

Organisation name	Chaucer College, Canterbury and Broadstairs
Inspection date	4–6 April 2017

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Chaucer College in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private college of higher education offers residential courses in general English and English for specific purposes for adults (16+) and under 18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	December 2013
Last full inspection	December 2013
Subsequent spot check (if applicable)	September 2015
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) at this centre	Students also follow subject courses linked to their majors in Japan.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1992
Ownership	Shumei Eiko Ltd., trading as Chaucer College Company number: 02562565
Other accreditation/inspection	BAC

Premises profile

Address of main site	Chaucer College, University Road, Canterbury CT2 7LJ
Details of any additional sites in use at the time of the inspection	Chaucer College Kingsgate, Convent Road, Broadstairs CT10 3PX
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Chaucer College has two sites: a main campus in Canterbury, which is purpose-built and located next to the University of Kent, and a second site, Kingsgate, in a former training college in Broadstairs. The main site comprises fifteen buildings, ten of which are student residences and the other five containing classrooms, offices, a teachers' room with adjoining relaxation area, a dining room, a lecture theatre and a student common room. The Kingsgate site is in a Victorian mansion overlooking the sea. On the ground floor, there are four classrooms, offices, two teachers' rooms, a games room, a dining room, a small shop and a large meeting space for student use. There is residential accommodation on the first and second floors and a fifth classroom on the second floor.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	Canterbury 109
Full-time ELT (15+ hours per week) aged 16–17 years	Canterbury 18 Broadstairs 1 Total: 19	Canterbury 34 Broadstairs 3 Total: 37
Full-time ELT (15+ hours per week) aged under 16	Canterbury 69 Broadstairs 44 Total: 113	Canterbury 143 Broadstairs 39 Total: 182
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
Overall total ELT/ESOL students shown above	Canterbury 87 Broadstairs 45 Total: 132	Canterbury 286 Broadstairs 42 Total: 328

Junior programmes: advertised minimum age	11	11
Junior programmes: actual minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	18
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	N/a	N/a
Typical age range	11–17	11–17 juniors 18–40 adult courses
Typical length of stay	1–3 weeks	1–3 weeks plus 5-month adult course
Predominant nationalities	Spanish/French	Italian/Spanish/Turkish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	85

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	Canterbury 8 Broadstairs 2 Total: 10	Canterbury 21 Broadstairs 5 Total: 26
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	Canterbury 8 Broadstairs 2 Total: 10	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	Canterbury 2 Broadstairs 1 Total: 3	Canterbury 3 Broadstairs 1 Total: 4
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	Canterbury 25 Broadstairs 4 (general) + Canterbury 4 Broadstairs 1 (maintenance) + Canterbury 4 Broadstairs 1 (minibus) + Canterbury 8 Broadstairs 3 (catering) Total: 50	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	Canterbury 2 Broadstairs 1 Total: 3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	N/a
Total	Canterbury 2 Broadstairs 1 Total: 3
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	Canterbury 2 Broadstairs 1 Total: 3
TEFLI qualification	Canterbury 6 Broadstairs 1 Total: 7
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	Canterbury 8 Broadstairs 2 Total: 10

Comments

None.

Course profile

Eligible activities	Year round		Vacation		In-company	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General ELT courses for adults are a relatively small (in terms of student numbers) proportion of overall activity and comprise a five-month course for first and second year students, plus some returners and trainee teachers, from Shumei University, Japan. This consists of an EFL programme and a range of social science subjects taught in English. There is also a one-month intensive course for trainee teachers from the same university. The latter is designed as a cultural and educational comparative programme and not a programme of teaching skills. There is also a two-week IELTS preparation course for adults (16+), which is normally run for closed groups. Other adult courses are in English for specific purposes: on-site closed group courses for customer service staff from a ferry company and an off-site in-company programme for NHS nurses, which is run in Thanet, Canterbury and in future, Medway. None were running at the time of the inspection. All of the above courses are run from or at Canterbury.

The majority of courses are general ELT for juniors (11–17), both year round and vacation. There are two-week and four-week courses of EFL and cultural studies for Shumei high school students, both junior (13–14) and senior (15–16), which are run at both Canterbury and Broadstairs. An increasingly important activity is closed group courses for international students, mainly from France, Italy and Spain. These are offered at any time of year, except during the month (from mid-February) when the Japanese trainee teachers come for their intensive course. There is also a vacation course period from mid-June to mid-August, when international groups may enrol at the start of any week. These courses are described as open enrolment but in practice they have been for closed groups. They are run at both Canterbury and Broadstairs.

