

Organisation name	Summers Abroad, Nottingham and Bishops Stortford
Inspection date	22–25 July 2024

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.

Summary statement

The British Council inspected and accredited Summers Abroad in July 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 for details).

This private language teaching organisation offers vacation courses for under 18s.

The inspection report noted a need for improvement in the area of strategic and quality management.

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

Introduction

Summers Abroad (SA) was first accredited in 2019, having previously operated summer programmes for ten years at Southampton Solent University. Subsequently, from 2020 to 2023, SA was unable to operate due in part to the global pandemic and also because the university ceased hosting language schools. During this period, two new centres were sought and secured, at Nottingham University and Hockerill Anglo-European College in Bishop's Stortford. Both centres were running for the first time, using the existing SA model of summer-only operations accepting only groups accompanied by group leaders. SA does not have a head office as such but has a Swansea business address.

The inspection took place over four days; two days were spent in each of the two centres. Meetings were held with the Director in Nottingham, and in each centre with the centre manager (CM), the academic manager (AM), the senior teacher (ST), the activity manager, the senior activity leader, and the relevant staff member at each host organisation. Focus group meetings were held at each centre with students, teachers, group leaders and activity leaders. All teachers timetabled at the time of the inspection were observed. One inspector visited residential accommodation at each centre.

Address of main site/head office

Cavendish Hall, University Park, Nottingham NG7 2RJ

Description of sites visited/observed

The Nottingham centre is situated on the edge of the extensive campus of the University of Nottingham (UN). SA has the use of a university residence which also provides all meals, as well as office space and a flexible number of teaching rooms across two adjacent buildings. In addition, the organisation has access to the sports centre and facilities on another part of the campus.

The Bishop's Stortford centre is hosted by Hockerill Anglo European College (HC), a state day and boarding school for 11 to 18 year olds, located a short distance from the town centre. SA have the use of classrooms in and adjacent to one block, with a staffroom in an adjoining building. A large common room space is also available on the campus, together with a spacious assembly hall next door which had been used for activities, but was about to be taken over by another group for the final week of the programme. Four houses are available for student and staff accommodation; three of these were occupied during the inspection. SA also has shared access to astroturf and grass pitches, an indoor sports hall, and an art room.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

All courses are general English with activities for juniors aged ten to 17.

Management profile

The director and a managing partner oversee and manage the operation. The director is responsible for the creation of the programme, the excursions and all recruitment. The original plan was that the managing partner would act as centre manager in one of the centres, but he was unable to be present this summer. Each centre has a CM, an AM, and Activities Manager (ACTM) as well as a ST, a senior activities leader, and teams of activities

leaders and teachers. All centre staff report to their respective manager on the ground, and all managers report to the director.

Accommodation profile

Students at Nottingham stay on site in single en-suite bedrooms. Rooms are basic in design. The school has sole use of the block which has access to the dining hall and common room. Full board is provided.

At Hockerill the school has sole use of three accommodation blocks. Students stay in single, double, triple, four-bed, five-bed or six-bed dorms with shared bathrooms. Rooms are basic in design. Each block has its own common room. Meals are provided on a full board basis in the large dining hall located in the main school.

Summary of inspection findings

Management

The provision meets the section standard. Overall, the management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity, but planning documentation and quality control systems are insufficient. There is a need for improvement in *Strategic and quality management*.

Premises and resources

The provision meets the section standard. In general, the premises provide students and staff with an appropriate professional environment for work and relaxation; however, risk assessment for premises is inadequate and some staff facilities are limited. 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. However, resources for teachers are insufficient.

Teaching and learning

The provision meets the section standard. The academic staff team generally has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers mostly 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for pastoral care, information and leisure activities. Security needs are also met, although some weaknesses are present. Students benefit from well-managed student services, including a leisure programme and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the organisation, although some policies are lacking detail.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Need for improvement
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.	Not 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.	Not 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.	Not 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.	Not met

Comments

M2 The organisation's main objective is to re-establish its operations within the two new centres. However, there are no written plans or objectives.

M3 The management structure is clear but there are insufficient staff to ensure appropriate cover or back up in case of issues arising. Some staff were very stretched, and several, although entitled in principle to a day off each week, had been unable to take it.

M5 Feedback systems were not uniformly implemented and no records were seen of action taken in response to student comments.

M6 This criterion is met overall. At the end of the programme, managers in each centre produce a report incorporating feedback from all areas. This responsibility is outlined in job descriptions. Staff also have opportunities to give feedback through meetings and end-of-programme appraisals; however, awareness of this amongst staff was patchy.

M7 Processes for review are clear in principle, but not effectively documented or established as common practice. The action plan was incomplete, and some points from the previous inspection have not been fully addressed.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
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

All criteria in this section are fully met.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 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.	Not met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M17 Systems to maintain emergency contact details are unclear and inconsistently applied. Records are not fully accessible to the relevant staff.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	N/a
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.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website; courses are sold as packages to agents, who receive tailored information.

M21 The website is not fully up to date and contains references to provision and premises that are no longer relevant.

