

Organisation name	The Language Training Company, Bournemouth
Inspection date	31 October – 1 November and 27 November 2023

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 accreditation with a spot check during the summer of 2024 focusing on the junior vacation programme, residential accommodation and safeguarding under 18s. In addition, evidence must be submitted within three months to demonstrate that weaknesses in publicity and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited The Language Training Company, Bournemouth in October and November 2023. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of staff management, premises and facilities, academic staff profile, academic management, teaching, care of students and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The Language Training Company (LTC) is a privately owned language school that was founded in 2011. The school was founded by the managing director (MD) to provide summer schools, academic year programmes and guardianship services for junior students wanting to experience academic life in Britain. LTC's aim is to give international students a taste of British culture and place them in an environment where they can practise and improve their English Language Skills

The school now runs programmes for adult students and closed-groups of juniors during the year. During the summer, LTC also provides courses for junior students in the school, while adult students will study in premises hired from the University of Bournemouth. The school manages its own homestay provision all year, and in the summer accommodates some students in local university residences.

The inspection took a day and a half and was carried out by two inspectors. Meetings were held with the MD, director of studies (DoS), business development director (BDD), registrar/receptionist and the accommodation coordinators. Focus group meetings were held with students and teachers. All teachers timetabled during the inspection were all observed twice, once by each inspector. One inspector visited one homestay and conducted virtual tours of two homestays.

On 27 November a supplementary inspection was conducted remotely by one inspector over part of a day in order to evaluate provision while a group of under 18s were at the school. Meetings were held with the MD, the DoS, two student services co-ordinators, an activity leader, two teachers and a group leader. Documentation reviewed included: the programme of study and activities; staff qualifications; security checks for the staff members and the group leaders; student records and parental consent forms; policies and risk assessments for all onsite and offsite activities.

## Address of main site/head office

44-46 St Peters Road, Bournemouth BH1 2LT

## Description of sites visited/observed

The school occupies a pair of two-storey houses in a residential area a ten-minute walk from the centre of Bournemouth. There is a reception area, a student common room, a study room, a quiet room, offices, teachers' room, staff kitchen, and ten classrooms. There are four toilets including one which is wheelchair accessible. To the front of the building there is a car park and seating area.

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 checked="" 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 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 provides general English courses for students aged 16 and over all year round, and vacation courses for 11 to 17 years old during the summer. In addition it offers courses to closed groups for students aged 11 to 17 throughout the year.

## Management profile

The school is managed by the MD who is supported by the DoS and BDD. The DoS manages teaching and learning on a day-to-day basis, while the BDD has responsibility for publicity and marketing. The MD oversees student services, administration and all other aspects of the school, managing a team of coordinators with responsibility for accommodation, the leisure programme, student services and front of house. Welfare and safeguarding are overseen by the DoS.

## Accommodation profile

Throughout the year, homestay accommodation is arranged for adults and under 18s. Rooms in a small residence can also be arranged. During the summer, the school uses university halls of residence with separate provision for adults and under 18s. Students on junior summer courses can stay in homestay or supervised residential accommodation.

## Summary of inspection findings

### Management

Overall, the provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values. The structure of the organisation is very well established, and communication is good. Policies and procedures related to staff management are very effective. Student administration is mostly carried out highly efficiently. Some parts of publicity are inaccurate or inaccessible. *Staff management* is an area of strength. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant 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 students and staff where needed. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a highly suitable professional profile to meet the course objectives and students' needs. Course design and learner management are effective. Teachers receive very good support, and courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Teaching* 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 security, pastoral care, leisure opportunities and for information and advice are very well met. Students benefit from a well-managed accommodation service. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. Overall, there are efficiently run systems to ensure the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. Recruitment policies are appropriate but not all procedures are fully implemented.

### 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.	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.	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>	
M3 The structure of the management and administration is very clear and appropriate to meet the needs and expectations of students for year-round and seasonal provision. There are very good cover arrangements in place and the structure is clearly communicated to students and staff.	
<b>Staff management and development</b>	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 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.	Strength
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.	Strength
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.	Strength
<b>Comments</b>	
M8 The staff handbook outlines a comprehensive range of human resources policies, which have been drawn up with expert input. Policies and practices ensure that staff are well supported and that the school provides a healthy happy work environment.	
M11 Induction procedures are personalised, thorough and specific to the various roles. There are also detailed checklists. Staff commented on how effective their inductions were.	
M12 There is a robust supportive appraisal and ongoing support procedure in place. The procedure effectively identifies staff achievements, as well as areas for improvement and contributes to a strong developmental culture in the school.	
M13 There are good procedures to ensure the continuing professional development of staff. All staff are trained to meet statutory and organisational requirements. In addition, they are engaged in further developmental opportunities, including opportunities to lead professional development sessions themselves.	
<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Not 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.	Not 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>	
M14 There is a whole-school approach to customer service, where every member of staff is helpful and courteous to students and their representatives. This is backed up by IT resources which ensure that data storage and retrieval and communication are effective and efficient.	
M15 Students and their representatives receive comprehensive pre-course information, and the admissions team offers excellent advice through email, phone calls and messaging services. In addition, students receive very helpful support and advice from staff throughout their stay.	
M16 The school communicates its terms and conditions clearly. The policy and procedures for refunds are very student friendly, with the priority always being that students are happy with the outcome.	
M18 Emergency contact details for adult students do not include the relationship of the contact to the student, nor	

whether the contact speaks English.

