

|                   |  |
|-------------------|--|
| Organisation name | Twin Summer Centres, Head office Greenwich |
| Inspection date   | 26 July – 2 August 2023                    |

| Section standards  |         |
|--|---------|
| <b>Management</b><br>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><br>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><br>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. | Not met |
| <b>Welfare and student services</b><br>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><br>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 that accreditation be placed under review because the section standard for teaching and learning was not met. The period of review to be ended by a spot check next summer focusing on teaching, other weaknesses in the teaching and learning section, and any unaddressed welfare and safeguarding issues. Evidence must be submitted within three months to demonstrate that weaknesses in welfare and safeguarding under 18s are being addressed. The required evidence was subsequently submitted. |

| Summary statement  |
|--|
| The summary statement has been withdrawn and should not be used. |

## Introduction

Twin Summer Centres is part of the Twin Group based in Greenwich, and organises summer schools for juniors and young adults aged between the ages of eight and 18. The last full inspection was conducted in July 2018, which was followed by a spot check in 2019. Two summer centres covered by this accreditation were run in the summer of 2023: London Docklands (LD), in the premises of East London University, and in Leamington Spa (LS) College, which forms part of Warwickshire College. Both sets of premises include on-site residential accommodation. The accreditation of a third summer centre in Eastbourne falls under that of the year-round school in that location.

This compliance-only inspection, part of which was conducted remotely, took the equivalent of two and a half days per inspector, spread over eight days. The two inspectors spent the first day of the inspection interviewing head office staff remotely and reviewing documentation. Head office staff interviewed included: the head of summer centres, the head of operations and admissions, the head of academic quality, and the operations and recruitment executive.

Over the following two days one inspector spent a day at LD and the other visited LS for a day. In both centres, one of the inspectors held meetings with the centre manager and the centre Director of Studies (DoS). Separate focus group meetings were held on both sites with students, teachers and group leaders. All of the teachers teaching on the days of the site visits were observed. Both sites were toured in person by one or the other of the inspectors. One inspector visited a residence at the LS centre and the other visited two residences at the LD site.

One inspector visited the LD site on another day to conduct further meetings and carried out additional checks of documentation. Both inspectors spent a morning giving a review, carrying out further documentation checks and delivering a round-up to senior management staff.

## Address of main site/head office

The Greenwich Centre, 12 Lambarde Square, Greenwich, London SE10 9GB

## Description of sites visited

### *University of East London, University Way, London E16 2RD*

The university premises are very close to a Docklands Light Railway station and immediately across the river from the City of London airport. Facilities used by the Twin summer centre include four classrooms in the library block, a lecture theatre and a hall, a staff office on the ground floor of a residential block, accommodation in two residential blocks for most staff and all students, the use of two commercial cafes, the canteen, and external social spaces.

### *Royal Leamington Spa College, Warwick New Road, Leamington Spa CV32 5JE*

Royal Leamington Spa College is part of Warwickshire College. It is situated on a self-contained campus within walking distance of the city centre. There is a large reception area with a staffed reception desk and seating where students can congregate. Just off this reception area is a refectory. Classrooms are all on the second floor on a single corridor. Students also have the use of a social space on the same floor and a large common room for social activities. There is also a sports hall, and grassy areas outside. The college is a short walk from Victoria Park where students are taken for outdoor activities. The residential accommodation is on site.

| 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"/>            |
| 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

---

At LD the age range of students is from 11 to 18 and from eight to 17 in LS. On both sites, students study for 15 hours of English sub-divided between coursebook-based lessons and project-work classes. In both centres in the week of the inspection, on some days students had morning and afternoon lessons and, on other days, full-day excursions. At LD, students follow a Discover London walking tour programme. At LS, groups are given the option of taking an intensive programme studying for an oral examination, but none took this up this summer. In 2023, groups stayed for a minimum of a week in both centres.

---

### Management profile

The newly appointed head of summer centres works closely with the head of operations and admissions, and the head of academic quality. Pre-summer functions are conducted by other head office departments, such as HR, marketing, finance and operations and admissions. In the two centres, the centre manager, is assisted by a DoS and an activity manager.

---

### Accommodation profile

All students are accommodated in on-site residences, a short distance from the teaching and communal areas. Accommodation is in lockable single study bedrooms with ensuite showers and toilets that are organised in flats of four to eight rooms with a shared kitchen area.

At LS, Twin has sole use of the accommodation buildings. At LD, Twin uses two accommodation blocks with its office located on the ground floor of one of them. External doors to accommodation blocks at both sites are locked.

