

Organisation name	Accent International Language Consultancy, East Budleigh, Devon
Inspection date	18–19 October 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11, W12 and C4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Accent International Language Consultancy in October 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 school offers courses in professional English for adults (21+), general English for closed groups of adults (16+) and for students aged under 18.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, academic staff profile, academic management, course design, learner management, teaching, and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	1994
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2015
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher training, online teaching
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	January 1988
Ownership	Legal Partnership
Other accreditation/inspection	N/a

Premises profile

Address of main site	Bicton College, East Budleigh, Devon EX9 7BY
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Exmouth Rugby Club, Devon EX8 1DF For closed group of Swiss students, two teaching rooms, common room and facilities, used for two weeks.
Profile of sites visited	<p>Accent International Language Consultancy (Accent) is based in Bicton College, a further education college specialising in land and environmental studies. Accent uses the top floor in the main building, a large period building set in 200 hectares of open parkland.</p> <p>The school premises consist of nine training rooms, including two also used as offices for the senior partner and principal, a reception/office, a kitchen, toilets and a large common room for staff and students. There is ample parking.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)	
		Executives (July)	Swiss Course (October)
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week	In peak week
Full-time ELT (15+ hours per week) 18 years and over	5	7	3
Full-time ELT (15+ hours per week) aged 16–17 years	0	0	23
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a	N/a
Overall total ELT/ESOL students shown above	5	7	26
Junior programmes: advertised minimum age	N/a	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a	N/a

Junior programmes: actual maximum age	N/a	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a	Swiss
Adult programmes: advertised minimum age	21	21	N/a
Adult programmes: actual minimum age	21	21	N/a
Adult programmes: typical age range	35–55	35–55	N/a
Adult programmes: typical length of stay	2 weeks	2 weeks	N/a
Adult programmes: predominant nationalities	French, German, Italian	Italian, German, French	N/a
Number on PBS Tier 4 General student visas	0	0	0
Number on PBS Tier 4 child visas	0	0	0
Number on short-term study visas	0	1	0

Staff profile	At inspection	In peak week (organisation's estimate)	In peak week (organisation's estimate)
		Executives (July)	Swiss Course (Oct)
Total number of teachers on eligible ELT courses	4	5	5
Number teaching ELT 20 hours and over a week	3		
Number teaching ELT 10–19 hours a week	1		
Number teaching ELT under 10 hours a week	0		
Number of academic managers for eligible ELT courses	2	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2		
Total number of support staff	4		

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	
The senior partner and principal are the academic managers. Both are TEFLQ. The senior partner was teaching for 10 hours and the principal for 25 during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	4

Comments

In addition, the senior partner and principal were both teaching during the week of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The great majority of courses are run for executives and professionals. Students choose one-to-one or small group options, or a combination of the two. Specialist courses are also offered in areas such as finance and sales and marketing. An 'English Plus' course (executive English plus golf) took place in the last year.

Twice a year, Accent runs closed group general English courses for young students (aged 16–19) from a commercial college in Switzerland. These students come with their tutor and follow a custom-designed course similar to that negotiated for the executive students. These courses are not advertised.

Other: 'English for Families' courses are also offered, and ran over the last year. These courses take place in self-catering accommodation arranged by Accent. Families generally have four hours of tuition a day, which they can choose to use as they wish; the whole family together, parents and children separately or a combination of these possibilities. In the last year, a total of four children in three different families were taught in this way, aged 4–15.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	4	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	5	0

Introduction

Accent is a long-established organisation, founded in 1988 by the current owner/senior partner. It specialises in delivering tailor-made courses of professional and executive English. Most students are sponsored by their companies, many of which have been sending students regularly over the years.

The premises are in an unusually large period property, accessed via a long driveway through open parkland. Bicton College students tend to use the buildings behind the main property and there is little contact between Access and Bicton students.

Lessons are generally one-to-one, though there are small group classes (maximum four) or students can choose to do a combination of one-to-one and small-group classes. The training day is from 09.00 to 17.00 for the majority of students, with coffee and lunch breaks taken with the academic team, including the managers. The aim of the school is to provide a professional but relaxed atmosphere in which students can develop the language and professional skills they need.

