

Organisation name	Embassy Summer, head office, Brighton
Inspection date	5, 9–11 July 2024

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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. The period of review to be ended by a spot check next summer focusing on Teaching and learning.

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The summary statement has been withdrawn and should not be used.

## Introduction

In 2024 Embassy Summer (ES) offered junior courses for 12 to 17 year-olds (18 if with a group leader) in 11 different locations in central and southern England. All centres offer language lessons in the morning and the afternoon, social activities, excursions and residential accommodation. A decision was taken not to offer homestay accommodation this year.

There have been no significant changes to the head office team since the previous inspection. In the summer of 2023, Embassy Summer decided to move from using coursebooks to a course developed in house after having previously stopped using their own materials in 2019 and returning to a coursebook-based syllabus.

The inspection took place over four days. Three inspectors spent a day in the Mile End centre, and two inspectors spent a day in the Cambridge and Oxford centres. Meetings with head office (HO) staff were held remotely on the fourth day. HO meetings were held with the managing director, global operations manager, operations manager, global head of sales, sales operation manager, group academic director, and the group academic coordinator.

In each centre, meetings were held with the centre manager (CM), director of studies (DoS), welfare manager (WM), hall manager, and a representative from the host organisation. Separate focus group meetings were held with students, group leaders, activity leaders, and teachers. The residential accommodation was visited by one of the inspectors on each site.

All of the teachers timetabled to teach on the day of inspection in the three centres visited were observed.

## Address of head office

Dolphin House, Manchester Street, Brighton BN2 1TF

## Description of sites visited/observed

At Queen Mary and Westfield University (Mile End Road, London E1 4NS) ES have shared use of one building for all teaching and the teachers' room; a main residential block where the centre office is based, and two further accommodation blocks. The teaching building is open to university students and staff. Embassy also has use of the canteen, a sports hall, and a bar for evening activities. All the above are within a few minutes' walk of each other.

At Abbey College (Homerton Gardens, Purbeck Road, Cambridge CB2 8ED) the premises comprise a block which contains one floor with all classrooms and toilets, a teachers' room and centre office on other floors. The canteen and common room are also found here. ES has allocated toilets for their students and for their staff. The common room is used for activities. There are two separate accommodation blocks; one is five minutes' walk away and the other is 15 minutes. There is also a hall for sports activities.

At Oxford Brookes College (Oxford OX3 0BP) ES has shared use of one building which provides the classrooms, teachers room, centre office, toilets and canteen. The building is open to ES students, staff, as well as university students, staff, and visitors. There are shared facilities for both indoor and outdoor sports as well as evening activities at the secondary school next door to the university.

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 checked="" type="checkbox"/>	<input checked="" 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

The school offers 15 hours of lessons per week in most of its centres, for students aged 12–17 (18 year olds permitted if with a group leader) with slight variations in the age ranges at different centres. Most students have lessons in the morning and the afternoon on alternate weeks. The course includes a full social programme of activities and excursions.

## Management profile

The Embassy Summer director is assisted at head office by a number of personnel including the UK operations manager, programme managers, the international marketing manager, recruitment managers and administration and admissions personnel. Academic leadership is provided by the group academic director and the summer academic co-ordinator. In the centres, the centre manager is supported by the DoS, the welfare and administration manager and the activity manager. The DoS is supported by an academic administrator.

## Accommodation profile

All accommodation is provided in student halls of residence with male and female students being accommodated on separate corridors or in single sex flats. Any rare exceptions are fully risk assessed with bathroom privacy ensured at all times. The majority of accommodation offered consists of single study bedrooms with ensuite facilities. Adult members of staff are always accommodated close by.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Embassy Summer has a clear statement of values which underpins all activities, and effective staff management systems. Students and their representatives benefit from high levels of customer service, and publicity is detailed and mostly accurate. *Strategic and quality management* and *Staff management* are areas of strength.

### Premises and resources

The provision meets the section standard. The premises provide students with a secure and comfortable environment for work and study. Staff benefit from spacious offices in most of the centres seen. Students receive a notebook with useful sections for recording new language, but resources for teachers are insufficient to meet the learning needs of their students.

### Teaching and learning

Overall, the provision does not meet the section standard. The profile of the academic management team is suitable in terms of qualifications and experience but the number of teachers with sufficient qualifications and experience to deliver the course is too low. Academic management systems are strong, but teachers in all centres were struggling to deliver the prescribed course. Placement procedures are suitable and *Academic management* is an area of strength. However, there is a need for improvement in *Academic staff profile* and *Teaching*. The teaching observed did not meet the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security and pastoral care are very well met and students benefit from satisfactory student services, including leisure activities and accommodation. However, sometimes insufficient care is given to the more formal content of risk assessments. *Care of students* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is provision for the safeguarding of students under the age of 18 at school and in the leisure activities and accommodation provided. Staff are all informed and appropriately trained. Supervision at night is especially well provided for.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

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

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	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.	Strength
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.	Strength

#### Comments

M1 The statement of goals and values is very clear, widely displayed, and made known to staff and students through recruitment and induction procedures and presentations.