At the time of the inspection, no courses for Shumei University or high school students were running. The courses seen were for closed groups of French and Spanish juniors.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	Canterbury 9 Broadstairs 22 Total: 31
Private home	0	0
Home tuition	0	0
Residential	0	Canterbury 78 Broadstairs 23 Total: 101
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	Canterbury 87 Broadstairs 45 Total: 132
Overall total adults + under 18s	Canterbury 87 Broadstairs 45 Total: 132	

Introduction

Chaucer College Canterbury and Chaucer College Kingsgate belong to the Shumei Foundation and are owned by Shumei Eiko Ltd, the UK subsidiary of Shumei University, Chiba, Japan. The college buildings are owned by a further UK subsidiary, Shumei Eiko Property Ltd. Shumei University is a private institution that owns three high schools in Japan. Students from the university and these schools may opt to attend courses at Chaucer College.

Following recent changes to UK visa rules, the courses for university students run for five months, rather than a full academic year. Courses for Shumei high school students have to an extent taken up the capacity released by this change. However, since 2015 the college has been offering closed group courses to juniors from Europe and this is an increasingly important area of activity. Another new area is English for specific purposes, which is mainly in-company for closed groups.

All courses are for monolingual groups but during the summer the courses for Japanese university students coincide with those for international juniors. The college has been exploring ways of bringing these two groups together in carefully supervised ways to exploit the language learning and cultural exchange potential of this situation.

The college has recently appointed a principal, which is a new post and replaces the previous posts of chancellor and vice-chancellor, which were held by professors from Shumei University. There is another new post of Shumei representative, filled by an academic from Shumei, who acts as a liaison and facilitator between Chaucer College and Shumei.

The inspection took place over two and half days, with two days in Canterbury and a half day in Broadstairs. Meetings were held with: the principal, the Shumei representative, the director of academic programmes, the director of international courses, the director of university courses, the director of junior courses, the director of Kingsgate courses, the marketing and communications manager, the accommodation and homestay manager, the external examinations officer and the activities manager. The inspectors also held small group meetings with students, teachers and group leaders at both Canterbury and Broadstairs. All teachers timetabled during the inspection were observed. One inspector visited the residential accommodation and a sample of homestays at both sites.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The structure is complex but clear. In addition to general and academic management, the college has a large support infrastructure which covers facilities management, welfare, the supervision of students in residential accommodation, housekeeping, catering and transportation. There are good arrangements in place to ensure continuity.

M4 There are good channels of communication, both formal and informal, within the organisation. This includes communication within each site, between sites and between Chaucer College and Shumei. Managerial meetings are regular, frequent and well documented. Action points are noted and followed up on. The directors on both sites have good face-to-face communication with teachers, which is formalised in a short meeting at the start of each day but also takes place informally. Homestay hosts and group leaders reported that communication with the college was good. A shared drive facilitates the exchange of documents across the organisation.

M7 Induction procedures are thorough and apply to all new staff. There is a handbook and a checklist. They are carried out by the director or co-ordinator of the course. Summer course inductions last three full days and include time for materials preparation. Teachers reported that they found the induction process valuable.

M8 There are thorough, supportive procedures for monitoring staff, which are consistently implemented and well documented. Permanent staff have a six-month probationary period, which is followed by annual appraisal.

Procedures for teachers, both permanent and temporary, are stated in the teachers' handbook. All teachers are observed annually. Unsatisfactory observations are followed up with support from an academic manager and re-observation. There is provision for staff who do not improve to be dismissed.

M9 There is a staff development policy and procedures in place, but recently these have been implemented reactively rather than pro-actively. The college requires all staff to undertake mandatory training in safeguarding, fire safety and manual handling. A good proportion of staff are first-aid trained. However, continual professional development (CPD) has been slow to respond to major changes which have taken place in the types of courses offered.

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 type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

M11 There are detailed sample programmes for all the courses and students receive a well-designed pre-arrival handbook which gives helpful advice on the courses.