As well as the closed group courses, English plus and English for families courses, Accent offers programmes not covered by the Scheme, including online training and materials writing.

The organisation is run by the senior partner, who is also the owner, with the principal taking responsibility for operational tasks and the day-to-day running of the school. There is one permanent trainer; others are employed on a freelance basis. Several have worked for the school for many years. The administrative staff work part-time on permanent contracts. The office manager has been in post for ten years, the financial assistant for three.

The inspection lasted one and a half days. Meetings were held with the senior partner, the principal, the office manager, the financial assistant, the senior trainer, the campus manager, the teachers and the students. All teachers timetabled during the inspection were observed and one inspector visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and stable, with effective continuity planning. The principal has responsibility for the running of the school, while the senior partner looks at longer term, more strategic decisions. Both have been with the school for almost 30 years and are able to cover for each other and for other members of the team.

M3 There are job descriptions for all roles. The safeguarding responsibility of the principal is referred to in the safeguarding policy, but safeguarding duties are not described.

M4 Communication is very good. Management, trainers and administrative staff are in daily contact, sharing coffee breaks and lunches. There are regular informal and formal meetings with all key staff as well as quarterly business meetings where strategy is planned and discussed.

M5 A thorough recruitment policy covers all key areas. Freelance trainers tender for periods of work and receive individual short-term contracts. Staff handbooks outline other human resources policies, such as sickness and bereavement leave, and there is evidence of a sensitive, personal approach to staff needs.

M7 New training staff have an induction meeting with the principal, where key areas are discussed. The 'Working Together' handbook gives good, clear information on various aspects of the courses, including a staff code of conduct. Instructions on dealing with fire drills are included, but not on health and safety or safeguarding in general. Administrative staff are given paid time to shadow and receive comprehensive briefing.

M8 All new staff have a clearly explained period of probation, during which their performance is monitored. Permanent staff are then appraised annually, using a structured appraisal form.

M9 The school has a 'mutual development staff policy', where staff are encouraged to view their own personal development as inter-dependent. Regular meetings, informal discussions and personal reading are seen as part of staff development. Trainers are also supported to attend external events where relevant.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The administrative team are friendly, courteous and professional. They work part-time but a clear timetable ensures that there is sufficient staffing at all times. Administrative and management staff are able to cover for each other whenever necessary.

M11 All courses are individually negotiated, with a great deal of interaction between the school and the student before arrival. In the case of the Swiss groups, negotiations take place with the Swiss tutor.

M12 Terms and conditions are clearly defined on the website and in pre-course information. Enrolment procedures are thorough, efficient and personalised; individual circumstances are taken into consideration and flexible options offered where possible.

M13 Contact details are held on paper and on a database and are accessible to management and administrative staff at all times.

M14 There is an attendance and punctuality policy, but it is school policy not to draw students' attention to this, as it is not felt to be necessary. All students are collected either from their accommodation, in the case of the executive students, or from a meeting point, in the case of the closed group students and attendance is monitored, and, if necessary, followed up. Specific attendance reports are produced for sponsors on request

M15 The reasons why someone might be asked to leave a course are outlined briefly in the student welcome pack and in the abusive behaviour policy. There is an appropriate, two-stage procedure with verbal, then written warnings prior to expulsion. It is school policy not to draw attention to the policy, which has never been used.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 All points from the full report have been addressed. However, those from the 2015 report following an interim visit had not been seen, and two (M29 and T11) had not been dealt with.

M17 A thorough quality-planning checklist is used to outline the different areas to cover, with details of the

personnel responsible for delivering the measurable outcomes. The senior partner and principal discuss this at quarterly meetings.

M18 Student feedback is collected at the beginning and end of the course, with management reading and signing each form and ensuring that any action is taken promptly and is recorded. Data is then entered into a detailed spreadsheet, with targets set for improving performance.

M19 There is no formal mechanism for collecting their comments, but staff give regular informal feedback and there is evidence that action has been taken as a result.

