

Organisation name	Foyle International, Derry, Northern Ireland
Inspection date	27 June and 8 July 2022

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 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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Foyle International, Derry in June and July 2022. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Foyle International was set up in 1990 by the current owner/director. Since the last inspection the school has continued to develop its provision for students on European-funded programmes and other work experience programmes. The school has recently opened offices in three locations in the Republic of Ireland to increase its participation in European-funded programmes. At present year-round general English classes are not running in Derry as the school seeks to consolidate and reposition itself post pandemic. The junior summer school was being offered at the time of the inspection at North West Regional College. The adult summer school is being offered for summer 2023.

This compliance-only inspection, which was conducted remotely, took one and a half days. The half-day inspection took place at the end of the week following the full-day inspection in order to inspect the school when classes were running. The inspectors held meetings with the director, the academic manager, the European programmes manager, the sales and marketing officer, the HR and accommodation support officer, two group leaders and two social mentors. Focus groups were held with the teachers and a group of students. There were five teachers teaching during the inspection and each was observed once by one inspector. The inspectors were sent a video tour of the premises being used for the junior summer school and given a virtual tour of the premises. One inspector visited two homestay hosts remotely.

## Address of main site/head office

17–21 Magazine Street, Derry BT48 6HH

## Description of sites observed

Foyle International has worked closely with North West Regional College (NWRC) a local further education college (Strand Road, Derry BT48 7AL) for a number of years and the junior summer school takes place here. The college is located outside the city walls and close to the waterfront, ten minutes' walk from the main school. NWRC is a modern five-storey building and the school rents classrooms and rooms for teachers and social mentors on the fourth and fifth floors. Students have access to a college café where they can eat packed lunches, and a social area, as well as a sports hall with stage.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
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

General English language courses for adults are offered year-round but none were running at the time of the inspection. Foyle International offers a summer vacation course of 13 hours of weekly lessons (3 x 50 minute lessons each day) combined with a programme of afternoon leisure activities and excursions for 13–17 year-olds. The course runs in July and August for six weeks and students usually come for two to three weeks at a time. An adult summer vacation course (18+) is also offered but was not running this year.

## Management profile

The director has overall responsibility for the running of the school. The academic manager, the European programmes manager, the sales and marketing officer and the HR and accommodation support officer all report to the director. Teaching staff report to the academic manager; social mentors report to the European programmes manager.

## Accommodation profile

Foyle International offers homestay, self-catering and university residential accommodation in the summer. The school currently works with around 40 homestay hosts, most of whom take under 18s.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. The structure of the organisation is well established, communication is very good and student administration is carried out efficiently and effectively. Publicity is mostly satisfactory.

### Premises and resources

The provision meets the section standard. The premises used for the junior summer school provide students and staff with a very comfortable, clean, pleasant and professional environment for work and relaxation. A very good 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 students and staff where needed.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design is effective and learner management is very good. Teachers receive very good support, and overall the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme

### Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care, and information are well met, and students benefit from well-managed student services, including out-of-class activities and good homestay accommodation.

### Safeguarding under 18s

Overall the provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and on the leisure activities and in the accommodation provided. However, insufficient attention is paid to handling delayed suitability checks. Risk assessments had not been conducted for particular staff for whom up-to-date checks were not available. A number of Access NI police checks were still pending at the time of the inspection. Not all references gathered for staff referred explicitly to the person's suitability to work with 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.	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.	Met
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.	Met
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

<b>Comments</b>	
<p>There is a statement in writing of the school's goals and values which is shared with staff and students and the wider public on the website and in other documents. The school has realistic plans in place outlining the priorities for short, medium and long term development, taking current circumstances into account. Communication at all levels of the organisation is effective and feedback is collected from various sources and processed efficiently. There is good evidence of regular review of systems and processes, including the self-evaluation against inspection criteria to ensure continuous development.</p>	
<b>Staff management and development</b>	<b>Met</b>
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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, 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 of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comments</b>	
<p>Human resources policies and procedures are generally well covered and made known to staff through handbooks and contracts of employment. Job descriptions are in place and duties are reviewed annually, though job descriptions were not always dated. Recruitment and induction procedures are appropriate. Continuing professional development sessions had been timetabled into the summer school programme for teaching staff, and staff felt that the school responded to their development needs.</p>	
<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 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
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
<b>Comments</b>	
<p>Student administration systems work effectively with clear, designated responsibilities for those involved in implementing the systems. Records are kept up to date, and there is a clear policy and procedures for monitoring attendance. Details of emergency contacts are on file and can be accessed by those that need them in case of emergency outside school hours. Complaints and behaviour policies are in place and explained to students at induction.</p>	
<b>Publicity</b>	<b>Met</b>
M22 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

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 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
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The website is the main medium of publicity with additional printed brochures.

