

Organisation name	Anglo Ltd, Head Office Bournemouth
Inspection date	9–12 July 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, an action plan must be submitted within three months to demonstrate how weaknesses in academic management, accommodation and in criteria W1, S3 and S5 will be addressed. This should be followed up by a spot check next summer focusing on points to be addressed.

Summary statement
<p>The British Council inspected and accredited Anglo Ltd in July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language teaching organisation offers courses in general English for under 18s and vacation courses for under 18s.</p> <p>The inspection report noted a need for improvement in the areas of academic management and accommodation.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Anglo UK was formerly accredited under the name of International Quest (IQ). In 2016, there was a change of ownership and the new name was introduced. The accredited work of the organisation has continued in the same areas as before, but has increased in extent (five centres were being run at the time of the last inspection in 2015; this year there were 11). IQ was founded initially to work with two Italian language travel agents who send teenage students to the UK for vacation courses. Most students still come from Italy although some students are recruited from elsewhere. All students are enrolled as groups through language travel agents; no direct enrolments are accepted.

The inspection took place over four days. A full day was spent at each of three centres: Edinburgh Queen Margaret University (signalled), Edinburgh College (signalled), and Portsmouth (not signalled); in addition, a full day was spent at the head office in Bournemouth. The Queen Margaret University (QMU) site has been used by the organisation for many years; there has also been a long-standing arrangement with Edinburgh College, but the specific site was being used for the first time this year. The Portsmouth site was also new this year. At each centre, meetings were arranged with the centre director, the teaching manager, and the activity manager. There were also focus group meetings with students, teachers, group leaders, and activity leaders. At the two Edinburgh centres, there was also a meeting with the liaison person from the host institution. All teachers working at the time of the inspection were observed, and one inspector visited the residential accommodation at each centre.

Address of main site/head office

3 Trinity, 161 Old Christchurch Road, Bournemouth BH1 1JU

Description of sites visited

Queen Margaret University (Musselburgh EH21 6UU) is a compact, self-contained campus adjacent to a railway station, with bus stops on site; it is approximately ten minutes by train from the city centre. The residences are close to the university academic block. This has a large refectory on the ground floor, where all meals are taken; there is lift access to the third floor, where classrooms and the teachers'/teacher managers' office are located. All classrooms are on the same corridor. The centre director's office is located on the ground floor of an accommodation block. Course information is displayed outside the refectory. There are designated student toilets on the teaching corridor.

Edinburgh College (Milton Road Campus, 24 Milton Road East, Edinburgh EH15 2PP). This is a self-contained campus of Edinburgh College, located close to rail and bus links to the city centre (approximately ten minutes by train). The residence is very close to the Bolam building, where the teachers'/teacher manager's office and all the classrooms are located. The main course office is off the lobby of the residence. The lobby is used to display the activity programme and other course information. There are designated student toilets on the teaching corridor, and a large refectory is in a separate building adjacent to the teaching block.

The Portsmouth course is based on the city centre campus of the University of Portsmouth. The teaching rooms and the course office are in the Dennis Sciama building (Burnaby Road, Portsmouth PO1 3FX), a modern teaching building with a refectory on the ground floor. All the rooms used by the course are on the same corridor on the first floor. There is lift access if needed. There are toilets on this corridor and on the ground floor. The residence used (Catherine House, Stanhope Road, Portsmouth PO1 1DZ) is a ten-minute walk from the teaching block, where, at the time of the inspection, all meals were taken. Normally evening meals are taken in the student union, a short walk from the teaching block.

The Head Office (HO) is located in a purpose-designed office block close to the centre of Bournemouth, which houses a number of different organisations. A large open-plan area on the third floor is zoned into spaces where the staff working in different areas of the organisation sit together. There is a glassed-off office for the director.

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

Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At one centre not visited at this inspection, courses can be run at any time of year. All courses are for students from 10–17 though a few school students aged 18 were part of groups from an Italian agent. Teaching sessions consist of three 70-minute lessons with a 15-minute break between them. Lessons one and two have a language focus, usually based on a coursebook, while lesson three (taught by a different teacher) consists of project work. In addition to the teaching sessions, students have two “workshop sessions” per week when they go off site for structured learning activities making use of the local environment. Depending on enrolments, the timetable is delivered either on a “standard” pattern of morning classes and afternoon activities or a zig-zag pattern of classes and activities alternating between mornings and afternoons on successive days.