M20 There is a simple complaints procedure, which is available to students on request. It is not felt to be helpful to draw attention to this, but students are made aware that it exists in their welcome handbooks and in their induction meetings.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website, with some use made of social media. Flyers are available in school and a small three-fold 'brochure' is also used; this contains a card with a code linking directly to the website. The Swiss closed-group courses are not publicised at all.

M21 The language used is clear. It is of a relatively high level of English, suitable for the professional market it seeks to attract. Links to translations in nine languages are available.

M22 Videos, photographs and text give rise to entirely realistic expectations of the courses.

M23 Descriptions for specialist courses give an outline of the areas covered. General executive courses are described more briefly, but pre-course correspondence gives participants the detail needed.

M25 Costs are easy to find and very clearly explained. All materials, lunch, leisure programme and transport are included in the fee quoted.

Management summary

The provision meets the section standard and exceeds it in some respects. A clear and stable management structure provides continuity at all times. Staff are managed well and administration is friendly, efficient and effective. Thorough quality assurance procedures ensure that relevant data is assessed and analysed and publicity is clear and accurate. *Staff management, Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

R1 The premises are spacious, with most rooms having far-reaching views of the extensive grounds and lake. The period property has been sympathetically adapted and there is generous office and relaxation provision.

R3 Classrooms are light, bright and quiet. They are large enough for the one-to-one classes or groups that use them and there is also the possibility of using the very large reception rooms on the floor below for presentations or extra events.

R4 Students and staff share a large lounge, equipped with comfortable chairs, books, magazines and a television. Free tea, coffee and biscuits are available throughout the day. Students are taken out to lunch by their trainers, going to a different pub or restaurant each day.

R6 It is school policy not to have a separate room for staff, who are expected to socialise with their students. Trainers are able to work in their classrooms, where they can also safely leave their personal belongings.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 It is school policy to encourage the use of custom-made materials, but there is an appropriate range of well-organised published materials available. The senior trainer is in the process of making relevant materials accessible on the school network and separating out the older published materials.

R8 Teachers' resources include subscriptions to relevant journals.

R9 The educational technology available includes video and audio recorders, telephones and computers linked to a network. The technology is maintained by Accent staff and an external IT company.

R10 The majority of students are fully engaged from 9.00 – 17.00, making self-access facilities unnecessary.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable learning environment. Learning resources are appropriate for the needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher does not have a level 6 qualification. A rationale was provided, which was accepted in the context of this inspection as he had considerable professional experience.

T2 Four of the six people teaching during the inspection were TEFLQ.

T4 Both academic managers are TEFLQ and have many years experience in management roles, and in managing the specific types of courses Accent offers.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Trainers are matched to classes according to their particular business expertise as well as their experience with individual or group teaching.

T7 Timetabling takes into account the specific requirements of individual students, as well as trainers, most of whom work part-time. Students are allocated a minimum of two different trainers a day and may have as many as four. This provides variety for both student and trainer and ensures a great deal of collaboration between trainers.

T8 The timetable includes cover throughout the day, in order to be able to deal with any unplanned absences. There are a number of suitably qualified trainers that the school is able to call on for holidays and planned absences.

T9 Most students have individual lessons, so continuous enrolment is rarely an issue. Considerable advance planning, together with the carefully considered guidelines for trainers ensure that the few instances of overlap are exploited positively.

T10 There is a great deal of informal support for the small team of trainers, from the academic managers and from the trainers themselves. In addition, there are weekly teachers' meetings and four training workshops a year. Trainers commented on the accessibility of the management team

T11 All trainers are formally observed annually, using a clearly documented procedure. Trainers reported finding their observations constructive and helpful.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Courses design is based on clearly defined principles of developing language accuracy, language fluency and professional effectiveness. Within these parameters, trainers design tailor-made courses based on needs analyses and negotiated with students both before and during their stay. This is largely the same process for the closed group and family courses.

T14 A detailed course outline is prepared for each individual student, describing the language and business areas they will work on, as well as the intended outcomes. These are used as working documents, to inform assessment and as a basis for writing the final report.

