

Organisation name	Chaucer College
Inspection date	22–23 April 2026

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 safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
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. Evidence must be submitted within three months to demonstrate that weaknesses in W1 and S4 have been addressed.

Summary statement

The British Council inspected and accredited Chaucer College in April 2026. 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).

This private language school offers residential courses in general English for closed groups of adults (18+) and under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, premises and facilities, accommodation, and leisure opportunities.

The inspection report noted a need for improvement in the area of academic staff profile.

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

Introduction

Chaucer College has long-established links to the Shumei Foundation, a private educational institution with three high schools and one university in Japan. Students from the university and high schools are able to attend courses at Chaucer College, and the school also hosts groups of European students.

Courses for Shumei students are now arranged between August and March, to allow the college to host groups from other sources during the rest of the year.

Since the last inspection, there have been a number of changes to staffing and management structures; at the time of this inspection an interim structure was in place following the departure of the programme manager. Discussions are ongoing to decide whether to replace this role.

The inspection took one and a half days. Meetings were held with the principal, the operations manager, the human resources (HR) manager, the two members of the marketing team, the director of studies (DoS), the head of student services, the student services administrator, the operations administrator, the lead teacher, an activity leader, the student services coordinator and three group leaders.

Focus groups were held with teachers and with a class of students. All teachers timetabled during the inspection were observed. One inspector visited residential accommodation and visited two homestay hosts remotely.

Address of main site/head office

Chaucer College, University Rd, Canterbury CT2 7LJ

Description of sites visited/observed

The college is set within its own private grounds on a large site close to the centre of Canterbury. The main building houses a large dining hall, a lecture theatre, a student common room with outside terrace and tuck shop, a music room, a laundry, and a mezzanine area with further space for student activities and relaxation.

The main administration is located opposite, comprising two connected blocks with offices, a boardroom, libraries and classrooms. Visitors report to a reception next to a porters' lodge. The student services office and a dedicated teaching block, with staff facilities and classrooms, are adjacent to the main cluster.

Ten accommodation blocks are arranged around the main buildings, and there are playing fields, football pitches, tennis and basketball courts, as well as a range of outdoor spaces for staff and student use.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☐	☐	☐
General ELT for juniors (under 18)	☒	☒	☒	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

All courses are for closed groups. Between August and March, students from Shumei University, Japan follow a programme of general English and a range of social science subjects taught in English. There are also shorter courses for trainee teachers and nurses from the same university. EFL and cultural studies courses for Shumei high school students (13 to 16 year-olds) are run during the same period.

General English courses of varying lengths for 11 to 17 year-olds operate during the rest of the year and there are specific junior summer and winter vacation programmes.

At the time of the inspection, there were two closed groups of juniors on short general English courses.

Management profile

The senior management team (SMT) consists of the principal, the operations manager and the HR manager. The former programme manager was also part of SMT; in the interim structure this role is being divided between the three remaining members. The operations and HR managers report to the principal, along with a finance manager.

Of those staff who previously reported to the programme manager, the DoS and the marketing team currently report to SMT as a whole, and the head of student services reports to the operations manager. The principal sits on the board of governors.

Accommodation profile

Within the campus there are ten residential buildings, not all of which were in use at the time of the inspection. Students are accommodated in twin rooms in full-sized bunk beds. Group leaders are allocated single rooms within the residential blocks. Students are segregated by age and gender, usually by building, sometimes on separate floors within a building occupied by one group. Typically, on each floor there are two single rooms, seven twin rooms, two toilets and two shower rooms. The Japanese University students on the five-month course stay in residential accommodation on campus, apart from a one-week period when they have the choice of homestay accommodation in either single or twin rooms. There are currently six homestays on the register.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates effectively to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe and extremely 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. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, both on and off site, are well met. College staff and group leaders work together to provide effective pastoral care. The accommodation is of a good standard; the management of the accommodation systems works to the benefit of students. The leisure activities are tailored to meet the needs and interests of the students and are well managed and resourced. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There are policies and procedures to ensure the security and safeguarding of students under the age of 18 on campus, including within their residential accommodation, and when off site. Appropriate recruitment procedures for all roles involving access to under 18s are in place; however, they are not always fully implemented.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
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.	Strength
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.	Strength

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.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 Chaucer's statement of vision, mission and values forms part of the website and is included in staff handbooks and induction materials, as well as internal documentation. Staff were engaged in its creation, and it is clearly integral to the working of the college.