M13 Although up-to-date and complete records are maintained, for international closed groups these are held by the group leaders rather than the college. In spite of the close liaison between group leaders and college staff, this arrangement does not ensure the accessibility of this information at all times to college staff. However, the college addressed this during the inspection by establishing a system whereby the porters, who are on duty round the clock, are given this information when the students arrive.

M14 Students, staff, group leaders and hosts are aware of the college's attendance policy. Attendance is closely monitored, in class by the teachers and outside by staff on duty. Attendance was complete in all the observed lessons.

Quality assurance

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

Comments

M17 Review is part of the culture of the college. It takes place frequently and is well documented. Each course is formally reviewed with input from teachers, student feedback and group leaders. Action is often taken and this is recorded.

M18 Student feedback is obtained consistently on all the services offered. There are informal checks through meetings with the group leaders from the start of the course and there is an end-of-course form which all students complete. The quantitative data is analysed and the comments are reviewed. This review process has been mainly informal with the result that not all actions taken are recorded.

M19 Staff views are sought and taken account of on a regular basis. Formally, this happens through the weekly teachers' meetings and the course review process to which teachers contribute. Appraisals include seeking and recording staff views and action taken.

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 type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main form of publicity is the website. This is mainly in English, but there is a section on courses for Shumei, which is in both English and Japanese. The college also produces an annual brochure and a range of leaflets and other printed promotional material. It also has a number of social media sites.

M21 Publicity and other information available before enrolment is generally in accurate, accessible English. There is information in Japanese for students from Shumei university or its high schools. However, some of the academic information in the pre-arrival handbook is in English which would be too complex for some applicants or their

parents.

M25 Information on the costs of services is generally clear, accurate and accessible. However, the cost of the IELTS test was not available on the website at the time of the inspection. During the inspection, this point was addressed.

M27 There is accurate and sufficiently detailed information about the leisure programme, which forms an integral part of each course.

M28 Descriptions of teachers' qualifications in two course proposals refer to well or fully qualified teachers. This does not apply to the full range of teachers at any time. On the Shumei section of the website, all teachers are described as native speakers. As the definition of this term is increasingly contested, it is not clear that this would apply to all teachers at any time.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are well managed and administration works to the benefit of the students. Publicity is generally clear, accurate and accessible. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 Both the Canterbury and Broadstairs sites provide more than sufficient space for staff and students. At both sites there is ample space for students to gather in outside class and there is easy access to well-maintained grounds.

R2 The overall condition of the premises is good. However, the décor of the residential accommodation at Kingsgate is only adequate.

R3 Classrooms on both sites satisfactorily meet all aspects of the criterion. Two rooms at Kingsgate do not seat the maximum class size, but are only used for smaller groups.

R4 The provision of space and facilities for students outside class at both sites is very good. At Canterbury, there is a student common room with pool tables, table football, a games console and a shop which is open during the morning break. There is also a mezzanine level above the dining room which has four table tennis tables. At Kingsgate, there is a large games room with a piano, a musical keyboard, table football, pool, table tennis, a television with a DVD player, a games console and large screen for films. There is also a large central meeting room with French doors leading to a conservatory and from there to a lawn. This provides space for games and activities such as karaoke. The food provided on both sites is included in the course package and is nutritious and appetising, particularly at Kingsgate.

R5 Signage both exterior and interior is generally clear and well placed. There are satisfactory facilities for display in common spaces and classrooms. The buttons for opening the automatic doors at Canterbury, however, have signs that are only in Japanese.

R6 All staff at Canterbury have their own desks and there is a good provision of space for teachers, including an area adjoining the teachers' room for meetings and relaxation. At Kingsgate, the space for teachers is less generous than at Canterbury but sufficient.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Course materials are thoughtfully selected for the different courses and students. They are sufficient and well organised with a good range of coursebooks, plus supplementary, in-house and audio and visual materials. Materials are tailor-made for closed groups who request this and time is allocated to teachers to develop them. R9 All classrooms have data projectors and speakers. These are well maintained and there is good in-house IT support. Teachers used them competently.

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 the students enrolled and provide an appropriate professional environment for staff. *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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

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

Comments

T7 Because of the integrated nature of the courses, timetabling is a complex process covering not only lessons but breaks, meals and activities. It is dealt with effectively.

T8 There is admirable depth of cover. The timetable includes periods when teachers are on standby. It is also possible to call on other teachers or course directors, if necessary.

