

Organisation name	ANGLO Ltd, head office Bournemouth
Inspection date	9–12 July 2024

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Not met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend that accreditation be placed under review because the section standard for Teaching and learning was not met and there were weaknesses in P1, W1, W9, W22 and Safeguarding under 18s. The period of review to be ended by a spot check next summer focusing on Teaching and learning and Safeguarding under 18s and the points to be addressed.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

ANGLO UK was formerly accredited under the name of International Quest (IQ). In 2016, there was a change of ownership, and the new name was introduced. IQ was founded initially to work with two Italian language travel agents who send teenage students to the UK for vacation courses. The enrolment at one of the centres visited (Exeter) remains with one of these agents and almost all the students were Italian. At the other four centres, the marketing, sales and enrolments are managed by ANGLO and have a more mixed nationality profile. All students are enrolled as groups through language travel agents; no direct enrolments are accepted.

Exeter is the only centre offering homestay in addition to residential accommodation.

The inspection took place over three and a half days. A full day was spent at Brunel (not signalled) and one and a half days at Exeter (signalled). For one full day, meetings were held remotely with head office (HO) and documents were viewed. At both centres meetings were arranged with the programme manager, the teaching manager, the activity manager and the workshop and teaching supervisor. Meetings were also held with the liaison person from both host organisations and the homestay accommodation agency used at Exeter. There were focus group meetings with teachers, students, activity and workshop leaders and group leaders. All the teachers teaching at Exeter were observed and the majority of teachers at Brunel. One inspector visited the residential accommodation at both centres and visited two homestays remotely at Exeter. At HO, meetings were held with the director, the head of teaching, the head of activities, and the head of sales.

Address of main site/head office

2 Trinity, 161 Old Christchurch Road, Bournemouth BH1 1JU

Description of sites visited

Brunel University, Kingston Lane UB8 3PH

A large, open university campus. The teaching rooms, located in one block and the three residential blocks were all within short walking distances, with central teaching and centre offices. The canteen, some shops and coffee bars were centrally located. ANGLO had the use of a large indoor space for activities and various indoor and outdoor sports spaces.

Exeter university, Exeter EX4 4PY

A large, open university campus. The teaching office and most of the teaching rooms were in one block, with the activities staff office and a large activities space in another block. The residential blocks, canteen and sports spaces, including an outdoor heated pool, were located in various other parts of the campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All courses are for students from 10–17 though at both centres a few students aged 18 were part of groups. Teaching sessions consist of three 70-minute lessons with a 15-minute break between them. The first lesson has a language focus, the second lesson focuses on excursions, and the third consists of project work. The timetable is delivered on a zig-zag pattern of classes and activities.

Management profile

At head office the director is supported by the head of activities, and the head of teaching. They in turn support the managers at centre level, led by the programme manager who is supported by the activity manager, the teaching manager and the workshop supervisor.

Accommodation profile

At all centres, students are accommodated in university accommodation. All residential packages include full board. In addition, a small number of students in Exeter are accommodated in homestay.

Residential accommodation at the Uxbridge campus is in three accommodation blocks where all students, staff and group leaders are accommodated. Students stay in single ensuite rooms, in clusters in flats of six to ten students. There is a kitchen/common room in each block. Group leaders are placed in flats with students and staff stay in separate accommodation. The blocks are situated a short walk from the teaching centre.

At the Exeter campus, students and staff are accommodated in three blocks within a five-minute walk of the teaching centre. Group leaders are placed in flats with their students, staff are accommodated in separate flats. Homestay accommodation is offered to students in Exeter, and at the time of the inspection, ten students were staying with hosts. Homestays are all within a forty-minute journey of the centre and are arranged by an agency.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision generally operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. However, health and safety responsibilities are not clearly assigned to roles.

Premises and resources

The provision meets the section standard. The premises generally provide students and staff with a comfortable and professional environment for work and relaxation. However, aspects of safety and lack of spaces for staff need to be addressed. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision does not meet the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. However, teachers do not always receive sufficient guidance to ensure that they support students effectively in their learning. For the most part, courses are structured to provide benefit to students. The teaching observed did not meet the requirements of the Scheme. There is a need for improvement in *Academic management* and *Teaching*.

Welfare and student services

The provision meets the section standard. Arrangements for the care of students are appropriate, although the emergency plan is not effectively communicated. The leisure programme meets the needs and interests of the students, although plans and safety measures are not consistently drawn up or communicated. The school offers comfortable accommodation, which is well managed. There is a need for improvement in *Leisure opportunities*.

Safeguarding under 18s

Overall the provision meets the section standard. There is a clear and comprehensive safeguarding policy which is made known to all adults in contact with under 18s. Safer recruitment policies have been effectively implemented for staff but are not consistently implemented by the homestay provider. The provision for the safeguarding of students under the age of 18 during the unstructured parts of the programme and in some aspects of accommodation placement are inadequate. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M3 Health and safety responsibilities have not been assigned at either head office or centre level. Staffing levels at Exeter were not adequate resulting in managers not being able to carry out some aspects of their roles.

M4 Communication between head office and centres, with agents and group leaders, and with the host organisation staff is highly effective on both formal and informal levels.

M5 Feedback from students is obtained within the first few days and at the end of the course. Feedback is also regularly received from group leaders. It is evident that any negative feedback is addressed, and actions taken are carefully recorded.

Staff management and development

M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 There are comprehensive procedures for each stage of the recruitment process, and these are consistently implemented.

