

Organisation name	Concorde International, Canterbury
Inspection date	24–25 September 2025

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 S6 have been addressed.

Summary statement
<p>The British Council inspected and accredited Concorde International Canterbury in September 2025. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general, academic and professional English for adults (18+) and young people (16+), and for closed groups of adults (18+) and young people (16+).</p> <p>The area of teaching was noted as a strength.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction
<p>Founded in 1972, Concorde International provides year-round courses to adults and young people (16+). Vacation courses for under 18s are accredited separately and are delivered in a separate building and on additional sites. For administrative purposes including, for example, marketing, HR and operations some staff work across both the adult year-round provision and the summer junior courses. Since the last inspection in 2021 the general manager of the company has retired; his responsibilities were divided between the newly formed senior management team (SMT); details are provided in the management profile below.</p> <p>The academic manager (AM) is currently on maternity leave and her duties are being covered by one permanent member of staff and an academic advisor who works one full day a week spread over several days as required.</p> <p>The inspection was conducted by two inspectors over 1.5 days. The inspectors held meetings with the owner/director, the operations manager (OP), the academic manager (cover), the academic advisor (AA), the director of</p>

marketing, the registrar, the head of finance who is responsible for the premises and health and safety, and the programme manager who looks after the leisure activities.

Separate focus group meetings were held with teachers and students. A meeting was held with the accommodation and homestay organiser and three homestays, and the hotel recommended by the school were inspected virtually by one inspector.

#### Address of main site/head office

Arnett House, Hawks Lane, Canterbury CT1 2NU

#### Description of sites visited/observed

The school has sole occupancy of a large three-storey, grade 2 listed building that has been converted from three former town houses. The school is situated on a quiet street in the centre of Canterbury; it is within easy access of transport links and a range of retail and catering services. The main entrance to the school leads to a reception area to the left, and the main staircase to the floors above. The school comprises seven classrooms, two conference rooms, a teachers' area with its own entrance from the street and a separate kitchen. A student common room and kitchen area are available on the first floor. Additionally, there are a number of administrative offices for marketing, IT, administration and finance teams, as well as those for the owner director and AM. There are separate staff and student toilets throughout the building. The school also uses the first floor of Marlowe House where there are six further classrooms three for adult courses and three for junior courses. On the first-floor landing there are two separate entrances, one for the adult students and one for the juniors.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The school offers a wide range of courses including general English, business, examination courses, family programmes, closed group programmes and ESP. At the time of the inspection, the school had three general English classes, a 'Fast 4' intensive programme, a business and communication class and three closed group classes for architecture students from a university in Japan.

#### Management profile

The school is owned and managed by the director who has oversight of the organisation as a whole. He is supported by the SMT: the head of finance (Health & safety, finance, GDPR and payroll); the operations manager who is responsible for accommodation, programmes, transport, summer school planning and delivery; the HR manager; the marketing director and the academic manager.

#### Accommodation profile

The school arranges accommodation in homestays. It also recommends student residences and a hotel in the next street.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates effectively to the benefit of the students and in accordance with the provider's clearly stated goals and values. The structure of the organisation is clear, communication is sound, student administration is efficient, and publicity reflects the provision.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work. Learning resources are matched to the needs of the students.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which is appropriate to the context. Teachers receive support, and courses are designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard. It meets the needs of students for security and information, and students benefit from well-managed student services. Pastoral care, accommodation and out-of-class activities are generally delivered to a high standard, but some risk assessments for leisure activities are missing.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided, but there are no risk assessments for unsupervised time.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
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

All the criteria in this section are fully met.

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.	Not 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

M9 Job descriptions are available for all roles but the information relating to safeguarding responsibilities were insufficiently detailed. When this was highlighted, it was immediately rectified and is therefore no longer a point to be addressed.

<b>Student administration</b>	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 A comprehensive student information system was introduced at the beginning of 2025 and ensures that data is recorded efficiently, and staff have good training and access to the information they need. Students commented very positively on the help and support they received from all staff.

M15 Students consistently receive high quality information and pre-course information is timely and very helpful.

<b>Publicity</b>	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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main sources of publicity are the website and a downloadable brochure. The school also has a social media presence which provides up-to-date information on various aspects of the school.

M25 There is no statement of pastoral care with details of supervision outside class time or limits to supervision of 16-17 year-olds on adult courses. When this was raised with management it was promptly addressed and is therefore no longer a point to be addressed.

M26 There is insufficient clarity regarding the responsibilities and arrangements for the booking of the residential accommodation available to students in the summer months.

#### Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
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.	Met
<b>Comments</b>	
P5 Signage is very clear and consistent throughout main building (Arnett House) and Marlowe House.	