T10 Teachers are well supported on a day-to-day basis by academic managers who are accessible and helpful. However, there has been little in-house CPD focusing on EFL in the past year.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Courses are well structured and in the case of junior courses have a high degree of integration between lessons, activities and excursions. All courses demonstrate a principled approach to design with varying degrees of in-built flexibility depending on how clearly specified the wants and needs of the students are in advance. A closed group course at Broadstairs themed around the life and works of Dickens, for example, has a highly specified design developed by the teachers involved. The junior summer courses which have continuous enrolment have a much more flexible design and are based around blocks of units from a coursebook. For courses for Shumei university students, which run for five months, the design is based around a coursebook, backed up by communication skills lessons and subject lessons taught in English.

T13 Course design is formally reviewed at the end of each course. It takes account of the views of teachers and feedback from students and group leaders. The results are recorded in writing, as is the action taken.

T15 Although the courses for Japanese students include study and learning strategies, those for international juniors do not in any formalised or systematic way.

T16 The integration of the design of courses with activities and excursions facilitates the development of students' English outside the classroom. This takes place in a variety of ways. Students conduct surveys on the adjoining university campus; there are scavenger hunts which stimulate students to ask questions; during the summer, there are cross-over sessions involving Japanese and international students; Japanese university students have conversation classes with University of Kent students who reside in Chaucer College accommodation; Japanese high school students are prompted to ask their homestay hosts questions.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 The courses for Japanese university students are formally assessed and count towards their degrees. Progress is monitored through the homeroom class, whose teacher is the students' tutor and provides learning support as necessary. In other courses, which are shorter, students' progress is discussed in the weekly teachers' meetings and support provided or class changes made, as appropriate.

T21 Each student receives a certificate with a comment on progress by the teacher.

T22 It is very rare for students to wish to enter UK mainstream education, but when required information and advice is given.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All the closed groups present at the time of the inspection.

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 type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

T24 The content was relevant and appropriate to the ages and interest of the students. There was a good fit in plans with the course objectives. In some cases, the course was tailored to the needs of a particular group.

T25 Lessons were coherently planned and showed a good sequencing of tasks with, for example, a warmer leading into a speaking activity followed by reading or a written task. However, learning outcomes were not usually shared with students. In a minority of weaker segments, tasks were repetitive and the pace flagged.

T26 In the stronger segments, there was good elicitation of ideas and language with simple instructions and consistent checking of understanding. There was some use of appropriate controlled practice. However, in weaker segments, instructions were not checked and opportunities for controlled practice were missed. Some teachers lacked techniques for controlling lively young learners, so lessons lacked discipline.

T27 Teachers made appropriate use of prompts, visual aids and flashcards. An e-timer was often used to keep activities to time. Boardwork was legible and well organised. Data projectors were used competently. Classroom furniture was appropriately arranged.

T28 Students often received immediate feedback and praise, including for the use of English as opposed to their first language. However, in weaker segments, the use of students' first language went unchallenged for long periods and feedback was infrequent.

T29 Overall, there were appropriately timed comments during monitoring of pair and group work. Plenary feedback on tasks provided a helpful check. Projects and presentations provided a useful focus for the evaluation of students' progress.

T30 In most cases, there was a positive and purposeful learning atmosphere. Activities were effectively controlled and students were engaged. Teachers graded their language well and some had a very good rapport with their groups. A minority of teachers were very skilful at dealing with lively young learners. Tasks were graded with additional support being given to weaker learners. In a minority of weaker segments, teachers were unable to build rapport with students and engagement suffered.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from unsatisfactory to excellent, with the preponderance being good. Teachers' linguistic knowledge was sound; planning was relevant to the needs of the students and activities logically sequenced. Lessons were generally delivered with an appropriate range of techniques and learning resources, although in a minority of weaker segments there was a lack of skills for dealing with lively young learners and discipline suffered. Students often received timely and positive feedback, although in some weaker segments the use of the students' first language was not challenged when appropriate. The learning atmosphere was generally positive.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are well supported by the academic managers. Courses are well designed with good linking to the leisure programme. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 The school takes the safety and security of the students very seriously and all risks are addressed. Entrance to the Canterbury site is monitored 24 hours by a porter on duty. On both sites, visitors sign in and out of the buildings. In Canterbury, staff and visitors use electronic ID cards which allow entrance to selected areas in the school; in Kingsgate, the main entrance is controlled by a keypad. In Canterbury, students carry electronic fobs which open doors to their residence. On both sites, student roll calls are taken in the morning and evening and staff patrol the campus during break times. The porters at Canterbury have photographs of all the junior students on each course. CCTV monitors all areas on both sites and is viewed by porters at Canterbury. Fire drills are carried out at the beginning of every course and recorded in a log kept by the porters. Risk assessments are up to date. Several staff have first aid training and lists of first aiders with contact numbers are posted on walls throughout the buildings on both sites.

