

Organisation name	Always Be Compassionate (ABC), head office Ipswich
Inspection date	16–17 April 2025

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 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
<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 routine spot check in the summer of 2026.

Summary statement
<p>The British Council inspected and accredited Always Be Compassionate (ABC) in April 2025. 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 teaching organisation offers residential vacation courses in general English for closed groups of under 18s.</p> <p>Strengths were noted in the areas of premises and facilities, learning resources, academic management, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Always Be Compassionate (ABC) was founded in October 2024. After a successful initial inspection in November 2024 the organisation was awarded provisional accreditation. This inspection was the first full inspection of the organisation, at a time when students were enrolled. A closed group of 40 students from Ecuador was taking part in a course over the Easter period at The Royal Hospital School near Ipswich. ABC has arranged to use a different residential centre – The University of Surrey, Guildford, during the summer of 2025. In the summer of 2026, they may extend their provision to two centres.

The inspection was conducted over one and a half days by two inspectors, during the second week of a three-week course. Meetings (some conducted remotely) were held with head office staff: the general manager, the academic manager, the operations manager, and the global sales director. At the centre, meetings were held with the director of studies (DoS), the centre manager/activity manager, the activity leaders, the teacher, the group leaders and a group of students. One inspector inspected the residential accommodation and the leisure facilities, and a meeting was held with a representative of the host school. Teachers (one teacher and the DoS) were observed by both inspectors.

This was the first time a course had been held by ABC; therefore, certain criteria relating to past performance could not be fully evidenced: for example, staff appraisals, end-of-course feedback, end-of-course reviews. Judgements for these criteria are based on documentation relating to policies and procedures, and consequently no strengths could be awarded for some criteria.

## Address of main site/head office

7 Bell Yard, London WC2A 2JR (registered office)

## Description of sites visited/observed

The inspection took place at the Royal Hospital School, Ipswich IP9 2RX, whose premises and facilities are rented by ABC during the school holidays. During this period, ABC has exclusive use of the following: a residential house, a course office in the accommodation block, located along one corridor, four classrooms and the library, used as a staff resources and meeting room, staff and student toilets. It also has scheduled use of the school dining room and adjoining hall, the sports hall, gardens, playing fields and tennis courts.

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"/>
Applied English/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

During the Easter and summer holidays, ABC runs short residential courses for groups of students aged under 18 who are accompanied by group leaders. There are typically 15 hours of English lessons per week and a fully integrated sports and social programme. The lessons are organised on a zig-zag system with students studying either in the mornings or the afternoons.

## Management profile

The owning company ABC Education Group (ABCEG), based in Boston USA, is a foreign exchange student organisation with world-wide affiliates. ABC marketing, sales and financial operations are supported by ABCEG, while other aspects are managed entirely by ABC. The academic manager, the operations manager and the global marketing director report to the general manager. They manage personnel at the centres: the centre manager, the

DoS, the welfare manager (in summer) and the activity manager who, in turn, manage teachers and activity leaders. Head office staff work remotely from home, but the operations manager and academic manager also visit the centres regularly. The academic manager was at the centre during the inspection.

### Accommodation profile

Residential on-site small dormitory accommodation is provided for all students in a single house. Separate accommodation is provided for girls and boys, supervised by resident house parents and group leaders. The girls' rooms have ensuite facilities and the boys' rooms share bathroom and toilet facilities. A laundry service is provided as required.

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values and 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 safe, comfortable and professional environment for work and relaxation. A range of resources is available, appropriate to the age and needs of the students. Excellent guidance on the use of these resources is provided for staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive 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. *Academic management* is an area 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 and pastoral care are well met, and students benefit from well-managed student services, including leisure activities and accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is carefully considered provision for the safeguarding of students at all times.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
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Comments	
All criteria in this area are fully met.	
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.	Strength
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	
M11 A thorough induction is provided for all members of staff. There is time at the centre, before the arrival of the students, for a formal induction and also for meetings with line managers for extra preparation and training and planning of lessons and activities. Staff reported that they had been very well prepared.	
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.	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.	Strength
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	
M18 Attendance is compulsory for all classes and activities. Throughout the day checks are made on student attendance in class, during activities, in the accommodation and during off-site excursions. Any absence is quickly noted and followed up.	
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.	Not 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.	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**

There is a website promoting all ABCEG courses and activities, with a link to a brochure relating specifically to ABC courses. ABC also has a social media presence.