Management profile

The HO team consists of the director, the director of studies, the operations manager, the sales and marketing manager, and the financial controller. With the exception of the director and the sales and marketing manager, all managers have an assistant.

At centre level, there is a centre director, a teacher manager, an activity manager, and a workshop co-ordinator. Depending on the size of the operation, all these posts may have assistants.

Accommodation profile

Some students at the Edinburgh centres have homestay accommodation, but this is not provided directly by the school; it is outsourced by one of the school’s partner agents to a local co-ordinator. It is available on a half-board basis, in single or twin rooms. The local co-ordinator has a register of approximately 17 hosts. Students are provided with free transport passes for travel to and from their homestays.

Residential accommodation at the QMU campus is in three accommodation blocks where all students, activity leaders and group leaders are accommodated. The blocks are situated a short walk from the teaching centre. Students can opt for a single ensuite room, in clusters of six students, or single ensuite rooms with double beds. There is a kitchen/common room in each block and shared facilities of kitchen, showers and toilets separated by gender. Wi-Fi is provided. Kitchen cookers are disabled, but staff and students have access to a microwave oven, an electric kettle, and a fridge. Students are only allowed to use them with their group leader in attendance.

At Edinburgh College, residential accommodation is in a three-floor block where all students, activity leaders and group leaders are accommodated. The main course office is located on the ground floor. Students are accommodated in single rooms with a washbasin. There are shared facilities of showers and toilets separated by gender on each floor. WiFi is provided. There is a large common room on the ground floor next to the main course office.

At Portsmouth, residential accommodation is in an 11-floor, university residential block near the city centre, where all students, activity leaders, staff and group leaders are accommodated. The residence is situated a ten-minute walk from the teaching centre. Students are accommodated in ensuite single rooms in clusters of five or six students. WiFi is provided. There is an outdoor space with seating on the ground floor and students may use a common room next to reception on the ground floor.

All residential packages include full board.

Summary of inspection findings

Management

The provision meets the section standard. The provision is generally managed satisfactorily in accordance with the organisation’s stated values and goals, but shortage of staff has caused some issues at all the centres visited. Publicity is appropriate for the context, but does not fully meet Scheme criteria in some respects.

Premises and resources

The provision meets the section standard. At all centres the premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. However, a shortage of teachers and extreme pressure on the teacher managers has caused a number of problems in the area of academic management. Courses are structured and managed to provide benefit to students. There are excellent structured opportunities for language learning outside the classroom. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic management*.

Welfare and student services

The provision meets the section standard. There is appropriate provision for the care of students at the centres. Residential accommodation is of a good standard and is efficiently organised, but the provision of homestay accommodation is unsatisfactory. A lively, varied programme of leisure activities and excursions is provided, with sound arrangements in place to ensure the safety of students. There is a need for improvement in *accommodation*.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the centres, in the leisure activities and in the residential and homestay accommodation. There are some weaknesses in the arrangements made for the supervision of students in activities.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M3 The structure of the operation is documented and clearly understood. However, cover for all posts both at HO and at the centres is minimal, and there was evidence at all centres visited of insufficient staff being available to meet the expectations of students and group leaders. It was noted that while the number of centres operated had more than doubled (from five to eleven) since the last inspection, the number of head office staff had only increased by two, even during the peak season. At centre level, staffing levels were insufficient to deal appropriately with the fact that there were arrivals of new groups on multiple days during the week.

M5 Procedures for the collection of feedback from students are very effective. Data produced by the online form is used to produce a graphic representation of the feedback in different areas. Action points are immediately identified and, where possible, implemented immediately. In other cases, points are noted for action the following year.

M6 Extensive feedback is collected from staff at the end of their contract. This is effectively analysed and evidence was seen to show that it is acted on where possible.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Not met
M9 The provider specifies the duties of all staff working with ELT students, and regularly	Met

reviews these.	
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 There were significant complaints from staff (especially teaching staff) at all centres visited about the perceived unwillingness or inability of the organisation to introduce human resources policies that would take account of their situation. All teachers are non-residential, and in many cases at the centres visited, had no family in the immediate area. They were therefore obliged to incur significant accommodation costs with no certainty about the duration of their contracts or the number of hours they would be paid for each week.

