

Organisation name	Alpadia Language Schools, HO London and Montreux (Switzerland)
Inspection date	2–4 August 2016

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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 accreditation for an initial period of one year; with a spot check in the first year to determine whether accreditation should be extended beyond this period.

### Summary statement

The British Council inspected and accredited Alpadia Language Schools in August 2016. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language teaching organisation offers residential courses in general English for under 18s.

The inspection report noted a need for improvement in the area of care of under 18s.

Strengths were noted in the area of premises and facilities.

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

## Organisation profile: multicentre

### 1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	N/a
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	11 Alpadia Summer camps in France, Germany and Switzerland 1 Alpadia school for French in Switzerland (Montreux) 1 Alpadia school for French in France (Lyon) 2 Alpadia schools for German in Germany (Berlin + Freiburg)

#### Private sector

Date of foundation	2014 as ALPADIA, previously ESL Education UK Ltd
Ownership	Alpadia UK Limited Company number 9146276
Other accreditation/inspection	N/a

#### Premises profile

Address of HQ	Alpadia UK Ltd, 24 Haymarket, London SW1Y ADG
Addresses of centres offering ELT at the time of the inspection	<b>Portsmouth Camp</b> , University of Portsmouth, Eldon Building, Winston Churchill Avenue P01 2DJ  <b>London Camp</b> , Hackney Community College, Shoreditch Campus, Falkirk Street, London N1 6HQ  <b>Keele Camp</b> , University of Keele, University Reception, Chancellors Building, Keele, Staffordshire ST5 5BG
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>The London camp is based in the purpose-built premises of Hackney Community College, close to shops and services. Access to the premises is through a security area, with turnstile-controlled entry, monitored 24 hours a day. All the classrooms and the course office are located in the same block, with three classrooms and the office on one floor, and a fourth classroom on the floor above. On the top floor is large activity room, which can be used for leisure activities and project presentations. There are toilets on every floor. In front of the block is a large patio area where students can meet before classes and in the breaks, and there is indoor relaxation space adjacent to the cafeteria/refectory and very close to the teaching block. There is a large sports hall just outside the entrance to the main college.</p> <p>The Keele camp is based in the Chancellors Building at Keele University. This is a large, modern building set in a quiet area of the university campus. The classrooms and course office are located on the same ground-floor corridor, close to the entrance, which is monitored by a receptionist. The cafeteria/refectory is in the same building, very close to the classrooms, and there is a spacious relaxation room just opposite. Toilets are in the lobby area.</p>

<b>Student profile</b>	Collated totals at time of inspection: all centres	Collated totals in peak week: Week 2 (11–17 July) all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	26	39
Full-time ELT (15+ hours per week) aged under 16	68	100
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> of ELT/ESOL students shown above	94	139
Minimum age	10	10
Typical age range	10/12 to 17	10/12 to 17
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	French, Italian, Swiss, Azerbaijani, Spanish	French, Italian, Swiss, German, Spanish

<b>Staff profile</b>	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	13	14
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	11	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	6 (including senior teachers)	

### Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	2
Certificate-level ELT/ESOL qualification (TEFLI)	8
YL initiated	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	2
<b>Total</b>	13

These figures include the academic manager(s)

Comments
None.

**Course profile (across all centres covered by this accreditation)**

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

The age range varies in the different camps: in Keele 10–17, in Portsmouth 10–17 and in London 13–17. There is a general English course for two hours and 15 minutes each day, a project English course for 45 minutes, and an opportunity for all students to choose an extra 45 minutes supplementing the standard course with an intensive, group course or one-to-one lessons. The EFL element of the programme runs from 08.30 to 11.45 or 12.30 depending on whether the supplementary lesson is chosen.

**2. Data on centres visited**

<b>1. Name of centre</b>	Keele
<b>2. Name of centre</b>	London

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
<b>ELT/ESOL students</b> (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	2	15				7	23			
Full-time ELT (15+ hours per week) aged under 16	14	26				14	52			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
<b>Overall total</b> of ELT/ESOL students shown above	16	41				21	75			
Minimum age	10	10				10	10			
Typical age range	10-17	13-17				10-17	13-17			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	French, Italian, Swiss, Azerbaijani, Spanish					French, Italian, Swiss, German, Spanish				

Staff profile	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Total number of teachers on eligible ELT courses	3	4				3	6			
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	3	4				3	6			
Number teaching ELT 20 hours and over/week	0	0				0	0			
Total number of administrative/ancillary staff	1	1				1	1			

## Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres					
Professional qualifications	Total number of teachers				
Diploma-level ELT/TESOL qualification (TEFLQ)	0	0			
Certificate-level ELT/TESOL qualification (TEFLI)	2	4			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	1			
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1	0			
<b>Total</b>	<b>3</b>	<b>5</b>			

These figures include the academic manager with a regular teaching commitment

Comments
The camp manager is also the academic manager at the Keele Camp, and is overall in charge of academic management at all centres. He is TEFLQ. The senior teacher is the on-site academic manager at London. He is TEFLI and has a full-time teaching commitment in some weeks of the course.

## Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
<b>Arranged by provider/agency</b>										
Homestay						N/a	N/a			
Private home						N/a	N/a			
Home tuition						N/a	N/a			
Residential						16	41			
Hotel/guesthouse						N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses						N/a	N/a			
<b>Arranged by student/family/guardian</b>										
Staying with own family						0	0			
Staying in privately rented rooms/flats						N/a	N/a			
<b>Overall totals adults/under 18s</b>						16	41			

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	16	41			

## Introduction

The head office (HO) of Alpadia Language Schools is in Switzerland, and its main work is running year-round language schools and 'summer camps' in a number of European countries. In the UK, through its subsidiary Alpadia UK Ltd, it organises three residential 'summer camps' each year, held in university premises in Keele, London, and Portsmouth. In relation to these, the organisation applied for accreditation as a seasonal multicentre.

All three of the UK centres are for students under the age of 18. Keele and Portsmouth accept students from 10 to 17, while the London centre is for 13 to 17 year-olds. Programmes consist of language classes in the morning, with excursions or activities in the afternoon and at the weekend. Basic language classes consist of 15 hours a week, but there is an option to have an additional five hours per week at extra cost; similarly there is a paid option for 'premium' activities on three afternoons a week, led by specialist trainers. These vary from centre to centre but may include creative arts, tennis, or watersports.

Enrolments and marketing are handled centrally, and there is central oversight of the operation of all Alpadia

summer camps from the Swiss head office. Day-to-day operational management is delegated to the UK camps manager, who, this year, was also the manager of the Keele camp.

The inspectors spent one day at the London centre (unannounced), and one and a half days at Keele. At both sites, there were meetings with teachers, activity leaders, students, and representatives of the host institution, all the teachers were observed, and visits were made to the accommodation. In addition, at London there were meetings with the camp manager and the senior teacher; at Keele there were meetings with the UK camps manager (who was also the camp manager), the senior activity leader and two international group leaders. On the final morning at Keele, there were also meetings with the manager of the whole Alpadia language schools operation, and the operations manager in charge of the international range of Alpadia summer camps.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 checked="" 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 There is a clear structure of management, both for the UK centres, and for the management of the interface between the management of the UK operation and the central HO team. However, as noted in the Introduction, the UK camps manager is also camp manager of the Keele camp, where he is also the academic manager. As UK camps manager, he has operational oversight of both of the other centres as well as responsibility for the day-to-day management of the Keele camp; he is also in charge of academic management at all three centres, with day-to-day academic management at London and Portsmouth delegated to senior teachers at each site. Because neither of these senior teachers is TEFLQ, he is obliged to spend time visiting the two centres to observe and support teachers there. The postholder was working extremely hard to meet the demands the multiplicity of roles placed upon him, but there was some evidence that the current structure was affecting the level of support available to staff, and indirectly, to students. The structure needs to be reviewed for the future.

M3 Job descriptions were in place for all staff. Some did not identify the line manager of the postholder.

M4 Communication channels at all levels are good, with regular meetings among staff (appropriately minuted) and excellent informal communication. Regular reports are sent from London and Portsmouth to the UK camps manager, and there is systematic feedback to the HO team. Teachers at both centres visited praised the openness of their communication with their managers.

M6 First degree certificates are not checked, and arrangements for the verification of the originals of teaching certificates are not robust.

M7 All three courses begin on the same day. There are inductions at each site for the teachers and activities staff, led by the local camp manager and the senior teacher. The managers of the Portsmouth centre had met with the UK camps manager and the international operations manager at the end of the week before the start of courses for a briefing, but no meeting had been held with the London management team (though they had run the course together for the past three years). However, these arrangements are adequate rather than entirely satisfactory, since the induction and briefing of teachers at London and Portsmouth had to be carried out by TEFLI senior teachers without on-the-spot support from the TEFLQ UK camps manager. At Keele, inductions were carried out by

the camp manager/UK camps manager but there was some feedback that pressure of his other commitments had interfered to some extent with the induction process here.