M19 There is a clear policy on student attendance and punctuality, but it is not applied consistently for adult students.

<b>Publicity</b>	<b>Need for improvement</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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

### **Comments**

Publicity includes a website which includes a number of online mini brochures, and a social media presence. The website is considered to be the main source of publicity.

M23 The language used in some of the brochure materials is not accessible at a B1 language level.

M24 The maximum class size is not stated on the website. This was rectified shortly after the inspection and is no longer a point to be addressed.

M26 Information regarding safeguarding provision and limits to supervision for 16 to 17 year olds on adult courses is not published in the relevant part of the website. This was rectified shortly after the inspection and is no longer a point to be addressed.

M28 Some of the brochure materials state that all teachers are native speakers, when this is not the case.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
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.	Strength
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.	Strength
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.	Strength

### **Comments**

P3 The student lounge, quiet room and study room provide comfortable welcoming spaces with good access to facilities for relaxation and the consumption of food.

P5 Signage is very clear and consistent. The well-presented noticeboards in common areas and classrooms are visually attractive, informative, and up to date.

P6 The staff room, meeting room and kitchen provide generous flexible spaces for meetings and relaxation. Staff have very good access to storage space, computers and printing facilities.

<b>Learning resources</b>	<b>Met</b>
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.	Strength
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 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

P7 There is a good range of very well-organised learning resources for students, including excellent in-house and supplementary materials.

P8 Teachers have a large stock of hard copy resources, which are extremely well organised. They also have access to a very good range of online materials on a shared drive.

## Teaching and learning

Academic staff profile	Area of strength
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.	Strength
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.	Strength

### Comments

T2 The majority of the teaching staff are TEFLQ.

T4 All members of the academic management team are TEFLQ with significant teaching experience. The team provides a range of teaching and management experience appropriate to the context.

Academic management	Area of strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

### Comments

T7 There are effective systems and procedures in place for cover. There are a good number of staff on site available for cover. Well-organised teacher records and files support continuity by the cover teacher.

T8 All aspects of academic management affected by continuous enrolment have been very carefully considered. Timetables, schemes of work and assessment procedures have been adapted accordingly, and teachers are given good guidance during their induction and in handbooks.

T9 Teachers receive excellent day-to-day guidance including daily briefings from the DoS and weekly training sessions. Teachers commented very positively about the support, guidance, and advice that they receive.

T10 Year-round teachers are observed four times per year, twice formally, and twice on a more informal drop-in basis. Observations and feedback are developmental, supportive and effectively identify teachers' strengths and areas for improvement.

<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.	Strength
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**

T11 The principles behind course design are clear and courses have a coherent structure which is well understood by staff and students. There is good guidance for teachers linking the syllabus to the coursebook.

<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.	Strength
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.	Met
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**

T18 Very effective procedures for evaluating, monitoring and recording students' work are in place. These include weekly assessments of speaking and writing; the grades are recorded and discussed during the four-weekly tutorials.

#### **Classroom observation record**

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English

#### **Comments**

Each teacher timetabled to teach during the week of the inspection was observed by both inspectors.

<b>Teaching: classroom observation</b>	Area of strength
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.	Strength
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.	Strength
T28 Students receive appropriate and timely feedback on their performance during the	Met

lesson.	
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers dealt with language very confidently. They provided very clear explanations and relevant examples suitable for the students' levels. Models of language included parts of speech, phonemes, and stress marks.

T24 Plans included class profiles showing in-depth awareness of individuals' strengths and needs. In general, lessons were planned with students' profiles in mind, although in some segments, the grading of language activities was too high for students.

T25 In most cases, learning outcomes were clear, checked and noted, and there was a clear link between lesson aims and the activities planned. However, in a small number of plans, learning activities were specified instead of learning outcomes.

T26 A range of techniques was used with confidence by most teachers. There was effective questioning and elicitation, and in stronger segments, students were provided with good opportunities to practise and develop subskills.

T27 Management of the classroom environment and resources was excellent and included the effective use of audio-visual technology. Teachers demonstrated the ability to bring the coursebook to life by adapting materials, and to organise classrooms in a way which enhanced learning.

T28 There was good use of correction overall, and teachers also used praise and encouragement to motivate and encourage learners. There was good evidence of a range of feedback techniques in most classes, including delayed, peer and self-correction. In weaker segments, correction did not include controlled practice of language to support learning.

T29 There were frequent references to work covered in previous lessons, as well as good levels of concept checking, both of which gave students opportunities to evaluate their own learning.

