**Organisation profile**

*Template document 80*

*Please do not leave blanks. Use N/a if this does not apply or 0 if number is zero at time of inspection.*

|  |  |
| --- | --- |
| Inspection history | Dates/details |
| First inspection |  |
| Last full inspection |  |
| Subsequent checks/visits (if applicable) |  |

|  |  |
| --- | --- |
| Current accreditation status |  |

|  |  |
| --- | --- |
| Other related non-accredited activities (in brief) at this centre |  |
| Other related accredited schools/centres/affiliates |  |
| Other related non-accredited schools/centres/affiliates |  |

**Private sector** *Delete this section if provider is state sector.*

|  |  |
| --- | --- |
| Date of foundation |  |
| Ownership*Please delete name of company and/or company number if not relevant. If deleted, state type of ownership arrangement.* | Name of company:Company number: |

|  |  |
| --- | --- |
| Other accreditation/inspection*Please list* ***only*** *accreditations from the drop down* |        *If more than one applies use the drop down and text box* |

**State sector** *Delete this section if provider is private sector.*

|  |  |
| --- | --- |
| Type of institution |  |

|  |  |
| --- | --- |
| Other accreditation/inspection*Please list* ***only*** *accreditations from the drop down* |        *If more than one applies use the drop down and text box* |

**Premises profile**

|  |  |
| --- | --- |
| Details of any additional sites in use at the time of the inspection but not visited/observed *(location/normal use of site/when used/number of rooms used)* |  |
| Details of any additional sites not in use at the time of the inspection*(location/normal use of site/when used/number of rooms used)* |  |

|  |  |  |
| --- | --- | --- |
| **Student profile** *Please do not leave blanks. Use N/a or 0 as appropriate. Note ‘select month’ box in peak week.*  | At inspection | Estimate at peak  |
| **ELT/ESOL students** (eligible courses) | At inspection |  |

|  |  |  |
| --- | --- | --- |
| Full-time ELT (15+ hours per week) 18 years and over |  |  |
| Full-time ELT (15+ hours per week) aged 16–17 years |  |  |
| Full-time ELT (15+ hours per week) aged under 16 |  |  |
| Part-time ELT aged 18 years and over |  |  |
| Part-time ELT aged 16–17 years |  |  |
| Part-time ELT aged under 16 years |  |  |
| **Overall total** ELT/ESOL students shown above  |  |  |
| Adult programmes: advertised minimum age *(18+ or precise age if under 18)* |  |  |
| Adult programmes: typical age range  |  |  |
| Adult programmes: typical length of stay  |  |  |
| Adult programmes: predominant nationalities  |  |  |
| Junior programmes: advertised minimum age  |  |  |
| Junior programmes: advertised maximum age  |  |  |
| Junior programmes: typical length of stay  |  |  |
| Junior programmes: predominant nationalities |  |  |

|  |  |  |
| --- | --- | --- |
| **Staff profile** *Please do not leave blanks. Use 0 if needed.* | At inspection | Estimate at peak  |
| Total number of teachers on eligible ELT courses |  |  |
| Number teaching ELT 20 hours and over a week |  | *Do not complete these* |
| Number teaching ELT under 20 hours a week |  | *greyed-out boxes* |
| Number of academic managers for eligible ELT courses *(**If a teacher has some academic management responsibilities, enter them here and NOT as a teacher)*  |  |  |
| Number of management (non-academic) and administrative staff working on eligible ELT courses |  | *Do not complete these* |
| Total number of support staff*(e.g. catering, maintenance, drivers directly supporting the ELT operation.)* |  | *greyed-out boxes* |

**Academic manager qualifications profile***Please read the Notes below before completing this section.*

|  |
| --- |
| Profile at inspection |
| Professional qualifications | Number of academic managers |
| TEFLQ qualification and at least three years’ full-time relevant teaching experience |  |
| Academic managers without TEFLQ qualification or three years’ relevant experience*(NB relevance of professional profile needs to be explained in Recruitment and support policy for T1 – document 27)* |  |
| Total |  |
| Comments  *Please add any comments below – not on this greyed-out line. E.g. the number of teaching hours normally delivered by academic manager(s) and the number in inspection week (if different).* |
|  |

**Teacher qualifications profile**

*Please read the Notes below before completing this section. Please do not leave blanks. Insert 0 if needed*

|  |
| --- |
| Profile in week of inspection |
| Professional qualifications | Number of teachers |
| TEFLQ qualification/profile |  |
| TEFLI qualification |  |
| ATEFL portfolio in progress\* |  |
| Non-ELT-related qualified teacher status only (for short courses for under 18s)\* |  |
| Holding specialist qualifications only (for ESP/CLIL)\* |  |
| Alternative professional profile\* |  |
| Total |  |
| Comments *Please add any comments below – not on this greyed-out line* |
|  |

***Notes for teacher qualifications profile***

* *Please see the Handbook section 4.2 (2024) and CRG 2024 T1–T3 for guidance. You may find it helpful to complete the ‘academic staff profile’ spreadsheet before working on this summary.*
* *Please give details of all teachers and academic managers timetabled to teach during the week of the inspection.*
* *Count each teacher only once. For example, if they are both TEFLI and TEFLQ, then enter them only as TEFLQ.*
* *Relevant QTS (e.g. primary QTS or subject specialism modern languages or English) can now be included under TEFLI.*
* *Non-ELT-related QTS. If they do not have an ELT qualification, teachers whose QTS subject specialism is not related to ELT can be counted here if working only with under 18s or under ‘Specialist qualifications’ if the subject specialism is relevant to the subject content of ESP/CLIL courses; otherwise enter them under ‘Alternative professional profile’.*
* *Specialist qualifications are relevant only where the teacher is teaching only ESP or CLIL courses. If the teacher teaches any general English and has specialist qualifications only, enter them under ‘Alternative professional profile’.*
* *\*Relevance of professional profile needs to be explained in Recruitment and support policy for T1 (document 27) and evidence of relevant support provided at inspection.*

**Accommodation profile**

*Please do not leave blanks. Use N/a or 0 as appropriate.*

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

*Please check that the total number of students in the accommodation profile is the same as the total number of students reported in the student profile.*