M8 There is good monitoring of staff, with an initial appraisal meeting after the first two weeks and an in-depth appraisal at the end of the course, with follow-up objectives to guide the postholder in her or his professional development.

M9 There is some continuing professional development (CPD) for teachers through meetings exploring areas identified in observations, and the appraisal objectives described in M8 above are a significant aid to continuing development. A number of staff at both sites visited had been encouraged to take on management positions after working for the organisation in previous years in a more junior role.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	

#### Comments

M10 Most administrative functions are carried out by HO staff before the courses begin.

M14 Students are closely monitored, and any attendance issues are quickly identified and followed up.

M15 Student rules and the disciplinary procedure are displayed in the centres, but the language in which the rules are expressed is sometimes over complex.

### Quality assurance

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

#### Comments

M17 There is constant on-site review of the course implementation and management through the regular minuted meetings of the management team. Each camp director writes an end-of-course review; these are collated by the UK camps manager and reviewed at HO.

M18 Simple questionnaires are completed at the end of each week, and more substantial feedback is gathered at the end of a student's stay. All feedback is scrutinised locally, and then sent on to HO for analysis.

M20 There is a complaints procedure, but this is addressed to the staff (how to deal with a complaint) rather to the students or their parents (how to make a complaint).

### 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 type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

Publicity consists of a brochure and a website. In addition, there is a document called 'Key sales facts' that is intended for agents, but is freely distributed to enquirers. The website is available in six European languages and Russian.

M21 This criterion is met overall, but there are some instances of turns of phrase that read like direct translations from French. Some of the language used is more complex than is necessary.

M23 The brochure and website contain only outline information about the course content, but more details are provided in the 'Key sales facts'.

M24 Neither the website nor the brochure give information about the maximum class size.

#### Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students and in accordance with its publicity. More support is needed to ensure that the workload of the senior manager is kept at a level consistent with the delivery of courses of the quality to which the organisation aspires.

### 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The premises used by both courses visited are of a high standard. The buildings are modern, with excellent circulation space and spacious, convenient facilities for learning, relaxation, and eating.

R2 The premises at both sites are in an excellent state of repair, and were spotlessly clean throughout.

R3 Classrooms are of a very good size, and have good ventilation and natural light. Equipment is modern, with tables and chairs that are easily reconfigured to provide excellent flexibility of layout.

R4 Facilities for student relaxation are excellent at both sites. The London site has a secure outside area where students can meet between lessons, as well as a large indoor area available for recreational activities; at Keele there is a comfortably furnished student lounge area very close to the teaching rooms. At both sites a modern and comfortable refectory was located very close to the teaching areas.

#### 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 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 Learning material for students consists largely of handouts, created or copied by the teacher. All students are given a laminated ring-binder file to store and organise the handouts.

R8 Teachers have access to a range of print and online resources to use in support of their teaching. Printers, photocopiers, and computers are easily available.

R9 All classrooms used are equipped with computers and data projectors, and significant guidance and support is provided in their use. Technical support is readily available on site, and teachers have easy access to the equipment for lesson preparation.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff. The premises are modern, spacious, and clean. *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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

T2 One of the teachers at Keele had a certificate from an initial training course which does not meet Scheme requirements.

T3 The rationale for the teacher (T2) was accepted on the basis that some initial training had been undertaken, that the teacher concerned had had some experience teaching the relevant age group, and that the interview process had shown his ability to draw on his training and experience to explain how he would work successfully with the students on this course.

T4 The academic management team consisted of the overall academic manager (based in Keele) and two senior teachers (one based in each of London and Portsmouth). The overall academic manager was TEFLQ, with a range of relevant experience, while the two senior teachers were TEFLI.

T5 The rationales for the two senior teachers were accepted on the basis that the work they were doing was monitored and supported by the academic manager, and that there was regular contact both face-to-face and by telephone. However, it was also noted (see M2 and T10) that the academic manager was also the camps manager for the whole UK summer operation and so had a wide range of other responsibilities.

### 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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

T9 Students may arrive or depart at the end of any week, so there may be new arrivals any Monday. Teachers work to a weekly programme, and the first session on a Monday morning is a one-off for which ad-hoc groups are created for the continuing students, while new arrivals are tested and placed.