T15 Students receive very good, useful guidance on study and learning strategies before and during their course, with suggestions also given on how to continue their learning after they leave. They can also choose to take an extra, online component to follow up on their progress.

T16 Classroom and social activities are well integrated to ensure that students derive maximum benefit from their stay in the UK. The breaks, lunches and time spent with homestay providers are all seen as an integral part of the course, with students encouraged to practise the language learned in these more social environments.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
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T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Considerable communication before arrival ensures that the school understands the general linguistic and professional needs of the students before they arrive. This is followed by a short test and a detailed needs' analysis on arrival, used to design an individualised programme for each student and to ensure the groups are of a homogenous level.

T18 All students are allocated a tutor who liaises with other trainers or other departments to ensure that the students' professional, personal and language-learning needs are being met. During lessons, trainers assess students' progress on a continuous basis, liaising with other trainers and reformulating the programme as necessary.

T21 All students receive a detailed academic report, with the trainer's assessment of progress and achievement, as well as suggestions for future study.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Group and one-to-one

Comments

Two groups and four one-to-one lessons were observed. There were no closed group or family courses taking place during the inspection.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Trainers displayed a sound, confident knowledge of the linguistic systems of English, including phonology and spelling. Clear explanations and good models were given, often using the student's own work environment to exemplify.

T24 Detailed student profiles showed a very good understanding of the students' linguistic, affective and performance needs. Trainers were sensitive of the need to pace lessons differently for different students.

T25 All the lessons observed were logically staged with a coherent sequence of activities. Students had individual course objectives for the week but the learning outcomes for each lesson were not always identified, nor the way these linked to the course objectives.

T26 Teaching techniques observed included vocabulary building, video recording and concept checking with very good use made of the student as a resource in one-to-one lessons.

T27 Classes were generally well managed, with some good tailor-made materials being used. The whiteboard was not always used effectively and seating could have been varied to provide different interactions with one-to-one students.

T28 A great deal of sensitive encouragement was observed as well as good, principled error correction techniques, including elicitation and delayed correction.

T29 Trainers were constantly evaluating student learning and adjusting their lessons accordingly. Opportunities were sometimes missed for engaging the students in this process themselves.

T30 Students were positively engaged in all lessons observed. There was very good rapport and a great deal of personalisation. Trainers used language that was entirely appropriate for the level of their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being good. Trainers had a very good knowledge of the linguistic systems of the language, which gave students confidence in their teaching. Students' learning was individualised, constantly assessed and teaching adjusted as necessary, ensuring that learning took place in a way that suited the particular student's linguistic and business needs. Correction was dealt with sensitively and appropriately and there was a positive learning environment in all lessons observed.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Trainers are suitably experienced and well qualified for the particular kind of teaching needed and the academic managers have a great deal of relevant experience. Course design combines a structured framework with the ability to personalise each lesson, which is entirely appropriate for the students enrolled. Good strategies for developing study and learning skills are a key part of the provision. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Bicton College provides a safe and secure campus for Accent students. There are CCTV cameras both inside and outside buildings and college security staff provide round-the-clock patrols. Fire drills are arranged in conjunction with the college.

W2 Students receive a very good level of care and attention. Trainers join the students at break times, and they also take turns in accompanying the students out to lunch each day. All staff are expected to respond if needs are identified. The homestays are also very committed to ensuring that they respond to the needs of the students lodged with them. Students are picked up from and delivered back to their accommodation each day in one of the school's people carriers

W3 Students are told during their welcome talk that they can approach the principal with any personal problems. The office manager/accommodation officer is also available in the mornings if students prefer to talk to a woman. It is evident that if students have any sort of problem, it is dealt with sensitively and appropriately.

W4 There is an abusive behaviour policy, which staff are referred to in their handbook. Students in closed groups are told to behave appropriately, but it is school policy not to specifically inform executive students or closed group students about the abusive behaviour policy or procedures.

W6 Executive students are met and picked up from the local airport or train station by a member of staff and taken to their accommodation. Closed groups are picked up by coach and met by their homestay hosts at the meeting point. If students decide to make their own way, they are given full information and guidance.