M2 Detailed plans exist for the future of the organisation with regular monitoring and recording of progress.

M4 Communication is excellent within centres and between centres and HO, using both formal and informal channels.

M5 Feedback systems for students are very effective, record keeping is efficient, and a number of examples were given of developments made in response. This is supported by regular meetings with group leaders.

M6 There are both initial and end-of-course feedback systems for staff, with 'away days' for members of the HO team. Staff felt that their opinions were valued.

M7 A fully comprehensive review of systems and processes is held every year and all feedback systems are central to the procedure.

Staff management and development	Area of strength
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.	Strength
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.	Strength
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.	Strength

#### Comments

M10 Recruitment procedures are comprehensive and have resulted in a very strong management team in all centres visited.

M11 All staff spoken to, both permanent and temporary felt that their inductions were both thorough and effective. Useful information is provided in advance and induction presentations delivered onsite are helpful.

M12 All temporary staff are appraised early on in the programme as well as towards the end, and observations of performance are key to the procedure.

M13 The CPD record provides evidence that training opportunities for staff is a priority within the year-round team, and good provision is made for both teachers and activity staff onsite.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives and provide good levels of customer service.	Strength
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

M14 Student and group leader feedback both in person and recorded show that they receive a very high level of customer service.

<b>Publicity</b>	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.	Not 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.	Met
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.	Strength
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

Publicity comprises a website and brochure. The brochure is considered the main form of publicity.

M21 Although most of the information provided in publicity gives rise to realistic expectations, some details on the website were inaccurate. This was addressed during the inspection and is no longer a point to be addressed.

M23 Most of the information on courses is clear and well presented, but the age range for one centre did not reflect what was seen. This was amended during the inspection and is no longer a point to be addressed.

M25 Information about the level of care for under 18s is very good. There is a dedicated page with clearly described procedures.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength

#### Comments

P6 Teachers' rooms in all three centres visited were large, bright and well located for the classrooms. Office space for administrative staff was also generous in most cases.

<b>Learning resources</b>	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.	Not 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

P8 Besides the digital Embassy Summer course, very little supplementary material is provided. Teachers, in all three centres visited, complained that they were struggling to meet students' needs with the resources available.

### Teaching and learning

<b>Academic staff profile</b>	Need for improvement
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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 recruitment and support policy is not sufficiently implemented in line with the stated course objectives and the student profile. Lesson planning sessions with the DoS which are contractual, have been treated as optional in the centres visited. Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the organisation's context. The academic management team is entirely suitable, but the proportion of teachers with a professional profile requiring additional support coupled with the demands of the course was too high for the level of support available.

<b>Academic management</b>	Area of strength
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.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
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.	Strength
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.	Strength

#### Comments

T5 Arrangements for covering absent teachers are very good. All centres have a teacher on cover duty for the all lessons, as well as the DoS and academic assistant. Teachers from other centres can also be sent where they are needed.

T8 Due to the support of the academic admin assistants, the DoSs were able to devote most of their time to observing teachers, and providing one-to-one support with regard to planning and dealing with the challenges they faced in the classroom. Teachers in all three centres were full of praise for their DoSs. They all commented on the availability, sensitivity and resourcefulness of their line manager.

T9 Observation procedures are very good with a clear focus on development. DoSs in all centres undergo standardisation training as part of their onboarding. Action points from initial observations form the focus of the second one.

T10 The CPD programme for teachers is designed in response to needs identified by lesson observations and there is a structured peer observation programme. All teachers expressed gratitude for the development opportunities provided.

<b>Course design and implementation</b>	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.	Met
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**

T11 Although the Embassy Summer course is based on very clear principles, it is not yet fully developed. The majority of teachers felt that the design of the course did not enable them to meet the needs of students. This was confirmed during lesson observations by all inspectors.

<b>Learner management</b>	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 criteria in this area are fully met.

#### **Classroom observation record**

Number of teachers seen	37
Number of observations	37
Parts of programme(s) observed	General English

#### **Comments**

None.

<b>Teaching: classroom observations</b>	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.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	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.	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.	Not met

## Comments

T19 Teachers provided mostly natural models of English and explanations of meaning were generally accurate.

T20 The content matched course objectives regarding provision of opportunities for communication; however, in many cases the language focus did not meet the differing needs of mixed-ability classes.

T21 Intended learning outcomes were made explicit via the course materials and all teachers referred to them.

T22 Teaching techniques were fairly limited in the majority of segments seen, although in a small minority, they were employed to excellent effect.

T23 In most cases, the classroom environment was managed satisfactorily. In the stronger segments, furniture was arranged appropriately to facilitate the communicative aims of the lesson, and technology was used confidently in the majority of cases.

T24 In many cases, there was very little focus on errors. Teachers often monitored during communicative activities, but, in most cases, they joined conversations rather than monitoring language used. In a small minority of cases, however, error correction was very well managed. Praise was generally appropriate.