M3 The structure is clear and reinforced by photographs and job roles on the website. There is sufficient provision and flexibility to allow for cover and response to operational changes, as evidenced by the work of the SMT in covering the programme manager role while they take time to consider how best to replace or absorb it.

M4 Good use is made of a range of channels, including regular, well-attended meetings, minuted where appropriate. The SMT works closely with all areas in the school, and staff are well informed and engaged.

M5 There are comprehensive systems for collecting and responding to student feedback. In particular, daily meetings with group leaders are attended by staff from all areas so that issues can be dealt with immediately wherever possible. Feedback is also regularly collated and carried forward into planning processes. All staff have access to feedback in their own area.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

All criteria in this area are fully met.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Customer service is a priority for the marketing team, and the school receives consistently good feedback in this area from students, group leaders and representatives.

M15 Comprehensive pre-course information and communication is provided. Courses are tailored for specific groups; all details are agreed in advance, and agents or school staff members are able to

provide information and advice in students' L1. Students in the focus group were extremely positive about how their needs and expectations had been met.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
The main medium of publicity is the website, where brochures are available for agents to download. A range of social media sites is also used. All criteria in this area are met.	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	
P1 Safety and security throughout the premises is well managed; school porters are also the security team and provide appropriate reception and information for visitors. Health and safety policies, procedures and records are comprehensive and regularly reviewed. P2 The college premises are spacious, welcoming, spotlessly clean, and in excellent decorative repair throughout. There is generous and attractively organised space for students outside class time, including well-maintained grounds with seating and covered areas. P3 All classrooms are well equipped, spacious, comfortable and quiet, with good natural light and flexible furniture. P4 The student lounge provides a welcoming environment with comfortable seating, a tuck shop and facilities for games and activities. There are further areas for relaxation and recreation close to the dedicated dining hall. P5 Signage throughout the premises is clear and consistent and appropriately positioned site maps and floor plans show routes between buildings. There are well-maintained, informative noticeboards and displays in key positions, particularly in the main building where students eat, relax and have activities. P6 Non-teaching staff have well-appointed and equipped office space. The education building has excellent facilities, including classrooms. There is a teachers' staffroom with comfortable seating as well as a separate workroom with desks and resources. There are good copying and printing facilities as well as Wi-Fi. Dining and security staff have appropriate space for storage and relaxation. Group leaders also have a dedicated space for meetings and tea/coffee.	
Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All criteria in this area are fully met.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context. The recruitment and support policy is mostly appropriately devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
All criteria in this area are fully met.	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met
Comments	
T14 Written course outlines and intended learning outcomes are not provided for general English groups.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Most teachers demonstrated a good knowledge of linguistic forms and dealt with emergent language and student questions competently. However, very little attention to pronunciation was seen.

T20 Lesson plans were generally based on student profiles, and materials and content were mostly appropriate. In isolated cases, plans included differentiation details and strategies for dealing with them.

T21 Learning outcomes were not usually introduced at the beginning of lessons or referred to during the class, and most teachers described outcomes in terms of completion of tasks or activities rather than what students would be able to do better.

T22 The majority of teachers demonstrated a range of techniques in order to respond to the context and needs of the group or individual students. Good use was made of nominating, prompting, monitoring, and eliciting, although not all teachers ensured that elicited language was understood by all.

T23 Classroom technology was used confidently and competently in all lessons and materials were generally well presented and colourful. Almost all teachers managed classrooms very well, including creative use of wall space, and clear and engaging boardwork. Students were grouped well and movement was routinely encouraged where appropriate to the activity.

T24 Most teachers provided plentiful praise and encouragement, and in isolated cases it was clear that the teacher had a strategy for when and how to provide feedback. Overall, however, lessons were characterised by an absence of correction and frequent acceptance of inaccurate or unintelligible language.

T25 Lessons included a number of short assessment tasks to enable evaluation of learning.

T26 In the vast majority of lessons students were actively engaged and there was a purposeful, relaxed atmosphere. Lessons were appropriately paced and there was sufficient variety of interaction patterns.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W1 There is a set of documents relating to different types of emergencies. However, they are not integrated into a document which covers critical incidents both on and off site and which has been made known to all staff.

W2 Students receive a very good standard of pastoral care. College staff and group leaders work together to ensure students' needs are met. There are daily meetings between group leaders and school directors to ensure that arrangements are checked and that any problems are promptly addressed.