---

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff, and in accordance with the provider's stated goals, values, and publicity. Appropriate mechanisms are in place for obtaining feedback and reviewing systems, however, there are problems in communication with teachers and group leaders.

#### Premises and resources

The provision meets the section standard. The premises provide students with a comfortable and professional environment for work and relaxation, although the office for staff in London Docklands is too small. A range of learning resources is available, appropriate to the age and needs of the students. Guidance and support for the use of these resources is provided for staff and students where needed.

#### Teaching and learning

Overall, the provision does not meet the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students in their learning, although there are weaknesses in academic management. Courses are generally structured and managed to provide benefit to students. However, there are some weaknesses in course design and the teaching observed did not meet the requirements of the Scheme. There is a need for improvement in *Teaching*.

#### Welfare and student services

The provision meets the section standard. Students' needs for pastoral care are met, but some elements of security require attention. Students benefit from an appropriate leisure programme that is well organised and resourced. Accommodation for students in residences is entirely suitable, but the service level agreement for cleaning needs to be clarified.

#### Safeguarding under 18s

The provision meets the section standard. Training for staff in safeguarding is appropriate, and measures to ensure the supervision and safety of students under 18 are generally sound. Some elements of safer recruitment processes require attention.

#### 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 | Met |

|   |         |
|---|---------|
| is made known to all staff.   |         |
| 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.   | Not 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>   |         |
| Clear reference is made to the mission and values of the organisation. There are plans for making quality improvements to summer centres. Generally appropriate management systems are in place. Communications work well within centre departments; however, problems with communications with HR were reported by teachers in both centres. At LS, group leaders reported that they had not been kept informed of changes in centre management, and some had received late information about accommodation changes. At LS, teachers were given late notice of the activities rota. Feedback is gathered from teachers and group leaders through, among other things, focus groups and from students via first-week and end-of-course surveys. Clear systems are in place for reviewing the summer operation and making improvements for the following year. |         |
| <b>Staff management and development</b>   | 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 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>   |         |
| In 2023, the organisation had faced challenges finding appropriately qualified and experienced staff, which was reflected in changes made within centre management teams, and performance issues with certain teachers. Staff receive performance-related appraisals, and during the summer there are professional development opportunities for both teachers and activity staff.  |         |
| <b>Student administration</b>   | Met     |
| 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  | Not met |

|   |     |
|---|-----|
| student may be asked to leave the course.   |     |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |

#### Comments

Feedback on the helpfulness of staff varied between the two centres, with the comments about LD staff being more positive. Punctuality and attendance policies are clear and procedures are appropriately monitored. The conditions under which a student may be asked to leave a course were not clear at the time of the inspection, but the relevant document has been amended and this is no longer a point to be addressed. Small changes were made to the complaints procedure that is on the website and displayed in centres.

|  |         |
|--|---------|
| <b>Publicity</b>   | Met     |
| 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.  | 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.                    | 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.  | Met     |

#### Comments

Publicity includes a website, a multi-page information booklet that covers all summer centres, and centre-specific leaflets are also available. Social media platforms are used.

Publicity is generally accurate, including the descriptions of courses and accommodation, and it is written in accessible English. The additional costs not included in the course fees have been added to the publicity, and this is no longer a point to be addressed. Descriptions of the level of training received by activity staff were amended, and are no longer 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.   | Not 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. | Not met |

#### Comments

Both sets of premises are in a reasonable state of repair and provide a comfortable environment for students. There are large, bright classrooms in both centres. However, at LD, issues with the classroom air conditioning led to windows being opened, thus causing noise problems from the nearby airport. Both centres offer a full-board service. At LD, students have access to a canteen and various other facilities, such as two on-site cafes, whereas at LS there are no snack machines or nearby shops, and this was commented on by both group leaders and students. Signage is minimal at Docklands due to the restrictions imposed by the host university. The office spaces in Leamington Spa are appropriate, whereas all staff are based in an inadequately sized office on the LD site.

|   |     |
|---|-----|
| <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,  | Met |

|  |     |
|--|-----|
| accessible, and well maintained and organised.   |     |
| 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.   | N/a |
| P11 Students receive guidance on the use of any resources provided for independent learning.   | N/a |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.  | Met |

#### Comments

Appropriate coursebooks are largely used, with the exception of the most advanced level, where the book is out of date and does not include the digital resources that other levels can use. Appropriate coursebooks are largely used, with the exception of the most advanced level, where the book is older and does not include digital resources. Teachers were happy with the online supplementary materials available to them. Technological support is provided when needed. There are clear policies for reviewing and developing teaching and learning resources.

