

Organisation name	ETC International College, Bournemouth
Inspection date	22–23 April 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.	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

<b>Recommendation</b>
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited ETC International College in Bournemouth in April 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This large private language school offers courses in general and professional English for adults (18+) and young people (16+), and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic staff profile, learner management, accommodation and safeguarding under 18s.

The inspection report stated that the organisation met the standards of the Scheme.

## Introduction

ETC International College, Bournemouth, is a large, private language school. It was established in 1989 and has been accredited since 2003. As well as ELT, the school also offers (non-accredited) courses in university foundation studies and a range of professional and training specialisms, as well as ELT teacher training.

The inspection took two days and included meetings with the director, principal, director of studies (DoS), senior teacher, administration manager, operations and facilities manager, welfare and residence manager, business manager, group manager, marketing associate, student services officer, and the HR and compliance officer. Focus group meetings were held with a group of students and a group of teachers. One inspector visited the on-site residence and conducted virtual visits of a homestay and a private home.

## Address of main site/head office

22–26 West Hill Road, Bournemouth BH2 5PG

## Description of sites visited

The main site consists of four adjacent, detached buildings, which have been integrated into a single site. One building is the on-site residence and also contains two classrooms and the teachers' room. The other three buildings each contain classrooms and offices on three storeys. Two of the buildings are linked at ground-floor level with the link housing a large reception and general office. There are 45 classrooms in total, plus a library/bookshop/computer room in the basement of one house. At the rear of the buildings, there is an outdoor relaxation area with seating and a canteen. In the summer months, a marquee is also erected in this area to provide additional seating for the refectory and additional relaxation space.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 runs year-round general English courses for adults (18+) and young people (16+) of 15, 18 or 21 hours per week; IELTS preparation courses are also offered, as well as business English and English for specific purposes (ESP) courses including medical and aviation English. Courses for juniors aged 12–17 are run in June, July and August; closed groups of juniors, minimum age 12, are accepted year round. One-to-one classes can be provided on demand.

## Management profile

The principal has overall responsibility for the day-to-day running of the school. He reports to the director along with the business manager, business development manager, operations and facilities manager, and the residence director. The principal manages the DoS, HR and compliance staff, student services officer, activities assistant, as well as the head of FE/HE. The DoS was recently promoted from the assistant director of studies (ADoS) position and is assisted by a newly-appointed ADoS, as well as a senior teacher.

## Accommodation profile

There is a range of accommodation options for students of all ages. Homestays are available at standard and executive levels, the latter including an en-suite or private bathroom. Private homes accommodating more than four students are offered to adult students (18+). The on-site ETC residence is available for students aged 18+ outside the summer period and then exclusively for under 18s during July and August. The residence is connected to the school's café which serves breakfast, lunch and dinner every day. Adult students can choose one of the externally

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managed summer residences during summer. These comprise student flats which have six bedrooms and a kitchen diner and seating area, on a self-catering basis.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Systems for strategic as well as staff management are well organised and effective, and students receive excellent support from all staff. There were a few issues with publicity, but these were addressed during the inspection. *Strategic and quality management, staff management, and student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a comfortable environment for students, including a very popular canteen. Safety and security are generally well provided for, but a suitable risk assessment was not seen for the premises. Learning resources are plentiful and well organised and are under constant review. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is strong and deployment is effective. The teachers benefit from good support from the academic management team, but observation procedures are insufficiently developmental. Course design is based on clear principles and regularly reviewed. Students benefit from excellent learner management systems. The teaching observed met the requirements of the scheme. *Academic staff profile and Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care, information and leisure activities are fully met, although not all staff are aware of emergency response procedures. Students benefit from well-managed student services, including out-of-class activities and a very suitable range of accommodation. *Accommodation* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the organisation and on leisure activities and in accommodation organised by the school. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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## 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.	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.	Strength
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.	Strength



**Comments**

M3 The structure is clear and there is very good cover for roles as many staff have been with the college for a long time and have held a number of different positions. Posters around the college identify staff to those who may need their support.

M4 Communication is very well managed using both formal channels with detailed meeting minutes and action points, as well as more informal channels such as online messaging tools for different departments. All staff spoken to were happy with the communication and felt that their voices were heard.