W3 Tolerance and respect feature in the college's ethos; there are effective policies made known to students in an appropriate way at induction.

W5 Transport to the college is arranged for all groups, and information and advice is given on relevant aspects of life in the UK before arrival and in the first day induction.

W6 First aid is available 24 hours a day from the porters/security staff, and students enrolled for more than four weeks have access to a nearby medical centre. First aid training is arranged for all teachers and activity leaders, and a member of staff has a qualification in mental health support.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W8 In the residential accommodation, communal areas are very well maintained and cleaned daily. Bedrooms are cleaned and linen and towels are changed weekly. A laundry is available for students staying longer than a week.

W9 The residential premises are inspected daily. Homestay accommodation is inspected annually when a detailed checklist is completed.

W10 Groups receive detailed information about the residential accommodation before arrival. Factors such as age, gender and stated preferences are taken into account when rooming the students in the residences. Students selecting homestay accommodation receive detailed information about the hosts available and confirmation of the accommodation booked.

W11 Any problems relating to the residential accommodation can be reported to the porters or at the morning group leader meeting which is attended by the head of maintenance. There is evidence of prompt action being taken.

W13 For residential students, all meals are provided in the college dining room. Meals are well balanced and varied with plenty of fresh vegetables and fruit offered. Dietary requirements are catered for, and staff are alerted to students with allergies by means of coloured lanyards.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The criteria in this area are not applicable.	

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W20 All groups have a well-designed integrated social programme, appropriate to their age and interests. Typically, a week's programme contains one full and one half-day excursion and a range of indoor and outdoor activities on site every evening.	
W21 The programmes are well organised and resourced. The head of student services is responsible for ensuring that activities are staffed by appropriately experienced activity leaders who have access to the necessary resources.	
W22 Risk assessments are specific for each event and activity. Accompanying staff and group leaders are briefed before each off-site activity about general risks and any specific to the venue. Staff: student ratios for the London trips are better than the required standard.	
W23 Activity staff receive excellent training and support. New members of staff are paired with more experienced colleagues and for the London excursion a 'dummy run' without students is carried out.	

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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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

Groups of students aged under 18 are enrolled throughout the year. At the time of the inspection, all students were aged under 18, with an age range of 13 to 17.

S2 The policy is made known to all adults who come into contact with under 18s. The designated safeguarding lead, two deputies and two other members of staff are trained to specialist level. All other members of staff are trained to advanced level. There are systems to ensure that safeguarding training is renewed annually.

S4 The recruitment policies are appropriate. However, procedures are not always fully implemented. For example, activity leaders were being deployed before a second reference had been obtained.

S5 The campus provides a safe and secure environment; the porters' lodge is staffed 24/7 and there are CCTV cameras in all areas. Activities are well staffed and during off-site activities the supervision ratio is generally higher than the stated minimum.

S6 There are suitable arrangements for the supervision and safety of students outside scheduled lessons and activities. Students aged under 18 have limited free time and are not allowed off campus unless accompanied by a member of staff or their group leaders.

S7 All students aged under 18 are accommodated in secure residential houses, segregated by age and gender. Group leaders or wardens are in rooms within the residential blocks in case of emergency.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2013
Last full inspection	2017
Subsequent checks/visits (if applicable)	2022
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1990
Ownership	Name of company: Shumei Eiko Ltd Company number: 02562565
Other accreditation/inspection	BAC

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	12	0
Full-time ELT (15+ hours per week) aged under 16	50	380
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	62	380
Adult programmes: advertised minimum age	16	N/a
Adult programmes: typical age range	18–21	N/a
Adult programmes: typical length of stay	3–17weeks	N/a
Adult programmes: predominant nationalities	Japanese	N/a
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1–3 weeks	1–3 weeks
Junior programmes: predominant nationalities	Japanese, Spanish, Italian	Spanish, Italian, Turkish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	6	14
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	12	

Academic manager qualifications profile

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

Comments

The DoS is TEFLQ and has no teaching commitment. The senior teacher has a non-standard TEFL qualification, a certificate specialising in CLIL methodology, and 7 years' full-time relevant teaching experience. They teach under 10 hours per week and were not teaching at the time of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	4
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	6
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	62
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	0	62
Overall total adults + under 18s	62	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 and S4 have been addressed.