M21 Some of the information given, for example about levels, was inconsistent, and some of the claims would give rise to unrealistic expectations about the provision. Changes were made during the inspection and this is no longer a point to be addressed.

M22 The website and brochure contained a number of grammatical and spelling errors/typos. There was some inconsistency in terms of British and American spelling. Changes were made during the inspection and this is no longer a point to be addressed.

M24 ABC does not accept students who are individually enrolled.

**Premises and resources**

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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.	Met

**Comments**

P1 The boarding school provides a very suitable environment. Risk assessments, policies and procedures have been drawn up in conjunction with the host school to ensure the safety and security of the students at all times. There was evidence of fire evacuation drills being held during times when students were in class and in their accommodation.

P3 All classrooms are spacious, well lit and quiet, with suitable furniture which can be easily moved to create different layouts.

P4 The school dining room is spacious and attractive. There are very efficient arrangements for the serving and consumption of food.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 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.	Strength

**Comments**

P7 Students are provided with a folder in which to store handouts, and a handbook which contains advice about learning and study techniques. Students use the handbook in class to make notes about their learning goals and achievements.

P11 The academic manager has put considerable effort into providing teachers and students with a range of up-to-date teaching and learning resources which relate to the overall course objectives. Feedback is sought from teaching staff on the use of the resources with a view to continuing improvement.

## 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 appropriate to the organisation's context.	
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
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.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
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.	Strength
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.	Strength
Comments	
T7 There are very good arrangements for the academic induction of new teachers, managed by the central academic manager with the DoS at the centre. New teachers receive information in advance about the course they will be teaching, the resources available to them and what is expected of them. They have time with the DoS to plan their lessons before the arrival of the students.	
T9 Teachers are formally observed by an academic manager who is TEFLQ a few days after the start of their deployment. Feedback acknowledges strengths but also identifies areas for improvement which informs CPD. Teachers also have the opportunity to observe their peers.	
T10 Teachers have additional paid time each week for lesson preparation with the DoS and for scheduled CPD.	

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 area are fully met.	

<b>Learner management</b>	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.	Met

#### **Comments**

All criteria in this area are fully met.

#### **Classroom observation record**

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Lessons held in the morning and the afternoon.

#### **Comments**

One teacher and the DoS were observed teaching by both inspectors.

<b>Teaching: classroom observation</b>	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.	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.	Met
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.	Met

#### **Comments**

T19 With one or two exceptions, teachers produced accurate models of spoken and written English. The methods used to illustrate and exemplify language were generally suitable for the students' level and the aims and objectives of the lesson.

T20 Lesson plans were informed by overall course objectives. The topics were relevant to the age and interests of the students.

T21 Intended learning outcomes were clear and briefly discussed with students at the beginning of each lesson. Overall, objectives were achieved through an appropriate sequence of activities, and plans included a stage to review outcomes.

T22 There was evidence of a range of suitable techniques to develop skills. Techniques to illustrate meaning of new language and to practise the form were just satisfactory.

T23 This criterion is met overall. Seating arrangements were appropriate and pairwork, groupwork and mingle activities were managed satisfactorily. Competent use was made of the students' handbooks, handouts and prompt cards. However, poor use was made of the digital resources and the whiteboard.

T24 This criterion is met overall. Teachers monitored students' performance during activities and provided encouragement; some useful feedback on performance was offered. However, insufficient attention was paid to students' pronunciation errors.