T25 Evaluation of learning is built into the format of the lessons, as with learning outcomes.

T26 Many teachers were struggling to create a positive learning environment due to inexperience, difficulties with the materials and large mixed-ability classes. In some cases, however, teachers were confident in their abilities and the atmosphere was dynamic with high levels of student-student interaction.

## Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength
W6 Students have access to adequate health care provision.	Met

## Comments

W1 A crisis management procedure details the chain of communications in any emergency. Frontline staff receive guidance and training during their induction, and the student handbook provides recommended guidelines on basic safety procedures, which are also highlighted during the initial orientation and welcome.

W2 There is a large number of available staff who can provide ongoing, high-quality pastoral support for students. The school looks after individual students by ensuring that a member of the activity staff is identified as their personal tutor or 'guardian'. Guardians look after students throughout their stay through informal contact, supervision during off-site excursions and regular meetings.

W3 The code of conduct and student handbook promote tolerance and respect. The code for students has a section on behaviour towards others, informing them that all students and staff are expected to treat everyone equally and fairly. Appropriate posters are on display, and there are anti-bullying policies for both staff and students.

W5 There is a comprehensive student handbook which includes information on life in the UK including personal safety, UK law and other useful advice. Airport transfers are fully co-ordinated and supported by good staffing levels. All students receive a detailed induction, when further advice is given and questions may be asked.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

All criteria in this section are met.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

<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.

<b>Leisure opportunities</b>	
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.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

#### Comments

W20 The content of the leisure programme for all groups is wide and varied. Particular efforts are made to group students of the same age when they are participating in activities.

W27 There are good arrangements in place for the supervision of sporting and leisure activities. Activity leaders receive a thorough induction and ongoing support and supervision. Spot-checks, self-assessments and ongoing performance management and appraisals all help to maintain good standards.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
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.	Met
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.	Met

S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	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

Although publicity states that all students are under the age of 18, on the day of the inspection there were eleven students aged 18 at one centre and six at one other. Under 18s are only accepted as part of a group that comes with a group leader.

S5 General supervision during lesson times was sufficient. However, owing to a lack of adequate supervision during class times, students were able to use toilets, which were also available to adults.

S6 The employment of night supervisors enhances the safety of students outside the scheduled programme in their accommodation. Some sites have additional security provided by the host college's own staff, to prevent outsiders from entering the campus.

#### 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	2000
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
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	25 November 1981
Ownership	Name of company: Embassy Educational Services (UK) Limited Company number: 01599830
Other accreditation/inspection	N/a

#### Premises profile

Address of Head Office (HO)	Dolphin House, Manchester Street, Brighton BN2 1TF
Name and location of centres offering ELT at the time of the inspection but not visited	Sussex – Sussex University Falmer Campus Southsea – University of Portsmouth

	Docklands – University of East London Wellington – Wellington College Downe House – Downe House School South Bank – London South Bank University Canterbury – University of Kent Royal Holloway – Royal Holloway University of London
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

<b>1. Name of centre</b>	Mile End
<b>2. Name of centre</b>	Cambridge
<b>3. Name of centre</b>	Oxford
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
<b>ELT/ESOL students</b>	At inspection				
18 years and over	11	0	6		
17 years and under	452	281	369		
<b>Overall total</b>	<b>463</b>	<b>281</b>	<b>375</b>		
U18 programmes: advertised minimum age(s)	12	12	12		
U18 programmes: advertised maximum age(s)	17	17	17		
Predominant nationalities	Turkish, Italian, Chinese, Spanish, Brazilian				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	21	12	11		
Total number of activity managers and staff	32	18	18		
Total number of management (non-academic) and administrative staff	4	4	4		
Total number of support staff	2	3	3		

## Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	1	1	1		
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0	0		
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>		

### Comments

None.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification/profile	0	0	0		
TEFLI qualification (includes relevant QTS)	4	2	5		
ATEFL portfolio in progress	0	0	0		
Non-ELT-related qualified teacher status only (for short courses for under 18s)	14	9	5		
Holding specialist qualifications only (for ESP/CLIL)	0	0	0		
Alternative professional profile	2	0	0		
<b>Total</b>	20	11	10		

#### Comments

None.

### Accommodation profile

#### Numbers of students in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a	N/a			N/a	N/a	N/a		
Private home	N/a	N/a	N/a			N/a	N/a	N/a		
Home tuition	N/a	N/a	N/a			N/a	N/a	N/a		
Residential	11	0	6			452	281	369		
Hotel/guesthouse	N/a	N/a	N/a			N/a	N/a	N/a		
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a			N/a	N/a	N/a		
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a	N/a			N/a	N/a	N/a		
Staying in privately rented rooms/flats	N/a	N/a	N/a			N/a	N/a	N/a		
	Adults					Under 18s				
<b>Overall totals</b>	11	0	6			452	281	369		

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	463	281	375		