### 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 policy-level rationale was submitted for the teachers without teaching qualifications that meet all Scheme requirements. The rationale is accepted within the context of this inspection, as in the two centres visited, Twin had provided a range of support mechanisms that included detailed syllabuses linked to coursebooks, regular observations and weekly professional development sessions. The head of academic quality and the recruitment and operations executive, who became the centre manager in LD, are TEFLQ, as were the DoSs in the two centres.

|  |         |
|--|---------|
| <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.                             | Not 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.            | Not met |

#### Comments

Cover arrangements were stretched as academic managers had had to cover for teachers whose teaching performance was unsatisfactory for extended periods of time in certain weeks. Although reference to continuous enrolment was added to the teacher handbook during the inspection, this area is given insufficient attention, particularly as more groups are coming for one week only. At both centres, teachers were very positive about the support they received from the head of academic quality and the centre DoSs. Most teachers had received a number of different types of observations (drop-in, formal, peer). However, one of the teachers, who joined the LD team from the Eastbourne centre for the day of the site visit, had not been formally observed, and the observation policies and templates do not pay sufficient attention to the need for action planning when teacher performance is

deemed unsatisfactory.

| <b>Course design and implementation</b>  | <b>Met</b> |
|--|------------|
| 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.  | Not 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. | N/a        |
| 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.   | Not 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 appropriate and consists of syllabuses at different levels, linked to coursebooks, and project work lessons for which written guidance for teachers is available. Written course outlines for students were displayed in classrooms, but some of these were insufficiently specific and students' attention had not been drawn to them. Some student learning strategies are embedded into syllabuses, which encourage self-reflection, but these mechanisms are hindered by there being no clear processes or resources by which learners can record or store their learning. There are opportunities for students to develop their language skills outside the classroom.

| <b>Learner management</b>   | <b>Met</b> |
|---|------------|
| 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. | Met        |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.             | Not met    |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.                           | N/a        |

#### **Comments**

Placement procedures are appropriate. Groups at LS have the option of preparing to take an examination during their course. Teachers are expected to evaluate student performance against a number of linguistic competences, however, there is no formal testing and some students are at the school for only a week.

#### **Classroom observation record**

|                                |  |
|--------------------------------|--|
| Number of teachers seen        | 8  |
| Number of observations         | 8  |
| Parts of programme(s) observed | First and second lesson morning classes. |

#### **Comments**

Seven of the teachers observed had been working in the centres for the whole of the summer, whereas one teacher was brought in from another centre for the day of the site inspection.

| <b>Teaching: classroom observation</b>  | <b>Need for improvement</b> |
|---|-----------------------------|
| 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. | Not met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.      | Not 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.                                   | Not 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 demonstrated a sound knowledge of the linguistic systems, and provided appropriate models of spoken and written English, but there were some instances when this was not the case.

T24 The content of the lessons was generally appropriate for the overall course objectives and to the age and needs of the students. Some detailed class profiles were evidenced in the better lesson plans.

T25 Some learning objectives were expressed in very general terms and in the weaker segments were expressed more as a description of the lesson rather than a learning outcome, both in the plan and on the board for the students.

T26 In some classes a range of teaching and learning techniques was used to achieve the lesson objectives, but in others these were limited and much of the interaction seen was from teacher to student. Elicitation was evidenced but questioning techniques and instruction giving were generally poor, and student understanding of the tasks they were expected to perform was not checked.

T27 A selection of resources was used including digital technology that involved a game-based learning platform. However, whiteboards were not always well organised in terms of layout and the writing was sometimes difficult to read.

T28 Feedback did not feature in many lessons and pronunciation errors were not picked up or corrected.

T29 In most lesson segments observed, activities allowed students to demonstrate that learning had taken place. However, in weaker segments there were limited opportunities for the teacher to evaluate this.

T30 On the whole, students were generally engaged in their learning and working in a positive atmosphere, although in some cases the learning environment was rather teacher focused and students were disengaged.

### Classroom observation summary

The teaching observed did not meet the requirements of the Scheme and ranged from satisfactory to unsatisfactory against the criteria, with the majority being met satisfactorily. Lesson planning was generally appropriate, however the teaching techniques used were limited or inadequate in a number of the lessons observed. The learning resources used were appropriate. Feedback techniques were inadequate in many lessons. Students were generally engaged in most lessons, although in a few cases this was not the case.