Publicity is accurate and gives rise to realistic expectations. Information is presented in clear and accessible English and information on courses is available. Issues with M22, M26 and M27 were addressed during the inspection and are no longer points to be addressed. Costs are not stated on the website as most of the arrangements for summer school are agreed with agents; however some students do come independently therefore M25 remains a point to be addressed.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 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
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

The on-site tour showed that the college premises used for the summer school are of a very high standard. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout. There are good facilities in place for staff and students to eat and relax. Signage is generally good and exits are signposted.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources 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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

There is a very good selection of learning resources for both students and teachers. Technology at the college is also very good with college staff available to help with any problems during the summer. Resources are reviewed formally at the end of the summer taking staff and student feedback into account.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### Comments

A rationale for one member of staff without a Level 6 qualification was presented and accepted in the context of this inspection. The member of staff is part way through a degree and has had extensive engagement with post-school learning. Two out of five teachers are TEFLQ and all have a range of very relevant qualifications and experience. The academic manager is highly qualified and experienced and provides strong leadership.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

Timetabling, cover and coping with continuous enrolment are all dealt with effectively, backed by clear policies and advice for teachers. Observation records seen from past years were thorough and helpful and a timetable for observing summer school teachers was in place. Staff in the teacher focus group spoke very highly of the support, help and guidance they receive from the academic manager.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

Course design is clear and appropriate guidance and resources are available. Written schemes of work are produced and submitted to the academic manager and weekly plans are displayed on classroom walls. Students can also access these plans digitally. There are procedures, led by the academic manager, to review course design at the end of the summer and teacher feedback is integral to this. Courses include project work to encourage and support independent learning. The social team and the teaching team work closely together to ensure that the social programme has opportunities for language learning and practice embedded into the activities offered and to ensure that students get the most out of being in an English speaking environment.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

Testing and placement is efficient and students can be moved if necessary. All students receive an individual tutorial early in the course and engage in pre-tutorial reflection to help identify their learning needs and language goals. Progress is monitored through weekly achievement tests and the project tasks. End-of-course reports detail what students have achieved.

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All of junior summer school

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Teachers generally had a good knowledge of the language and were able to provide clear explanations. In most cases clear models of written and spoken English were given, although in one segment seen lexical explanations were very unclear and confusing for the students. Pronunciation was considered in lesson plans but little work on pronunciation was seen in the segments observed.

T24 The content in nearly all lessons was linked to the syllabus and the aims of a short summer course. The materials used were appropriate and the topics mostly relevant and of interest to the students.

T25 In most lessons there was evidence of careful planning; lessons were generally well staged and led to appropriate learning outcomes. In weaker segments the sequence of activities was appropriate but went on too long, so that students started to lose interest in what they were doing.

T26 Overall, a range of appropriate techniques was employed. Stronger segments included efficient elicitation and illustration of language, teachers encouraged pair and group work. However, some lessons were very teacher-centred, with opportunities missed for structured student oral production.

T27 Teachers made good use of the space and introduced activities where students could move around and interact. Overall, the management of the classroom environment and resources was satisfactory.

T28 Teachers mostly monitored well and students received feedback on tasks. Teachers gave frequent encouragement and praise and some used a good range of correction techniques, including promoting self- and peer-correction and effective use of gesture. In weaker segments there were missed opportunities for correction.

T29 Lessons included some activities and tasks to evaluate whether learning had taken place, but this was not evident in all classes and did not feature in lesson plans. In one stronger segment students were demonstrating that learning was taking place by presenting to other students.

T30 Overall, teachers created a positive learning atmosphere and there was evidence of good rapport. Students were largely engaged and activities were often personalised to ensure interest. Interaction patterns varied and in better segments involved movement to ensure energy levels remained high.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers had a good knowledge of language although little attention was paid to pronunciation and occasionally confusing explanations of new lexis were given. Lessons were mostly well planned and based on student needs. Teachers used a good range of techniques, employed resources effectively and most checked that learning was taking place. There was a positive learning atmosphere in most of the lesson segments observed. The teaching observed met the requirements of the Scheme.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 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
W4 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
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

The safety and security of students are ensured in the college premises through a number of measures including risk assessments and suitable first aid provision. Pastoral care is of a very good standard and students receive very useful pre-arrival and on-arrival information about their courses, the welfare support available and local amenities.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met



W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

**Comments**

The homestay accommodation provided comfortably meets Scheme requirements and appropriate systems are in place.

*Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

**Comments**

All criteria in this subsection are fully met.

*Accommodation: other*

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

**Comments**

None.

**Leisure opportunities**

W23 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
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

**Comments**

Foyle International offers summer students a social programme with afternoon and some evening activities and a full-day excursion on Saturdays. The programme is appropriately organised and risk assessments are in place for all activities.

**Safeguarding under 18s**

<b>Safeguarding under 18s</b>	Met
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.	Not 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.	Not 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.	Met
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

The school accepts 16 and 17 year-olds on adult courses throughout the year and runs a young learner summer programme (13 to 17 year-olds). At the time of the inspection 64 students aged under 18 were studying on the junior summer school programme.

Although the school has a generally appropriate safeguarding policy, insufficient attention is paid to how to handle delayed suitability checks. Risk assessments had not been conducted for staff for whom up-to-date police checks were not available. Staff receive suitable safeguarding training. Foyle International had sought to obtain a large number of Access NI police clearance checks for staff and homestays hosts, but a number of these were still pending due to delays in processing them, at the time of the inspection. Most but not all references gathered for staff referred explicitly to the person's suitability to work with under 18s. Homestay hosts are clear about their safeguarding responsibilities and age-related curfews are in place.

#### 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	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	European-funded programmes and other work experience programmes; externally validated pre-service ELT training; externally validated test for healthcare professionals.

Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1990
Ownership	Name of company: Foyle International Company number: NI68771
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	29	37
Full-time ELT (15+ hours per week) aged under 16	35	33
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>64</b>	<b>70</b>
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish	Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	6	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager was timetabled for cover at the time of the inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	64
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	64
Overall total adults + under 18s	64	