W2 Information about pastoral care appropriate to the age and background of the students is given in pre-arrival publicity and at induction. Staff, group leaders and hosts are aware of their responsibilities for the welfare of the students and of who to report any concerns to. Policies are in place to ensure the welfare of students and these inform practices at the school. The Japanese high school and university students who attend longer courses are given tutorials by homeroom teachers and international junior students are supported by their group leaders and supervising staff.

W3 The Canterbury welfare officer is the named person for students to contact if they need pastoral support. At Kingsgate, students contact the school director. Junior students can speak to their group leader or accompanying teacher in the first instance and daily meetings between group leaders and school directors ensure problems are addressed quickly.

W6 Information about transfers is provided when students book courses. Airport transfers for groups are arranged by the school on request. Taxi transfers are arranged for individual students.

W7 Sensible advice appropriate to the age of the students is given in student handbooks and at induction.

W8 At Canterbury, students have access to the University of Kent medical centre and at Kingsgate, there is an arrangement with a local GP to see students.

Accommodation profile

Comments on the accommodation seen by the inspectors

At Canterbury there are ten residence blocks, three of which are let to University of Kent students. There are 138 single rooms for students in the seven remaining blocks. Two blocks are set aside for adults (university students, wardens and conversation teachers). At Canterbury, group leaders and accompanying teachers are allocated rooms in the student blocks. These blocks are also gender-segregated when there are international groups resident. Japanese high school students are gender-segregated between the Canterbury and Kingsgate schools. At Canterbury, each floor of the residence houses nine single bedrooms, two bath or shower rooms and one kitchen.

At Kingsgate, residential accommodation is on the first and second floor of the school building. Students tend to occupy the first floor only and group leaders are allocated rooms on the second floor. There are 29 bedrooms on the first floor, including eight doubles and three triples. On the first floor there are four showers and three toilets for students and a bathroom for group leaders and teachers. The director occupies a flat on the first floor. On the second floor there are four bedrooms, including one room with five beds, and three showers. There is an additional classroom and a staff relaxation area with a kitchen available to group leaders on the second floor.

Japanese university students on the five-month course are accommodated in the Canterbury residence, apart from a two-week period when they have homestay accommodation. Japanese high school students on a four-week programme stay in the Canterbury or Kingsgate residences for two weeks and in homestay for two weeks. The college also offers two-week programmes for Japanese high school students. Accommodation in this case is one week in residence and one week in homestay. International groups are offered a choice of homestay or residential accommodation when they book.

There are about 70 homestays on the Canterbury register and about 25 homestays on the Kingsgate register. One inspector visited the residences in Canterbury and Kingsgate and two homestays in Canterbury and three in Kingsgate.

Accommodation: all types

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

Comments

W9 The Canterbury residence blocks are modern and well furnished with ample space for storage and study. Communal areas are very well maintained and cleaned. There are shared bathroom and toilet facilities on each floor. Kitchens are of a good standard and the gas is turned off when junior students occupy the blocks. The Kingsgate residence is of a satisfactory standard and is also clean and comfortable, although the bedrooms would benefit from redecoration and an upgrade of carpets and curtains.

The standard of homestay accommodation is very high; three of the five homestays visited offered a private or ensuite bathroom and rooms were light, clean and well decorated. Laundry is done weekly as a minimum and hosts made great efforts to ensure the comfort of the students.

W10 A proforma is used to collect and record information on hosts including a prompt to hosts to carry out Gas Safe checks and fire risk assessments. There is no system for checking that fire risk assessments have been carried out and not all hosts were aware of the need for a formal fire risk assessment. Shortly after the inspection, the procedure was amended to include this check on the proforma.