M10 Procedures for the recruitment of staff are excellent and are carried out in a systematic and thorough way. The process is supported by a central register that enables every stage of the recruitment to be logged for each individual, giving a clear overview of the steps that have been completed and any that may be outstanding.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

All criteria in this area are fully met.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a 'brochure' (a printed wrap-around which contains individual single information sheets on each centre) and a website. The website has limited information for the general public and password-protected areas giving more details and the costs of the provision accessible only to partner language travel organisations.

M24 Only limited information on the courses is provided on the website and/or in the brochure. The advertised

maximum class size had been exceeded in some cases.

M25 This criterion is met. Since enrolments can only be made through partner language travel organisations, no information is provided on costs in the brochure or the publicly accessible parts of the website.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Not met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Not met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises at all three sites visited were in an excellent state of repair, cleanliness and decoration, and provided a very comfortable environment for students and staff.

P2 At all sites some classrooms were set up in rows for a lecture-style delivery of lessons. This is not ideal for interactive language teaching and staff were uncertain as to whether they were allowed to re-configure the rooms.

P3 Food was eaten in the refectory at all sites. At the Portsmouth site there were no indoor common area facilities for students to relax during breaks, and they were observed lying in the corridor.

P4 The lunch sampled at the Portsmouth centre was of very poor quality.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 All classrooms in use at the centres visited are equipped with computers and data-projectors or large-screen monitors. Staff are given training in their use as required, and the in-house technical support teams are readily available to deal with any issues.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 A rationale was submitted for one member of staff without a Level 6 qualification. This was accepted in the context of this inspection on the basis of significant engagement in post-school learning activities.

T2 A rationale was submitted for one teacher without an appropriate TEFL qualification. This was accepted in the context of this inspection on the basis of long experience in working with children in this age range and a PGCE qualification (though in a non-language specialism).

T4 Rationales were presented for two academic managers (one teacher manager and one assistant teacher manager) without appropriate TEFL qualifications for these roles. The rationales were accepted in the context of this inspection; the teacher manager has a good range of experience in similar roles and a postgraduate award in a related field; the assistant teacher manager has worked successfully in the role in previous years and has a job description that focuses on organisational and administrative aspects of academic management.

Academic management**Need for improvement**

T5 Teachers are matched appropriately to courses.

Met

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.

Not met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.

Not met

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Not met

T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Not met

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.

Met

Comments

T6 At both Edinburgh centres the teaching manager had been unable to timetable students and teachers effectively owing to a shortage of teachers and the consequent need to re-group students almost every day during the first week of the course because of new groups arriving. Evidence was seen that one class had been taught by different teachers on four successive days, and that groups larger than the advertised maximum had been run.

T7 Staff on the ground were so stretched that it would have been impossible to deal with short-term teacher absence without amalgamating groups and exceeding the advertised maximum group size.

T8 The conditions described above in T6 are evidence that it had proved impossible to deal with continuous enrolment of the extreme kind experienced in a systematic and effective way.

T9 The pressure on the academic manager caused by continuous enrolment and a shortage of teachers meant that in all the centres visited, there was very little opportunity for teachers to receive systematic day-to-day guidance and support.

Course design and implementation

Met

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Met

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Met

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.

Not met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.

Strength

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.

Strength

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Strength

Comments

T13 Course outlines are available to teachers on their website pages, but there was no evidence of these being passed on to the students in writing.

T14 There are excellent opportunities for structured language learning outside the classroom. As well as their classroom lessons, groups have two sessions per week (whole morning or whole afternoon depending on the timetable) of 'workshops' managed by a specifically recruited member of staff. These consist of tasks that involve exploring and reporting on the local environment and engaging with the local community. This part of the programme received very positive feedback from students and group leaders interviewed during the inspection.

T15 The tasks set during the workshop sessions specifically focus on the development of independent learning.
 T16 A key element of the success of the workshops is the engagement of the students with the local UK environment.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T17 The wide age range of students (10–17) means that it can be difficult to form groups that are homogeneous in terms of age and level. A number of classes were observed where the age range was too wide.
 T20 Where relevant, students are pre-booked for examinations before their arrival.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	Language focus; project work

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Not met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 All teachers observed had a sound knowledge and awareness of the use of English, and provided appropriate models of the language, with clear explanations and relevant examples.
 T24 The content of the lessons was generally relevant to the learning needs and cultural backgrounds of the students. Topics and materials were generally appropriate.
 T25 There was little evidence that teachers had identified specific learning outcomes for their lessons, and none that these had been shared with students.
 T26 In most cases teachers used a range of appropriate techniques. Good use of nomination techniques was seen in some lessons, and some teachers made good transitions between the different stages of the lesson.
 T27 Very few teachers had adapted the classroom layout to encourage interaction, and there was a lack of activities requiring movement. The lessons are long (70 minutes) and teachers rarely gave the students a chance to move from their seats. The available technology was generally used appropriately, but there were a significant

number of instances of poor boardwork with no organisation of content, and scrappy writing.