T10 Teachers at both centres reported that they felt well supported. There are regular meetings to discuss issues

arising, and these are minuted. At both centres the local academic manager is available whenever possible to offer informal guidance and support. At the Keele centre, however, the other responsibilities carried by the academic manager had meant a number of absences, leaving the teachers without on-the-spot support; in addition, issues at the Portsmouth centre meant that at the time of the inspection only one visit had been made to the London centre, leaving the senior teacher (who is experienced and competent, but only TEFLI) to support the teachers without significant face-to-face guidance and monitoring, although there had been regular email and phone contact.

T11 All but one of the teachers seen during the inspection had been observed by the TEFLQ academic manager, and arrangements had been made for her to be observed in the following days. At the London centre, additional drop-in observations had been carried out by the senior teacher.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

T12 The teachers' handbook contains a clear statement of the communicative principles underlying the course structure. The basic course has four lessons (three hours) per day, of which three are devoted to the development of communicative language skills, while one is 'project work'. A largely grammatical syllabus gives structure to the language work, and teachers devise their own activities within specified topics.

T13 The introduction of project work this year followed a review of the previous course structure.

T14 Students are given no information about the focus of the week's work or the intended learning outcomes.

T15 The introduction of project work is intended to help the students to develop learning and research strategies.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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

T18 There is a test every Friday, and teachers grade students each week.

T21 Students receive a leaving certificate with a grade, but no interpretation of the grade is provided.

### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Communicative language skills

#### Comments

None.

### 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 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Almost all teachers provided good and appropriate models of English; in a few cases, there were instances of significantly accented delivery, which hampered communication, and the use of incorrect stress patterns for individual words and connected phrases.

T24 The content of almost all classes was relevant and appropriate to the age range. In the best segments, there was evidence of personalisation to the learning needs and cultural backgrounds of individual students.

T25 Most classes were built around a coherent sequence of activities, but target learning outcomes were not shared with students in relation to individual activities or the lesson as a whole.

T26 A good range of teaching techniques was seen, with a significant emphasis on movement and activities involving a physical response. Teachers used elicitation effectively, and helped students to build on their responses.

T27 Classroom space was well used, with groups being re-formed to ensure students had a variety of learning partners. In many segments observed, the data projector was used effectively to provide visual support for the material being worked on.

T28 Many teachers provided appropriate and timely feedback to their students, often encouraging self-correction through the use of mime and gesture. However, there were several instances when opportunities for useful feedback were missed.

T29 In many segments well-managed activities were observed that led the students to use, in a communicative setting, the language or the skills that were the focus of the lesson. These activities enabled the teacher to evaluate how far the students had grasped the target areas.

T30 In general, students were engaged in the lessons observed, and teachers had a good awareness of individual students' background and interests so that there was a positive learning atmosphere in the class. Occasionally the pace of the lesson was too slow, and students were rather passive.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from satisfactory to excellent, with the majority falling in the range satisfactory to good. Teachers generally showed appropriate awareness and knowledge of English in use, and planned lessons well suited to the age and background of the learners. Target learning outcomes were not shared with the learners. The delivery and review of lessons was overall satisfactory, with some instances of skilful and responsive teaching directed to the specific needs of the learners. In general, teaching techniques were well matched to the age group, and learners received appropriate feedback. In weaker segments observed, the pace of the lesson was too slow and opportunities for feedback were missed, but in most cases the students were engaged and there was a positive learning atmosphere.

#### Teaching and learning summary

The provision meets the section standard. With one exception, teachers have appropriate qualifications, and overall they are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students, though the present arrangements mean that the senior teachers in two of the three sites receive limited monitoring and support. The teaching observed met the requirements of the Scheme.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

#### Comments

W1 Appropriate steps are taken to ensure students' safety and security on the premises of the centres visited. Both sites are secure and the organisation works closely with local staff to minimise any potential risks. Students all wear lanyards and carry identity cards. Risk assessments and fire safety measures are in place to ensure the safety of students, although these require further adaptation to meet the needs of young international students.

W2 There are suitable numbers of appropriately trained staff to provide effective pastoral care. Students are informed at induction of the care available and are encouraged to seek help if they need it. Students' needs based on religious observance are catered for and a quiet room is available in both centres.

W4 Students are made aware of the organisation's policy on abusive behaviour through notices on display and at their induction. However, the policy mainly focuses on the measures that will be taken against perpetrators and does not always make clear the procedures students need to follow if they are victims of abuse. Staff are aware of the need to identify and report instances of behaviour that may lead to extremist radicalisation, but require training.

W6 The organisation has appropriate and effective measures to take students from UK airports to the centres. Airport representatives are employed to welcome students and facilitate all transfer arrangements at the airports. Group leaders and students reported that all transfers had been entirely satisfactory. There are systems and procedures in place to deal with any unforeseen circumstances.