<b>Learning resources</b>	<b>Met</b>
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.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
All relevant criteria in this section are fully met.	

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
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.	
<b>Comments</b>	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context.	
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

<b>Academic management</b>	<b>Met</b>
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.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Strength
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

T5 Arrangements are comprehensive with more than one member of the team available to provide cover.  
T9 Observation arrangements are thorough and include drop-in and more extensive observations. CPD is suitably linked to observations.

<b>Course design and implementation</b>	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.	Not 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.	Met

#### Comments

T11 There is a clear rationale for course design with good written guidance for teachers; however, there is no syllabus reference to study and learning strategies that support independent learning.

<b>Learner management</b>	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.	Met

#### Comments

All criteria in this section are fully met.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

#### Comments

None.

<b>Teaching: classroom observation</b>	Area of strength
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.	Strength
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.	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.	Strength

T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
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
<b>Comments</b>	
<p>T19 All teachers produced clear and illustrative models of spoken and written English. Language was graded as appropriate to the level of the students. Explanations were accurate and concise, with relevant examples of language in the majority of segments. Attention to different pronunciation features was consistently good with effective use of phonemic transcriptions and gestures used to support learning.</p> <p>T20 The content of the lessons reflected the overall objectives of the course. The general needs and interests of the students were taken into account. There was a good focus in some lessons on functional language and cultural content.</p> <p>T21 The intended learning outcomes were made known to students in an appropriate way. Objectives were achieved through a sequence of activities and lessons included a stage to review outcomes.</p> <p>T22 In the vast majority of classes there was evidence of a wide range of techniques to present and practise models of language and to develop skills through meaningful and authentic tasks. Teachers confidently elicited, nominated and illustrated the meaning of target language well, and there was appropriate inclusion of controlled practice, with a focus on pronunciation.</p> <p>T23 Teachers used the available technological resources competently. Whiteboards were well laid out. Course materials were managed effectively.</p> <p>T24 All teachers monitored students' performance during activities well and provided encouragement. Instances of good work and success were acknowledged, and students received helpful feedback and correction on language use. A wide variety of feedback techniques was in use and immediate and delayed feedback was included.</p> <p>T25 Lessons included activities and tasks for teachers and students to evaluate whether learning was taking place. The in-house coursebook provided opportunities for students to demonstrate their ability to use recently learned language.</p> <p>T26 All teachers were able to establish a very good rapport with the students and were able to engage students' interest. There was a variety of pace and activity in each class and students were fully involved in a purposeful learning atmosphere.</p>	

## Welfare and student services

<b>Care of students</b>	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.	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.	Met
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.	Met
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.	Met
<b>Comments</b>	
W5 Students receive individual tailored advice about travel to and life in the UK.	
<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met

W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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

W13 Sample menus are provided for homestay hosts in their handbook and students are issued with a sheet with some 40 coloured pictures of meals, vegetables, salads and fruits on which students can indicate their likes and dislikes; this is then passed on to the homestay host.

<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

None.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

None.

<b>Leisure opportunities</b>	Met
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.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

#### Comments

W22 While there are risk assessments for nearly all the activities and excursions offered, there are no such assessments for some of the activities on the *Language and Culture* programme

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Met
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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

At the time of the inspection there were two students under 18. There are occasional 16 and 17 year-olds throughout the year with a maximum of seven at any one time.

S6 There are no risk assessments for unsupervised time.

#### 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	1982
Last full inspection	2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Home Language Tuition Playtime
Other related accredited schools/centres/affiliates	Concorde International Summer Schools
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1972
Ownership	Name of company: <b>Concorde International Summer Schools LTD</b> Company number: 1076552
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	Garden House, 16 Watling Street, Canterbury, Kent CT1 2UA – Used for Juniors and Junior Summer School.
Details of any additional sites not in use at the time of the inspection	N/a

<b>Student profile</b>	At inspection	Estimate at peak
<b>ELT/ESOL students</b> (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	14	33
Full-time ELT (15+ hours per week) aged 16–17 years	2	7
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	41	19
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>57</b>	<b>60</b>
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16 to 65	16 to 69
Adult programmes: typical length of stay	2 weeks to 45 weeks	1 week to 45 weeks
Adult programmes: predominant nationalities	Japanese / Saudi Arabian	Japanese / Saudi Arabian/ Italian / Spanish
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	10
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	20	
Total number of support staff	1	

### 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 academic manager has no allocated teacher hours. The academic advisor works one full day a week of administration hours. These are spread over several days as required. Both members of the team can provide lesson cover as needed.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	2
TEFLI qualification	5
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	7
<b>Comments</b>	
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	50	2
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	5	0
Overall totals adults/under 18s	55	2
Overall total adults + under 18s	57	

### Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S6 have been addressed.