T28 Teachers generally provided supportive and encouraging feedback to students, and in the best lesson segments observed they commented on both the form and the content of what the student produced.

T29 In most segments observed there were production tasks for the students which enabled both the teacher and the students themselves to evaluate their performance.

T30 In general there was a positive learning atmosphere in the classes observed. The best teachers were able to engage with the students in a way that encouraged the students to engage with their learning; this often involved good use of the teacher's voice, gestures, and movement. In other classes the atmosphere was more low key and some students were consistently off task and unfocused.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to (in a small number of cases) unsatisfactory, with the majority being satisfactory. Teachers had appropriate knowledge and awareness of the language, and were able to plan lessons relevant to their students. However, learning outcomes were rarely identified. The delivery of the classes was generally satisfactory, but the classroom environment and resources were not always used to maximise student participation. Students were given opportunities to produce English and received good supportive feedback. There was generally a positive learning atmosphere in the classes observed.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 There are a number of concerns regarding the general safety and security of students at the Portsmouth centre. There is no staffed reception desk at the entrance to the teaching block, which is used for a variety of public-access activities. There were toilets on each floor used by staff, visitors and students but none were designated specifically for staff or student use.

W3 There are good arrangements for the provision of pastoral care. The activity managers are responsible for this area. They liaise closely with the leaders who accompany each group. Any issues are identified by staff, leaders or through daily feedback and are dealt with promptly, as exemplified on the Portsmouth campus where an incident involving a member of the public and a group of students was dealt with promptly by the activity leader accompanying the group.

Accommodation (W9–W22 as applicable)	Need for improvement
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Not met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Students in residential accommodation at all centres have well-managed, comfortable living arrangements in ensuite rooms or standard rooms with washbasins. All rooms are adequate in size and there is sufficient space for relaxation and storage of personal items. However, homestay accommodation at the Edinburgh College centre was unsatisfactory. It was reported to the inspectors that three male students aged 17 spent two nights on the floor of a room in their homestay, as the rooms they had been allocated were occupied by two adults.

W11 The procedures for inspecting residential accommodation at the Portsmouth centre did not include risks associated with the use by students of the outside courtyard and the common room, which are open to the public. Students are not supervised when they use these facilities, and there is no risk assessment in place.

W13 There are sound procedures in place for monitoring residential accommodation but there are ineffective procedures for identifying and resolving problems of the type which arose at the homestay accommodation at the Edinburgh College centre. The local co-ordinator was in breach of two articles of the homestay agreement with the school's partner agent, resulting in three students being placed at risk. See W9.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

As part of their duty of care, the school sent guidelines to their partner agent's local co-ordinator which set out the requirements of these criteria.

W16 The three male students referred to in W9 were temporarily accommodated with at least two additional students.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students at the focus groups appreciated opportunities to engage with local people during workshops (see T14).

W24 This criterion is met overall. Students are offered a wide variety of social and sporting activities. There are activities every afternoon and evening, plus excursions as agreed. Attendance at evening activities is mandatory for residential students and optional for homestay students. Wet weather alternatives are provided. However, some

evening activities have not taken good account of students' ages and interests and feedback showed some dissatisfaction from students and group leaders.

W25 Half-day trips and weekend excursions are generally well planned. However, there is a need for more forward planning in relation to trips to major cities at the weekend. Students at the Portsmouth focus group commented adversely on excessive overcrowding in central London during a trip which took place during a major event.

W26 The school regards the health and safety of students during activities as a high priority. This is reflected in the detailed procedures relating to a specific activity or destination. Clear systems are in place to monitor free time and for dealing with missing students.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts students aged from 10 to 17 years in accompanied groups. Individual enrolments are not accepted. At the time of the inspection, four students at Edinburgh College and four at Portsmouth were aged 18.