M5 Feedback from students is collected, collated, and analysed closely. Channels include feedback forms, tutorials, student rep meetings, and a suggestion box. Evidence was seen that action is taken.

M7 Processes and systems are under constant review. Student and staff feedback is central to this process as is that from inspection reports. Progress is closely monitored in all areas using an 'action tracker' document.

**Staff management and development****Area of strength**

M8 The provider implements appropriate human resources policies, which are made known to staff.

Strength

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.

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**

M8 Appropriate HR policies are in place, and the college's flexible approach to staff management has allowed many staff to stay with the company whilst managing changes in their personal circumstances. All staff spoken to felt valued and well supported.

M10 Recruitment procedures are very effective. Procedures are clear and differentiated according to role, and staff records were well organised and up to date.

M11 Staff induction is very thorough. For new employees, there are good opportunities for job shadowing and further support given the number of staff who have fulfilled various roles during their time here. Useful quizzes are used to check understanding of college policies and induction time is paid.

**Student administration****Area of strength**

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.

Strength

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Strength

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.

Strength

**Comments**

M14 Student feedback both in person and recorded is very positive with regards to customer service. A new database has recently been introduced to support this and staff are receiving support in its implementation.

M18 There is a very clear policy on student absence and action taken is prompt yet considered. Examples of action taken explain why attendance is important, including considerations such as welfare, learning, and fellow students, as well as visa requirements.

M19 Conditions under which a student may be asked to leave their course are covered in handbooks, as well as the new student induction presentation, and there is an effective, staged process in place.

M20 The complaints procedure is clear, well presented and includes the opportunity to escalate the concern to an external body. Detailed records of action taken in response to complaints were also seen.

<b>Publicity</b>	
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.	Strength
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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

Publicity comprises a website, PDF brochures, and a number of social media channels. The website is considered the main form of publicity.

M22 All information on the website and brochures is accurate, well written, and highly accessible.

M23 Although course descriptions provide useful information on levels and expected outcomes, some of the required information was missing. This was added during the inspection and is no longer a point to be addressed.

M25 Much of the information provided is appropriate; however, there was some contradictory information regarding limits to supervision for 16 and 17 year-olds. This was corrected during the inspection and is no longer a point to be addressed.

M27 Descriptions of staff qualifications were slightly exaggerated, but this was amended during the inspection and is no longer a point to be addressed.

### **Premises and resources**

<b>Premises and facilities</b>	
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.	Strength
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**

P1 Although many systems are in place to promote the safety and security of students, a satisfactory premises risk assessment was not seen. The risk assessment was just a list of potential risks with no indication that they had been assessed, and with no record of action taken or to be taken.

P4 There is a student lounge with a tea/coffee machine as well as a canteen with both inside and outside seating. The quality of the food and the service in the canteen is excellent, and very popular with students.

P6 There is ample office space for administrative staff, and teachers benefit from a good-sized room for preparation and the storage of personal possessions. This room also includes a number of PCs for teachers' use and a kitchenette.

<b>Learning resources</b>	
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.	Strength

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.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

#### Comments

P8 Teachers have access to a wide range of well organised materials both digital and printed. As the college is also a teacher training centre, there is a wealth of teacher development literature available.  
P11 Evidence was seen for the ongoing review and development of teaching and learning resources. This benefits greatly from regular feedback procedures involving both teachers and students.

## Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the college's context. There is a very good range of skills and experience in specific fields to aid the delivery of the many ESP courses on offer. This includes five TEFLQ managers with experience in a broad range of contexts.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
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.	Not 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.	Strength

#### Comments

T5 There is ample cover for absent teachers. Depending on the time of year, there are cover teachers as well as academic management staff available to step in at short notice.

T8 As well as the DoS and ADoS, there is a senior teacher based in the teachers' room who fulfils the role of 'teachers' room buddy'. All teachers spoke very highly regarding the level of day-to-day support they receive.

T9 Although the teacher observation schedule is appropriate, a number of observation reports evidenced an insufficient focus on development.

T10 CPD is regular and mostly run by qualified teacher trainers. Teachers find the sessions very useful and also appreciate receiving certificates of attendance.





<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.	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.	Strength
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

T13 The procedure for the review of course design benefits from regular input, including end-of-course reviews from teachers and feedback from students.