M25 The information on the website is not clear or accurate regarding supervision and unsupervised time.

Premises and resources

Premises and facilities	Met
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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Not met

Comments

P1 SA has not carried out its own premises risk assessments for either centre.

P6 The Nottingham campus provides appropriate space for staff, but there is no designated space at Hockerill for managers and the activities team, and nowhere secure for the storage of personal possessions. Group leaders were also concerned about this lack of safe storage.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 Coursebooks in use have some online content, but there is a lack of supplementary materials for teachers' use. This was a point to be addressed in the last inspection. At Hockerill, teachers do not have access to computers, so have to use their own in order to make use of the college's classroom technology.

Teaching and learning

Academic staff profile	Met
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 largely appropriate to the organisation's context. The recruitment and support policy is effectively devised and mostly 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.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
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.	Met
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.	Met
Comments	
T9 The academic manager who carries out observations at Hockerill is not TEFLQ.	
Course design and implementation	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.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
All criteria in this section are fully met.	
Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All relevant criteria in this section are fully met.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation

	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.	Strength
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.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers generally provided clear models, explanations and examples, appropriate to both level and context.
 T20 Although no student profiles were provided – in some cases because teachers had not had much time with their students – lesson content and materials were generally appropriate.
 T21 Learning outcomes were mostly expressed as teaching aims; however, they were generally clear and signposted to students. Lessons were logically staged.
 T22 A good range of appropriate teaching techniques was used comfortably by the majority of teachers, including effective elicitation, questioning, nomination, and clear instructions. Student knowledge was often used as a resource.
 T23 Most teachers managed the classroom environment well, varying seating arrangements according to activity and encouraging movement. A range of learning resources was effectively used.
 T24 Teachers were generally encouraging and praised students' work. In stronger segments, there was consistent feedback at appropriate moments, including attention to aspects of pronunciation.
 T25 Opportunities were created in the majority of cases for students to demonstrate their learning against intended outcomes, and lessons included appropriate tasks to enable teachers to evaluate learning.
 T26 Most teachers created a positive and purposeful classroom atmosphere, with variety of activity and interaction patterns. Most made good use of nomination, timing and pace to ensure student engagement and involvement.

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.	Met
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.	Met

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.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W1 There is a plan to respond to emergencies; however, it is not accessible remotely to staff when they are off site with students and some staff are unclear as to the procedure to follow should an incident occur.	
Accommodation (W7–W18 as applicable)	
<i>All accommodation</i>	Met
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W9 There is no evidence of accommodation inspection in Hockerill and procedures for carrying these out in Nottingham are insufficiently formalised. Gas safe certificates were not made available for either site. W11 The provider is not sufficiently proactive in seeking feedback on accommodation. There is a reliance on group leaders reporting issues in both centres and no initial feedback on accommodation is collected in Hockerill.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
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.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W22 In addition to shortcomings in the emergency plan (see W1), activity risk assessments are overly generic, do not identify risks specific to the stated activity or excursion and do not give sufficient advice on how to respond.

Safeguarding under 18s

Safeguarding under 18s	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.	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.	Not 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

All students are under the age of 18.

S1 There is a safeguarding policy in place; however, it lacks name and contact details of the DSL. A deputy DSL is mentioned but no member of staff fills the role and therefore cover arrangements for the DSL are unclear.

S6 Although some arrangements have been made for the supervision and safety of students outside the scheduled programme, centre-specific risks have not been identified or mitigated and unsupervised time has not been assessed.

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 Sampling identified the following issue: no photocopying guidelines were displayed at either centre; the school/institution should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2019
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2005
Ownership	Name of company: Summers Abroad Ltd Company number: 05251670
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	AVC House, 21 Northampton Lane, Swansea SA1 4EH
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Cavendish Hall, Nottingham University.
2. Name of centre	Hockerill Anglo-European College, Bishop's Stortford.
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	90	102			
Overall total	90	102			
U18 programmes: advertised minimum age(s)	10	10			
U18 programmes: advertised maximum age(s)	17	17			
Predominant nationalities	Italian, Chinese, Japanese, Spanish, Kazakh.				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	7	8			

Total number of activity managers and staff	7	8			
Total number of management (non-academic) and administrative staff	8	9			
Total number of support staff	N/a	N/a			

Academic manager qualifications profile at centres visited

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

Comments

There is an AM and an ST at each centre. AMs are not scheduled to teach although they may provide cover; STs have a normal teaching load. In Nottingham, the AM is TEFLQ and carries out all observations. In Hockerill, both the AM and the ST are TEFLI. The AM is generally supported by the CM, who is TEFLQ, but not involved in academic management because of the other demands on his time.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	1	0			
TEFLI qualification (includes relevant QTS)	5	6			
A TEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	1			
Total	6	7			

Comments

None.

Accommodation profile

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

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				90	102			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0				0	0			

Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	0	0				0	0			

Centres	1	2	3	4	5
Overall total adults + under 18s	90	102			

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W1, W9, W22, S1 and S6 will be addressed before the start of the next course.