Student administration

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

All the criteria in the above area are fully met.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	N/a
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
<p>The main medium of publicity is the website. There are downloadable information sheets on each centre. The website has limited information for the general public, giving more details and the costs of the provision accessible only to partner language travel organisations.</p> <p>M23 The maximum class size is not given.</p> <p>M24 Since enrolments can only be made through partner language travel organisations, no information is provided on costs in the brochure or the publicly accessible parts of the website.</p>	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Not met
Comments	
<p>P1 Risk assessments are generic and not campus/site specific. In the residential accommodation, responsibility for conducting a final check of the premises had not been agreed with the hosting organisations.</p> <p>P6 At Exeter, there was no specific room for teachers to meet or to relax or to store their personal belongings.</p>	

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
<p>All the relevant criteria in the above area are fully met.</p>	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. The recruitment and support policy is effectively devised and generally implemented in line with the stated course objectives and the student profile.	
Academic management	Need for improvement
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Not met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Not met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
<p>T5 Short term absences are generally effectively covered by the teaching or workshop managers. This was a satisfactory arrangement at Uxbridge. However, at Exeter there was an unforeseen shortage of teachers in the first few days of the course. The teaching manager, as part of the cover, had to teach a full timetable for the first week of the course and was therefore unable to carry out academic management tasks effectively.</p> <p>T7 Although arrangements for the academic induction of new teachers is generally effective, teachers arriving after the beginning of the course at Exeter had not received a full or satisfactory induction.</p> <p>T8 The teaching manager at Exeter, due to teaching cover, had been unable to provide effective day-to-day guidance and support for teachers in the first week of the course.</p>	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
<p>T11 Although there is a rationale for the overall structure of the course, the rationale for the first grammar-based language lesson is not clear. Teachers are given a clear structure and schemes of work to follow for parts of the course, but not for the project lessons.</p> <p>T12 Both the excursions, the preparation for these, and the workshops (project work) give students excellent opportunities to develop their language skills outside the classroom.</p>	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All the relevant criteria in the above area are met.

Classroom observation record

Number of teachers seen	16 (6 of 9) at Uxbridge, (10 of 10 at Exeter)
Number of observations	16
Parts of programme(s) observed	Lesson 1 (language input), lesson 2 (excursions), lesson 3 (project)

Comments

None.

Teaching: classroom observation	Need for improvement
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Not met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Not met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Teachers generally produced accurate models of written and spoken English and could provide relevant examples and clear explanations of language.

T20 On the whole the content of the lessons was based on the needs and interests of the students and was based on the course objectives.

T21 Generally there was a link between activities and outcomes. However, outcomes were not always made known to or understood by students.

T22 In weaker segments, there was a lack of effective teaching techniques. Explanations and instructions were not clear, there was inadequate concept checking, and overall, there was little evidence of techniques to motivate young learners.

T23 The layout of the classroom furniture, placement of students and lack of movement did not encourage interaction between students. The presentation of audio-visual materials lacked clarity and interest.

T24 Feedback was very limited, often because students were given few opportunities to produce language. Pronunciation errors were rarely picked up or corrected and practised.

T25 Activities, relevant to the focus of the lesson, gave the students and teacher opportunities to evaluate their learning. Reference was sometimes made to previous learning.

T26 Generally teachers created a positive learning atmosphere.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W1 Relevant elements of the emergency plan are not effectively made known to students, staff, group leaders or to the host institution.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W7 Accommodation is comfortable with spacious rooms and good-sized beds. Homestays provide a warm welcoming environment.	
W9 The homestay provider carries out regular checks of accommodation. However, fire risk assessments are not in place.	
W12 Rules, terms and conditions for homestays are presented in an accessible way and are well understood by them and by their students.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All the criteria in this area are fully met.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Need for improvement
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Not met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W20 There is a variety of leisure activities available to students catering for a wide range of interests. Activities and excursions are flexible and responsive to student and group leader requests.

W21 The plans for specific activities are not consistently written or detailed and are not effectively shared with staff or group leaders.

W22 Risk assessments are not consistently drawn up in relation to specific activities. Staff are not always aware of risk assessments for activities nor of the measures intended to mitigate risks.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts students aged from 10 to 18 years in accompanied groups. At the time of the inspection, four students at Uxbridge and four at Exeter were aged 18.

S1 A detailed and comprehensive safeguarding policy is in place. It is supported by relevant practical documents including manuals and an incident-reporting platform. The policy is reviewed annually and includes clear procedures for safer recruiting, dealing with disclosures, and local safeguarding contacts.

S4 Reference checks are not in place for homestay hosts.

S5 There are insufficient risk assessments and supervision arrangements in place for students at break times and other times of the day when they are not in class or participating in activities.

S7 Some students aged under 16 are lodged in flats in residences with students aged 18.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2016
Last full inspection	2019
Subsequent checks/visits (if applicable)	Spot check in 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2015
Ownership	Name of company: ANGLO Limited Company number: 09962582
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	2 Trinity, 161 Old Christchurch Road, Bournemouth BH1 1JU
Name and location of centres offering ELT at the time of the inspection but not visited	University of Surrey (Stag Hill Campus) University of Stirling University of Warwick
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Brunel University, Uxbridge, London
2. Name of centre	Exeter University, Exeter, Devon
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	4	4			

Residential	4	4				258	271			
Hotel/guesthouse	0	0								
Independent self-catering e.g. flats, bedsits, student houses	0	0								
Arranged by student/family/ guardian	Adults					Under 18s				
Staying with own family										
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals	4	4				258	281			

Centres	1	2	3	4	5
Overall total adults + under 18s	262	285			