S1 A detailed and comprehensive safeguarding policy is in place. There was expert input to help the school develop the policy. The policy is reviewed annually and includes clear procedures for safer recruiting, dealing with disclosures, and local safeguarding contacts. The Anglo Ltd director is the designated safeguarding lead (DSL) and the operations manager is her deputy.

S2 The DSL and her deputy have had specialist-level training. The activity managers at each centre have had advanced-level training delivered by the deputy DSL. All other staff have had basic safeguarding awareness training delivered by the deputy DSL or online.

S3 The written parental consent form which includes the requirement for consent to 'free time for shopping when on trips', is insufficiently detailed.

S5 There are unsatisfactory arrangements in place regarding the supervision arrangements at the Edinburgh College centre where students aged under 16 were placed in activities with students aged 18. Group leaders commented that the age range for some activities, for example football, was too wide.

S7 There is a satisfactory level of supervision in all residential accommodation, with group leaders and activity leaders in attendance. Students aged 18 are segregated appropriately.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2010 (As International Quest)
Last full inspection	2015 (As International Quest)
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2016
Ownership	Name of company: Anglo Ltd Company number: 09962582
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	3 Trinity, 161 Old Christchurch Road, Bournemouth BH1 1JU
Name and location of centres offering ELT at the time of the inspection but not visited	1. Bradford – Bradford University, Bradford BD7 1DP 2. Brentford – University of West London, Brentford TW8 9GA 3. Canterbury – Canterbury Christchurch University, Canterbury CT1 1QU 4. Exeter – Exeter University, Exeter EX4 4QZ 5. Uxbridge – Brunel University, Uxbridge UB8 3PH 6. Nottingham – University of Nottingham, Nottingham NG7 2RD
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	1. Bristol – University of Bristol Stoke Bishop Campus, Bristol BS9 1AD 2. Keele – Keele University, Keele ST5 5BG

Student profile at peak at all centres

	Collated totals in peak week: <i>July</i> all centres
ELT/ESOL students (eligible courses)	
18 years and over	None expected
17 years and under	2000
Overall total of ELT/ESOL students shown above	2000
Predominant nationalities	Italian, Russian, Spanish

Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	100
Total number activity managers and staff	80

Total number of management (non-academic) and administrative staff	16
Total number of support staff (e.g. houseparents, matrons, catering)	6

2. DATA ON CENTRES VISITED

1. Name of centre	Edinburgh QMU – Queen Margaret University, Edinburgh EH21 6UU
2. Name of centre	Edinburgh Milton Road – Edinburgh College Milton Road Campus, Edinburgh EH15 2PP
3. Name of centre	Portsmouth – Portsmouth University, Portsmouth PO1 2UP
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
ELT/ESOL students	At inspection					In peak week				
18 years and over	N/a	4	4			N/a	4	N/a		
17 years and under	220	106	99			220	106	148		
Overall total	220	110	103			220	110	148		
U18 programmes: advertised minimum age	10	10	10			10	10	10		
U18 programmes: advertised maximum age	17	17	17			17	17	17		
Predominant nationalities	Italian, Russian, Spanish					Italian, Russian, Spanish				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	10	5	5			10	5	7		
Total number of activity managers and staff	15	6	6			15	6	8		
Total number of management (non-academic) and administrative staff	2	2	2			2	2	2		
Total number of support staff	N/a	N/a	N/a			N/a	N/a	N/a		

Academic manager qualifications profile at centres visited

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

Comments

None.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0	0		
TEFLI qualification	8	3	4		
Holding specialist qualifications only (specify)	0	0	0		

YL initiated	0	0	0		
Qualified teacher status only (QTS)	0	0	0		
Teachers without appropriate ELT/TESOL qualifications.	0	1	0		
Total	8	4	4		

Comments

None.

Accommodation profile

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

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	2	N/a			21	2	N/a		
Private home	N/a	N/a	N/a			N/a	N/a	N/a		
Home tuition	N/a	N/a	N/a			N/a	N/a	N/a		
Residential	N/a	2	4			199	104	99		
Hotel/guesthouse	N/a	N/a	N/a			N/a	N/a	N/a		
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a			N/a	N/a	N/a		
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a	N/a			N/a	N/a	N/a		
Staying in privately rented rooms/flats	N/a	N/a	N/a			N/a	N/a	N/a		
	Adults					Under 18s				
Overall totals	0	4	4			220	106	99		

Centres	1	2	3	4	5
Overall total adults + under 18s	220	110	103		