<b>Learner management</b>	Area of strength
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.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
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.	Strength

#### Comments

T16 Portfolios and regular tests provide very effective procedures for monitoring students' progress. Assessment is linked to an external reference and progress is discussed in tutorials.

T17 The tutorial and portfolio systems are very effective in helping students identify their learning needs, and it was clear from speaking to students that they receive all the support they require.

T18 Help for those wishing to study for an external exam or progress to mainstream education is very strong with a dedicated exams officer as well as a university councillor on the staff.

#### Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	General English, exam preparation, ESP

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
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.	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.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Not met
T26 Teachers promote a positive and inclusive learning atmosphere and students are	Met

engaged in the lesson.

### Comments

T19 Teachers provided sound models and mostly useful explanations of language systems. In the stronger segments, teachers showed excellent knowledge of the systems as well as the skills needed on the part of students.

T20 Profiles were seen for all classes, and some contained a good level of detail regarding the learning needs and backgrounds of students. In a number of cases, differentiation of both language needs and learning goals was included in the lesson plan itself.

T21 Although some lesson plans contained clearly expressed learning outcomes, in many these were expressed as teaching aims. In some cases, the learning outcomes were well expressed on lesson plans, but teaching aims were written on the board for students. Staging in a number of classes did not contain sufficient scaffolding to prepare students before attempting tasks (examples, pre-teaching lexis).

T22 A fair range of teaching techniques was seen. This included concept checking, nomination of individuals, instruction checking, drilling of new language, and effective monitoring. In some cases, techniques were used confidently and to good effect.

T23 The classroom environment was generally managed satisfactorily. Technology was used confidently in most cases, time limits were used to good effect in some and in the strongest segments, the teachers were very successful in bringing the coursebook material to life.

T24 Feedback on errors was satisfactory. In some segments, there was confident use of both on the spot and delayed error correction.

T25 The evaluation of learning by both students and teachers was missing from most segments. Lessons and lesson plans were missing vital production and freer practice stages to achieve this, but in a small number of plans, these stages were prominent.

T26 Overall, students were engaged with their learning and in a number of cases, good rapport was evident. In the stronger segments, student-to-student interaction was prioritised, and teachers filled a more facilitative role.

### 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.	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.	Strength

### Comments

W1 While there is a comprehensive plan to deal with emergencies, it is not communicated to all staff or students and staff responsibilities are not made clear.

W2 There is a very good provision for pastoral care at the school. Several staff have responsibilities in this area and have undergone training in various aspects of welfare. Students commented that all staff were available if they had problems or needed advice and support.

W3 The school has good policies to promote diversity, tolerance and respect and several members of staff have undergone additional training in these areas. Specific activities have been organised to foster inclusivity and diversity.

W5 Aspects of travel to and life in the UK and Bournemouth are covered well in student inductions, pre-arrival documents, and student handbooks. Several staff are available to offer advice should students need additional guidance.

W6 There is a very good provision of first aid trained staff including one member of the team who is a trainer in this area. Staff have also received training in the operation of a defibrillator which is available on the premises. Students receive useful information on access to healthcare services and a sick room is available for any students that feel unwell.

<b>Accommodation (W7–W18 as applicable)</b>	<b>Area of strength</b>
<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.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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.	Strength

#### **Comments**

W7 The accommodation offered is of a very good standard and students in the focus group reported positively about their experiences in homestays, private homes and the school residence.

W10 Students receive personalised information on their choice of accommodation, including homestay pen portraits and guidance on travel to school. A very useful “what to expect at your homestay” guide is also included with all confirmations.

W11 Good procedures for collecting, collating and analysing feedback on homestays and residences are in place. Actions are recorded and monitored, and the accommodation team has regular communication with hosts to ensure any issues are quickly resolved.

W12 All homestay hosts receive confirmation of the school’s rules and expectations with every booking. Terms and conditions are clear and the school emergency telephone number is prominently featured on all confirmation documents.

W13 Student feedback and information provided by the hosts that were visited indicate that meals are of a high standard.

#### *Accommodation: homestay only*

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 of the criteria in this area are fully met.

#### *Accommodation: other*

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### **Comments**

The relevant criterion in this section is met.