W11 Accommodation is inspected regularly. There are no checks for fire risk assessments in homestay accommodation. However, the school reviewed their procedure shortly after the inspection to include these checks (see W10).

W12 Accommodation registers are kept up to date through an annual data cleanse carried out by the accommodation officer. If hosts do not comply with follow up checks, they are removed from the register. At the time of the inspection there were no checks for fire risk assessments in homestays; this practice was introduced shortly after the inspection.

W14 Feedback is collected orally via the group leaders or accompanying teachers in the first week and problems are addressed very quickly. Written feedback on accommodation is collected at the end of a course and comments are noted. Action taken is recorded.

W15 Meals in both centres are well balanced and varied with plenty of fresh vegetables and fruit available. Hosts offer well-cooked meals and take account of the students' needs and preferences. Students and group leaders commented very positively on the food in the residences and in the homestays.

Accommodation: homestay

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

Comments

W17 Clear guidelines and conditions are set out in guides to homestays.

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

Comments

W22 The residences on both sites are very clean and tidy. Common areas are cleaned daily. Bedrooms are cleaned and linen is changed once a week. A laundry is available on both sites for a small charge.

W23 All the porters at Canterbury and the school director at Kingsgate are first aid trained. Students at Canterbury may visit the University of Kent medical centre and a local GP sees students at Kingsgate. In case of an emergency, students are accompanied to A&E departments in Margate or Ashford.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Junior groups are offered a daily leisure programme as part of their course. In one week, a junior group is typically offered one full and one half-day excursion and a range of indoor and outdoor activities at the school. Japanese university students are also offered excursions during their programme. Sample programmes are provided in publicity. There is an ample supply of games and sports equipment on both sites.

W27 Activity programmes are varied and meet the needs of a range of interests and abilities. At Canterbury, the centre activity manager is responsible for ensuring that activities are staffed and that staff are clearly briefed on each activity. At Kingsgate, the school director is responsible for organising and staffing activities. Activities are supervised on both sites by teachers, and at Canterbury, there are also activity leaders and conversation teachers from the University of Kent. Students and group leaders commented very positively on the leisure programme and the level of teacher involvement.

W28 Risk assessments are specific and are signed by the member of staff in charge of each activity. All significant risks are addressed. Accompanying staff, including group leaders, are briefed about the activity, the venue and the potential risks.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are met. Accommodation is comfortable and meals are of a high standard. The leisure programme is well organised and varied, with a high level of involvement from teaching staff. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

During the inspection all students were under 18. Courses for under-18 international students and Japanese high school students run year round and may take place alongside adult courses, particularly in the summer months.

C1 A clear and comprehensive safeguarding policy is in place and the designated safeguarding lead has a prominent role in its implementation. All practices at the school are informed by the policy.

C2 All staff at the school have basic awareness training. The named person has specialist safeguarding training and has recently completed a course in e-safety which will soon further inform practices and lesson content. Codes of conduct are signed by teachers, hosts and group leaders. The relevant documentation is in clear and accessible English, appropriate to the reader.

C3 The level of supervision of under 18s is stated implicitly in timetables and rules for students but there is no explicit statement available in publicity.

C5 Activities are well staffed and the supervision ratio is generally higher than the stated minimum. Breaks are supervised by staff on a rota basis and a named member of staff is responsible for ensuring the supervision of students at all times on both sites, as well as during off-site activities. Students in homestay accommodation are transported by minibus to and from their homes in the morning and evening, unless they live within easy walking distance of the school. A roll call is taken in the morning and evening. All areas of each campus are covered by CCTV.

C6 Rules, guidelines and procedures are made clear to students in pre-arrival publicity and at induction. Hosts and group leaders are also made aware of the rules and the hosts who were visited were all clear on curfew times and procedures for contacting or reporting students who arrive home late.

C7 Most students under 18 are accommodated in the residences and all meals are provided. In cases where the families of students request homestay accommodation, care is taken to ensure the safety and welfare of the students.

C8 The emergency contact details of students in groups are only held by the group leaders. During the inspection, this procedure was amended and students' emergency contact details are now held by the porters, who are on duty 24 hours. This is now satisfactory.

Care of under 18s summary

The provision meets the section standard. There is very good provision for the safeguarding of students under the age of 18 within the organisation. Leisure activities are well organised and the level of supervision is high. Accommodation provided is safe and secure.