T30 Teachers were very encouraging and displayed empathy and excellent listening skills. This combined with very good rapport to create a highly collegiate positive learning atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being very good. Knowledge of the linguistic systems of English was very good, and lesson content was relevant to the needs and cultural backgrounds of the students and led to relevant learning outcomes. Techniques were varied and appropriate, and teachers demonstrated expert management of resources and the classroom environment. Appropriate feedback was provided to students, and there were excellent opportunities to evaluate learning in all segments and plans seen. Teachers' sensitivity to individual and whole class needs, and excellent listening skills resulted in a very positive learning atmosphere.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met



**Comments**

W1 There are excellent measures in place to ensure the safety and security of students in the school. Risk assessments for the premises are up to date and regular fire drills are carried out.

W2 The plan to respond to emergencies is comprehensive; it covers a range of possible events, both within the premises and off site, with clear instructions on action to be taken.

W3 All staff play a role in providing a high standard of pastoral care, as appropriate to the age of the students. Long-stay students have regular tutorials in which they can raise personal matters.

W6 For junior groups, transfers are provided to and from the airport and the group is met by a member of staff. Students receive personalised information about their travel from their homestay to the school. The students and the group leader were very satisfied with the arrangements made by the school.

W7 Before arrival and during induction students receive helpful information and advice about living in the UK and, where relevant, in a British home.

**Accommodation (W9–W22 as applicable)**

Met

*All accommodation*

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.

Strength

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.

Strength

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.

Met

**Comments**

W12 Students receive detailed information about their accommodation and the local area/transport links together with useful advice about living in homestay accommodation.

W14 Accommodation providers are very well supported. In addition to clear guidelines and confirmation of the requirements, homestay hosts receive detailed and up-to-date information via a social media app about individual students: for example, their curfew times, the leisure programme, any changes to arrangements.

*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 the criteria in this area 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.

Met

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

Met

**Comments**

All the criteria in this area are fully met.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

### **Comments**

W23 Students are encouraged to attend events and activities organised by the school, to go on weekend trips arranged with an external company, and to participate in a range of leisure opportunities within Bournemouth. Help to make their own social and travel arrangements is available.

W24 The content of the leisure programme is appropriate for the age, interests and circumstances of the adult students. The inclusive social programmes for the junior courses are varied, interesting and responsive to requests from group leaders.

W26 The leisure programmes are well organised. Risk assessments are thorough, regularly updated and linked to clear guidelines for staff; special consideration is given to the safety and security of the younger students during off-site activities.

### **Safeguarding under 18**

<b>Safeguarding under 18s</b>	<b>Met</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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Not met
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.	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**

Students aged 16 and 17 are accepted on adult courses throughout the year; there were three under 18s at the school during the time of the inspection. One was staying in homestay arranged by the school, one with family, and one in a homestay arranged by the agent. During the summer, courses are run for juniors aged 11 to 17 who come within groups with leaders, or as individuals who are allocated a staff member as their leader. In addition, throughout the year, closed groups of students aged 11 to 17 are accepted. During the supplementary visit there was a closed group of 13 students all aged 14, all staying in homestay accommodation.

S1 There is a comprehensive safeguarding policy; the three safeguarding leads/deputy leads are named and action to take in case of a concern is clearly described. Safeguarding responsibilities for all staff are included in job descriptions and handbooks.

S2 Appropriate safeguarding training is undertaken by all new staff before deployment. Members of permanent staff are trained to advanced or specialised level.

S4 Recruitment policies for all roles are appropriate and there are efficient systems for gathering and recording the necessary information. However, the files of some members of staff did not contain evidence that two referees had confirmed the suitability of the candidate to work with children.

S5 There are suitable arrangements for the safety and security of young students. When classes for juniors are run in the same building as adults, separate areas and toilets are designated. The timetables are staggered to avoid mixing during break times.

### 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	31 October – 1 November 2023
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2011
Ownership	Name of company: The Language Training Co. Company number: 07540981
Other accreditation/inspection	N/a

### 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	Bournemouth University, Gateway Building or Executive Business Centre (summer only - 4 classrooms adults (16+) only)

### Student profile

Student profile	At inspection	In peak week: July 2023
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	13	45
Full-time ELT (15+ hours per week) aged 16–17 years	3	79
Full-time ELT (15+ hours per week) aged under 16	13	126
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</b> ELT/ESOL students shown above	<b>29</b>	<b>250</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Saudi Arabian, Omani, Spanish	Spanish, Saudi Arabian, Omani, German
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–40	16–30
Adult programmes: typical length of stay	2–12 weeks	2–4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Omani, Spanish, Brazilian	Spanish, Saudi Arabian, Brazilian, Italian, German

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	3	15
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

#### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

#### **Comments**

The assistant DoS was scheduled to teach 15 hours during the week of the inspection.

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

#### **Comments**

None.

#### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	6	14
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	1
Staying in privately rented rooms/flats	7	1
Overall totals adults/under 18s	13	16
Overall total adults + under 18s	29	