#### **Leisure opportunities**

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.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site	Met

and off-site activities.	
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
<b>Comments</b>	
<p>W21 Full itineraries are available for all leisure activities and staff are fully briefed beforehand. All activity leaders carry a kit bag with a route map, plan B, emergency phone, telescopic flag and first aid kit, in addition to a risk assessment. The year-round programme includes regular in-school clubs and popular activities, but students are also canvassed each week to enable additional trips or visits to be included.</p> <p>W23 All activity leaders receive first aid training and summer activity staff undergo a one-week induction and training programme. All sports activities are risk assessed and normally held at a recognised sports centre with fully trained staff on hand.</p>	

## Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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
<b>Comments</b>	

The school accepts students aged 16 and 17 throughout the year on adult courses. In summer, courses for junior students aged 14–15 years and young learners aged 16–17 years are held. In addition, closed group courses for students aged between 12 and 17 years are offered on request. At the time of the inspection, there were three students aged under 18 at the school. This number rises to approximately 350 during the peak summer period.

S2 In addition to the designated safeguarding lead and deputy, several members of the team are trained to Specialist or Advanced level. All hosts accepting under 18s receive online Basic safeguarding training. The policy is made known to all staff and regular training and guidance takes place for all stakeholders.

S4 There are robust recruitment procedures in place and record keeping is very good. All sampled files for staff and homestays were complete.

S5 Supervision on site and during activities is good throughout the year. Under 18s on adult programmes meet with a member of staff every week. Adult and junior courses follow separate timetables during the summer and attendance is well monitored. There is a high staff-to-student ratio and activity leaders are well trained.

S6 Rules are made clear in the "Parental Permission Form" and students are reminded during the induction presentation. Curfew times are widely promoted, reminders sent, and hosts spoken to were very clear about their responsibilities.

### 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

Inspection history	Dates/details
First inspection	2003
Last full inspection	2019
Subsequent checks/visits (if applicable)	2023 spot check
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Professional courses, FE/HE courses, English Teacher Training programmes.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1989.
Ownership	Name of company: Educational Training Centre UK Ltd. Company number: 02534867.
Other accreditation/inspection	ISI QAA

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	91	350
Full-time ELT (15+ hours per week) aged 16–17 years	3	175
Full-time ELT (15+ hours per week) aged under 16	0	175
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>94</b>	<b>700</b>
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18–23	18–23
Adult programmes: typical length of stay	8 weeks	3 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Omani, Korean, German, Swiss	Saudi Arabian, Omani, Korean, German, Italian, Spanish
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks (with group if outside the summer)	2 weeks
Junior programmes: predominant nationalities	German, Italian, Spanish	Saudi Arabian, Omani, Korean, German, Italian, Spanish

<b>Staff profile</b>	<b>At inspection</b>	<b>Estimate at peak</b>
Total number of teachers on eligible ELT courses	15	42
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	24	
Total number of support staff	9	

### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
<b>Professional qualifications</b>	<b>Number of academic managers</b>
TEFLQ qualification and at least three years' full-time relevant teaching experience	5
Academic managers without TEFLQ qualification or three years' relevant experience	0
<b>Total</b>	<b>5</b>

#### **Comments**

The Senior Teacher generally teaches 10 lessons per week in the low season and is on cover during the summer months. She was on cover for the period of this inspection and not required to teach.

The Assistant Director of Studies may also teach 10 lessons per week in the low season and be on cover during the summer months.

The junior courses co-ordinator generally teaches 28 lessons in the low season but does not normally teach during the summer months, when he is overseeing the junior courses operations.

### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification/profile	4
TEFLI qualification	11
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
<b>Total</b>	<b>15</b>

#### **Comments**

None.

### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
<b>Types of accommodation</b>	<b>Adults</b>	<b>Under 18s</b>
<i>Arranged by provider/agency</i>		
Homestay	23	3
Private home	6	0
Home tuition	N/a	N/a
Residential	24	0
Hotel/guesthouse	6	0
Independent self-catering e.g. flats, bedsits, student houses	26	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	6	0
<b>Overall totals adults/under 18s</b>	<b>91</b>	<b>3</b>

Overall total adults + under 18s	94
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**Items requiring early action**

Evidence must be submitted within three months to demonstrate that the issues identified in P1 and W1 have been addressed.