will be accommodated in single study bedrooms and so have their own space for studying.

Tutors will also have sufficient personal space in individual study bedrooms, 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. Typically, 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 is adequate for administration and private 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

Clear direction and strategic planning, coupled with an ethos of continual improvement, provide a strong foundation for a high-quality and well-focused learning experience to meet participants' needs and aspirations.

Participants receive excellent pre-course information that gives them a clear picture of the learning on offer and enables them to make informed choices.

Stakeholders benefit from detailed handbooks that provide appropriate information, advice and guidance to participants and their parents, tutors, student mentors, group leaders, agents and partner schools.

Deep and thorough analysis of a wide range of stakeholder feedback informs clear and specific action points, which are regularly monitored and evaluated and result in changes that bring about improvements in the participant experience.

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

PARTICIPANT WELFARE

Provider's strengths

The high level of importance given to safeguarding ensures thorough assessment and mitigation of risk.

Thorough programme planning and detailed policies provide for a wide variety of eventualities to ensure participants' well-being.

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

Excellent facilities in Cambridge University ensure that participants benefit from the experience of living in a Cambridge University college.

The wide range of excursions and evening activities planned ensures that participants have an enriching experience of life in the UK.

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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