### 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.   | Not 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**

Fire drills and evacuation procedures are carried out regularly. Detailed premises risks assessments are in place but they do not include mitigation to ensure that students do not use electrical equipment in residential accommodation. No risk assessment was provided for the temporary hotel accommodation that some students in LS had been allocated on their arrival. Detailed safety and security briefings are not always routinely carried out with group leaders on arrival, and not all group leaders had received a handbook. In the shared campus at LD, toilet arrangements had not been set up as indicated in the premises risk assessment. At this centre, in general, insufficient attention was paid to the implications of sharing the campus with another large provider and the university's own students studying there. Students reported that they knew who to go to if they had a problem and felt well supported. However, in LS, individual students had not always received a welfare tutorial with a house parent to check that they had settled in. Policies and procedures were on the student noticeboard and in the student handbook which is accessed via a QR code.

|  |         |
|--|---------|
| <b>Accommodation (W9–W22 as applicable)</b>  | Met     |
| <i>All accommodation</i>   |         |
| W9 Students have a comfortable living environment throughout their stay.   | Met     |
| W10 Arrangements for cleaning and laundry are satisfactory.  | Not 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.  | Not 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**

Accommodation is generally comfortable, but students and group leaders in both centres had complained that rooms had not been cleaned and bed linen had not been changed as advertised. The provider was slow to respond to student complaints about cleaning and in a number of cases, it took several days for this to be actioned. Each centre offered a good range of healthy meals and students were, on the whole, happy with the offer.

|   |     |
|---|-----|
| <i>Accommodation: homestay only</i>   |     |
| W16 Homestay hosts accommodate no more than four students at one time.  | N/a |
| 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. | N/a |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.                               | N/a |
| W19 English is the language of communication within the homestay home.  | N/a |
| W20 Hosts ensure that there is an adult available to receive students on first arrival.   | N/a |

**Comments**

None.

|   |     |
|---|-----|
| <i>Accommodation: other</i>   |     |
| 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.

|   |     |
|---|-----|
| <b>Leisure opportunities</b>  | Met |
| 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

The content of the leisure programme is, on the whole, appropriate but in LD, some of the older students reported that the evening activities were geared more to younger students. The leisure programme is comprehensive, well resourced and organised. However, in LS, there was less access to sporting facilities than groups had expected.

#### 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. | 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.   | Not 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 were under 18 at the time of the inspection. Some 18 year-olds are accepted in groups at LD.

There is a comprehensive safeguarding policy and all staff have appropriate training at induction. Some safer recruitment procedures are in place but not all references for returning staff commented on their suitability to work with under 18s. Risk assessments for staff whose criminal record check had not yet come through were not sufficiently detailed and not all group leaders coming with their own group had provided evidence that they had been police checked. Appropriate arrangements are in place for the supervision and safety of students both during and outside lessons in both centres, but no risk assessment was provided for students who were required to stay in a hotel on the first night of their course.

#### 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  | 2018   |
| Subsequent spot check (if applicable)   | 2019   |
| 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) by this multicentre organisation | N/a  |
| Other related accredited schools/centres/affiliates                                 | English Centre London, English Centre Eastbourne |
| Other related non-accredited schools/centres/affiliates                             | English Centre Dublin, summer centres in Ireland |

#### Private sector

|                                |   |
|--------------------------------|---|
| Date of foundation             | 1995  |
| Ownership                      | Name of company: Twin Training International Ltd<br>Company number: 3118260 |
| Other accreditation/inspection | N/a   |

#### Premises profile

|  |  |
|--|--|
| Address of Head Office   | The Greenwich Centre, 12 Lambarde Square, Greenwich, London SE10 9GB |
| 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 | University of East London, University Way, London E16 2RD                               |
| 2. Name of centre | Leamington Spa College, Warwickshire College, Warwick New Road, Leamington Spa CV32 5JE |
| 3. Name of centre |   |
| 4. Name of centre |   |
| 5. Name of centre |   |

| Student profile      | Totals at inspection: centres visited |            |   |   |   |
|----------------------|---------------------------------------|------------|---|---|---|
|                      | Docklands                             | Leamington | 3 | 4 | 5 |
| Centres              |                                       |            |   |   |   |
| ELT/ESOL students    | At inspection                         |            |   |   |   |
| 18 years and over    | 0                                     | 0          |   |   |   |
| 17 years and under   | 123                                   | 76         |   |   |   |
| <b>Overall total</b> | <b>123</b>                            | <b>76</b>  |   |   |   |