T25 Lessons included activities and short tasks for teachers and students to evaluate whether learning was taking place and teachers provided opportunities for students to demonstrate their ability to use recently learned language. At the end of the lessons, students were encouraged to evaluate the achievement of their learning objectives.



T26 Teachers promoted a positive learning atmosphere and demonstrated good voice projection and energy. Some lesson stages were too teacher dominated but, for the most part, learners were actively engaged.

## Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	

W1 A detailed emergency plan sets out procedures for lockdown, emergency evacuation and school closure. Members of the emergency team are identified, and all staff and students are well informed on what actions to take in case of any emergencies on and off site.

W2 There is a good number of available staff who provide ongoing, high-quality pastoral support for students. No individual students are accepted, and group leaders have regular and effective contact with the school's pastoral staff. All staff and students know the name(s) of the person or people who can help them, and photos and names are displayed in classrooms and other learner spaces.

W5 The course's English syllabus focuses on life and culture in the UK and there is a comprehensive student handbook which includes extensive information on life in the UK, including personal safety, UK law and other useful points. On arrival waiting time was kept short for departure from the airport to the Royal Hospital School.

<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
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.	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.	Strength
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.	Strength
<b>Comments</b>	

W11 Close attention is paid to any problems that students have with their accommodation. There is an early satisfaction questionnaire which indicates any problems. These are acted on immediately by the accommodation officer and all actions taken are recorded.

W13 Feedback on the food provided is generally positive and the sample tasted by the inspectors was of a high standard. Host school staff are helpful and friendly and very keen to meet the needs of individual students. Requests for more or less of a particular food or ingredient are always met.

<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
<b>Comments</b>	
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
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	
	Area of strength
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.	Strength
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.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
<b>Comments</b>	
W19 The main aim of the course is to provide students with information about life in the UK. Related English language instruction, excursions and activities are used to meet this aim. Students are also required to report back on their experiences in a presentation.	
W22 There are comprehensive risk assessments and detailed procedures for all on-site and off-site activities, which are regularly updated, based on feedback from staff. This documentation forms the basis of all excursion and activity briefings and related training.	

### 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.	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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
<b>Comments</b>	
All students were aged between 13 and 17.	
S2 The safeguarding policy is issued to all staff at induction and when it has been updated. As well as having completed online training, staff all sign to say the policy has been read and understood, and that they will adhere to	

all procedures specified. Safeguarding training is, in addition, a key part of staff induction and regular staff meetings. Specific safeguarding scenarios training is provided by an external specialist.

S4 The school has a very strict safer recruitment policy. As well as receiving an enhanced DBS check, staff employed by the school must provide evidence of being part of a regular update service. Staff without an appropriate DBS or police check are not deployed.

### 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	November 2024: initial inspection leading to provisional accreditation
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Provisionally 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	High School programme run by parent company

### Private sector

Date of foundation	October 2024
Ownership	Name of company: Always be compassionate Ltd Company number: 15997978
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	University of Surrey, Guildford GU2 7YW To be used for 6–8 weeks in summer 2025

### Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	19	100–200
Full-time ELT (15+ hours per week) aged under 16	21	100–200
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a

Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>40</b>	<b>200–400</b>
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	3 weeks	2–3 weeks
Junior programmes: predominant nationalities	Ecuadorian	Spanish, Italian, Turkish

<b>Staff profile</b>	<b>At inspection</b>	<b>Estimate at peak</b>
Total number of teachers on eligible ELT courses	1	6–8
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	2 plus host school staff	

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

<b>Profile at inspection</b>	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	2

#### **Comments**

The central academic manager, who is TEFLQ, was fulfilling the required academic management responsibilities: for example, observation of teachers. The DoS, who is TEFLI, was responsible for academic administration and teacher support. She also had a teaching commitment. She will complete a course leading to TEFLQ in June 2025.

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	1
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	1

#### **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	N/a	N/a
Private home	N/a	N/a

Home tuition	N/a	N/a
Residential	N/a	40
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	40
Overall total adults + under 18s	40	