W7 Generally appropriate information and advice is provided at the students' induction and reinforced during meetings and briefings during the course. However, the range and content of the information provided was not the same at both centres visited.

W8 The centre's first aid provision is highlighted during the induction, and students are reminded at the same time of what they should do if they feel unwell. Parents provide background medical information, which is sent to the centres before the arrival of the students. Both centres have appropriate links to local medical services and support is always available from on-site reception and security staff.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

Residential accommodation is provided. One inspector visited the accommodation at both centres.

In London, the student residence is five minutes' walk from the main classroom and dining area, and has single rooms with ensuite facilities. These are located in flats of seven rooms which have a communal kitchen. The front door of the flat and all internal rooms are lockable. There is a general common room for student use, and students are always accompanied when walking to and from the residence to the main teaching block.

On the Keele university campus, students are housed in a hall of residence a short distance from the main teaching area. The accommodation is in lockable, single, ensuite rooms. Students are always accompanied between the hall and the main teaching block unless their parents have given different instructions. There is a shared kitchen and communal area.

In both centres there is adequate separation of the sexes and appropriate levels of supervision. All kitchen appliances are disabled.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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#### Comments

W9 All residences visited provide facilities and services which meet the Scheme' requirements. Laundry arrangements are explained in publicity and pre-course information. However, in the London accommodation there were not always appropriate facilities for students to hang their clothes.

W14 Students complete a first-week questionnaire, where they are also asked about their accommodation. Group leaders and students were generally positive about the accommodation being offered in both centres.

W15 In general, students found the food to be satisfactory in both centres. Both canteens were able to deal with any student allergies or dietary requirements if provided with enough notice. All food sampled by the inspectors was satisfactory.

#### Accommodation: homestay

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

#### Comments

Homestay accommodation is not provided.

#### Accommodation: residential

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

#### Comments

W22 Residences in both centres are regularly cleaned to a high standard.

#### 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Leisure opportunities

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

#### Comments

W27 The leisure programmes are generally well organised and resourced although initially there were some

problems with the provision of suitable sporting equipment in Keele. There is a good variety of sports and activities with some student choice. Activity leaders are provided with support and are routinely asked for feedback on the sessions they have led. Both sites can provide alternatives in case of wet weather. Students and group leaders in both centres were happy with the leisure programme provided.

W28 Risk assessments have been carried out for excursion destinations and in-house activities. All activity leaders have a full induction where part of their training provides guidelines on how to develop risk assessments and respond to situations where students might be at risk. Before activities and excursions, staff meet to discuss and plan any event they are involved with. However, some of the excursion risk assessments are not specific enough in terms of the venue or the age group of the students.

W29 Students following additional leisure activity options work with specialists especially recruited to provide appropriate instruction. All other activity leaders are employed because of their interests and skills, and receive appropriate additional training and supervision before and during their work.

### **Welfare and student services summary**

The provision meets the section standard. The organisation takes account of students' needs for security, pastoral care and information. The residential accommodation is of a good standard. Students benefit from a well-organised programme of activities and excursions.

### **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 checked="" type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

#### **Comments**

All students are under the age of 18.

C1 The safeguarding policy contains all the required information and specifies the necessary procedures in appropriate detail. The named member of staff for its effective implementation has received appropriate training.

C2 Staff and group leaders are asked to read the safeguarding policy. However, there was no evidence that there was any additional guidance or training to ensure effective implementation of its contents.

C4 The organisation requires all staff and leaders to receive appropriate police checks and records are on file.

Reasonable efforts are made to secure relevant checks on staff who have worked overseas. However, the organisation does not ask for any references for staff it employs, as it believes police checks are adequate.

C6 The arrangements for the supervision of students aged 14 and above outside scheduled lessons and activities are not appropriate at the London centre. Parents, who may be unfamiliar with the local environment, are able to authorise the organisation to allow their children 90 minutes of completely unsupervised time off site during the late afternoon period, with no rules in place to minimise the potential risks.

C8 Arrangements are in place to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. Care is taken to ensure that this information is available before departure of individual students in case of emergencies.

### **Care of under 18s summary**

The provision just meets the section standard. An appropriate safeguarding policy is in place but staff would benefit from additional training to ensure its effective implementation. Suitability checks are carried out on staff and group leaders but no references are required. Procedures for supervising some students outside lessons and scheduled activities in the London area are not appropriate. There is a need for improvement in *Care of under 18s*.