|   |                    |    |  |  |  |
|---|--------------------|----|--|--|--|
| U18 programmes: advertised minimum age(s) | 11                 | 8  |  |  |  |
| U18 programmes: advertised maximum age(s) | 18                 | 17 |  |  |  |
| Predominant nationalities                 | Chinese, Brazilian |    |  |  |  |

| Staff profile at centres visited                                       | At inspection |            |   |   |   |
|--|---------------|------------|---|---|---|
|  | Docklands     | Leamington | 3 | 4 | 5 |
| Centres  |               |            |   |   |   |
| Total number of teachers and academic managers on eligible ELT courses | 5             | 5          |   |   |   |
| Total number of activity managers and staff                            | 8             | 6          |   |   |   |
| Total number of management (non-academic) and administrative staff     | 1             | 1          |   |   |   |
| 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   | Docklands                         | Leamington | 3 | 4 | 5 |
| TEFLQ qualification and 3 years' relevant experience                          | 1                                 | 1          |   |   |   |
| Academic managers without TEFLQ qualification or 3 years' relevant experience | 0                                 | 0          |   |   |   |
| <b>Total</b>  | 1                                 | 1          |   |   |   |

**Comments**

Academic managers, all of whom are TEFLQ, are not scheduled to teach, but did so in certain weeks of the summer, including the week of the inspection in LD.

| Teacher qualifications profile at centres visited      |                          |            |   |   |   |
|--|--------------------------|------------|---|---|---|
| Profile in week of inspection at centres visited       | Total number of teachers |            |   |   |   |
| Centres  | Docklands                | Leamington | 3 | 4 | 5 |
| TEFLQ qualification                                    | 2                        | 1          |   |   |   |
| TEFLI qualification                                    | 1                        | 3          |   |   |   |
| Holding specialist qualifications only (specify)       | 0                        | 0          |   |   |   |
| YL initiated   | 0                        | 0          |   |   |   |
| Qualified teacher status only (QTS)                    | 0                        | 0          |   |   |   |
| Teachers without appropriate ELT/TESOL qualifications. | 1                        | 0          |   |   |   |
| <b>Total</b>   | 4                        | 4          |   |   |   |

**Comments**

One TEFLQ teacher at LD only worked in the centre on the day of the on-site inspection. She had replaced a teacher whose qualifications do not meet Scheme requirements.

| Accommodation profile   |        |   |   |   |   |           |   |   |   |   |
|---|--------|---|---|---|---|-----------|---|---|---|---|
| Numbers of students in each type of accommodation at time of inspection: at centres visited |        |   |   |   |   |           |   |   |   |   |
| Arranged by provider/agency   | Adults |   |   |   |   | Under 18s |   |   |   |   |
|   | 1      | 2 | 3 | 4 | 5 | 1         | 2 | 3 | 4 | 5 |
| Centres   |        |   |   |   |   |           |   |   |   |   |
| Homestay  | 0      | 0 |   |   |   | 0         | 0 |   |   |   |
| Private home  | 0      | 0 |   |   |   | 0         | 0 |   |   |   |
| Home tuition  | 0      | 0 |   |   |   | 0         | 0 |   |   |   |

|   |        |   |  |  |  |           |    |  |  |  |
|---|--------|---|--|--|--|-----------|----|--|--|--|
| Residential   | 0      | 0 |  |  |  | 123       | 76 |  |  |  |
| Hotel/guesthouse  | 0      | 0 |  |  |  | 0         | 0  |  |  |  |
| Independent self-catering<br>e.g. flats, bedsits,<br>student houses | 0      | 0 |  |  |  | 0         | 0  |  |  |  |
| <b>Arranged by<br/>student/family/<br/>guardian</b>                 |        |   |  |  |  |           |    |  |  |  |
|   | Adults |   |  |  |  | Under 18s |    |  |  |  |
| Staying with own family   | 0      | 0 |  |  |  | 0         | 0  |  |  |  |
| Staying in privately rented rooms/flats                             | 0      | 0 |  |  |  | 0         | 0  |  |  |  |
|   | Adults |   |  |  |  | Under 18s |    |  |  |  |
| <b>Overall totals</b>   | 0      | 0 |  |  |  | 123       | 76 |  |  |  |

|   |     |    |   |   |   |
|---|-----|----|---|---|---|
| <b>Centres</b>                          | 1   | 2  | 3 | 4 | 5 |
| <b>Overall total adults + under 18s</b> | 123 | 76 |   |   |   |