Accommodation profile

Comments on the accommodation seen by the inspectors

Two executive homestays and one standard homestay were visited. The standard homestays are used for the closed groups of under 18s. The executive homestays provide a private or ensuite bathroom. The hosts have all worked with the school for several or, in some cases many years.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All three homestays provided a very good level of care, services and facilities. The executive homestays provide accommodation of a very high standard with extremely comfortable and spacious bedrooms and modern, well-appointed bathrooms.

W10 All accommodation is inspected by the experienced accommodation officer and homestays are made aware of the need for Gas Safe certificates and fire risk assessments.

W11 Not all the homestays used recently by the closed groups have been re-inspected in the last two years.

W12 There are no records of Gas Safe certificates or fire risk assessments in many of the active homestays.

W14 Questions about their accommodation are included in the students' initial feedback form. Any issues are dealt with promptly and a record of any actions taken is kept.

W15 The executive students are taken out for lunch each day, and one evening meal a week, to a local pub or restaurant. Students commented very favourably on these meals as well as those provided by their homestays.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W25 The school uses an agency for the English for families' holiday homes. The accommodation officer liaises closely with the agency and visits the homes before they are allocated to a family. The school recommends hotels in the area, all of which the accommodation officer visits regularly. Bookings for both hotels and holiday homes are made through the school.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students are kept well informed about local events and attractions, both in the school and by their homestays, and they are assisted in booking tickets and making arrangements. Executive students are often invited to accompany their homestay hosts on days out and theatre or cinema trips.

W27 The leisure programmes, both for the executive students and the closed groups, are well organised and planned to suit the particular interests of the group. Both programmes include full-day and half-day excursions to local places of interest, and meals out.

W28 There are two generic risk assessments, one for excursions and one for travel and transport, but specific risk assessments for the various trips and excursions are not carried out. Staff complete a comprehensive checklist before the activity and they are briefed on emergency and safeguarding procedures for the closed groups.

W29 All activities are led by experienced staff from the school. Any sports programmes or activities are always under the supervision of trained coaches or trainers.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of students. *Care of students* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There were no under 18s at inspection. In the last 12 months one closed group of 25 students, with 21 students aged 16 and 17 came for two weeks in April. Another group of 26 students, with 23 students aged 16 or 17 came for one week in October. With one exception, the school did not enrol executive students when the closed groups were in the school. Two young teenagers, one seven year-old and one four year-old have been taught on three English for families programmes in the last 12 months.

C1 There is a safeguarding policy which names the principal as the designated safeguarding person (DSP), specifies the necessary requirements for dealing with allegations and sets out a code of practice. There is an appropriate safer recruitment policy for staff. However, the policy erroneously states that only the main carer in the homestay needs to have an enhanced disclosure check and that other adults are only required to sign a declaration.

C2 The DSP has completed training at specialist level. Staff complete an online basic awareness course and they are given a copy of the safeguarding policy. Homestay hosts are given a handbook with some general guidance about their responsibilities when hosting under 18s, and referred to the safeguarding policy.

C3 Information in publicity about 'English for Families' courses makes it clear that Accent teachers are not responsible for the safety or behaviour of the children they are teaching and that this remains the responsibility of the parents, who must be on the premises while the teacher is there.

C4 There was no evidence of suitability checks for any adults in three of the 24 homestays, and no evidence for adults other than the main carer in all the homestays. There was no evidence of a suitability check for the teacher who taught the children on the 'English for Families' courses. The enhanced disclosure certificate for the activities organiser for the closed groups was just over three years old at the time of the last course in October.

C5 Parents are informed that they are responsible for the safety and behaviour of their children while they are being taught on 'English for Families' programmes. However, there is no parental consent form clearly outlining their responsibilities. There is an appropriate and suitably supervised leisure programme for the closed groups.

C6 The under 18s in closed groups are given a handbook which sets out rules and curfew times. Homestays are aware of these rules.

Care of under 18s summary

The provision meets the section standard. There are safeguarding provisions in place for students under the age of 18 within the organisation, in the leisure programme and in the accommodation. However, safer recruitment procedures are not always followed.
