

Organisation name	EC Young Learners, Head office Brighton
Inspection date	16–20 July 2018

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

Recommendation
We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted at least four weeks before the start of courses in 2019 to demonstrate that weaknesses in M10, S3 and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited EC Young Learners in July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language teaching organisation offers courses in general English for 10–17 year-olds.</p> <p>Strengths were noted in the area of strategic and quality management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

EC is a well-established international company with schools in the UK, Ireland, USA, Canada, Malta and South Africa. There are six EC schools in the UK: Brighton, Bristol, Cambridge, London, Oxford and Manchester, all of which are accredited. Young learner courses for students aged 13–17 are run at London, Cambridge and Portsmouth, and for students aged 10–17 at Brighton and Frensham. Originally these courses were run from the individual year-round schools.

In 2015 the EC board took the strategic decision to bring all the UK-based, summer provision for juniors into a new Young learner division (YLD), and to manage it centrally. The director of the new division (previously the centre director of EC Oxford) took up post in January 2016. It was agreed that the provision in 2017 could be accredited by extension from the Brighton school. A spot check took place in 2017 in order to monitor the workings of the new systems, prior to a full inspection in the summer of 2018 with a view to offering accreditation to the YLD in its own right as a seasonal multicentre provider.

The inspection took place over three full days and two half days, with visits to the head office in Brighton, an unannounced visit to the Frensham centre, the Cambridge centre and a round up with the head office team (which took place at Cambridge). At the head office the inspectors had meetings with all the YLD managers, namely: the director, the director of studies, the operations manager, the logistics manager and the accommodation co-ordinator. They looked at relevant documents.

At Frensham the inspectors had meetings with the programme manager (who was also the academic manager), the activity manager, the residential supervisors, the activity leaders, the group leaders and the enterprise manager for Frensham Heights School. Focus group meetings were held with two groups of students and the teachers. One inspector visited the residential accommodation. All the teachers working during the time of the inspection were observed.

At Cambridge the inspectors had meetings with the programme manager, the academic manager, the activity manager, some of the activity leaders, two of the three residential supervisors and the group leaders. Focus group meetings were held with two groups of students and the teachers. One inspector visited the residential accommodation, where she visited the office and three houses, and two homestays arranged directly by EC. She also had a telephone meeting with the two agencies. All the teachers working during the time of the inspection were observed.

Address of main site/head office

EC English Young Learners Division, Dolphin House, 2–5 Manchester Street, Brighton BN2 1TF

Description of sites visited

Head office:

The head office is located in the premises of EC Brighton on a street close to the town centre and to the sea front. In practice the head office team spend a lot of their time working remotely or visiting the individual centres.

Frensham:

Frensham Heights is an independent boarding school located near the town of Farnham. EC YL has exclusive use of the premises, which consist of 15 classrooms (only four in use in the week of the inspection), a large staffroom, a teachers' resource room, communal and recreation areas, a theatre, a dance studio, an arts and crafts room, a dining hall, a swimming pool, and all-weather and grass pitches. There are student lounges in the boarding houses at Frensham.

Cambridge:

The Cambridge teaching premises consist of two sites: Burleigh Street and Guildhall. The year-round Cambridge school is located at Burleigh Street. The young learners are based on the first floor where there are four classrooms, a computer room and some relaxation space. They also have access to the third floor reception area, where there is a reception desk, the teachers' room, offices and a communal area.

The Guildhall premises are being used for three weeks and are located approximately ten minutes' walk from the main school. There were four classes located there in the week of the inspection. The building has key-coded entry and the rooms are located on the first and second floors. There is a small office, a staffroom and other rooms that can be used for relaxation. EC Cambridge has the use of 21 university student houses, each with some outdoor space. They are located together, a short walk from both the Guildhall and the Burleigh Street classrooms.

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

Comments

All courses consist of 15 hours of general English, combined with a 15-hour programme of activities. There are separate courses for 10–13 and 13–17 year-olds at Brighton and Frensham. The other centres are for 13–17 year-olds only. At all centres apart from Portsmouth courses are 'double-banked': alternating between one week of lessons in the morning and activities in the afternoon, followed by one week of activities in the morning and lessons in the afternoon. Examination preparation classes are included at Cambridge. An additional leadership programme of six hours per week is run at Frensham.

Accommodation profile

At Frensham the students are accommodated in three boarding houses in single, twin or triple rooms with shared bathrooms. The areas are segregated by gender. Staff accommodated in the same boarding house have separate bathroom and toilet facilities.

At Cambridge there are 21 houses used as residences accommodating up to eight students in twin and single rooms, with shared bathrooms. Each house has a kitchen/dining room where students eat their meals. There is at least one member of staff accommodated in each house; the adults have separate bathroom and toilet facilities. Homestay accommodation is also arranged for students at Cambridge. EC arranges some homestay accommodation directly and it also uses two partner accommodation agencies; one of the agencies is registered with the British Council; one is not but is compliant with the Accreditation Scheme requirements.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of both the students and the staff. The provider's stated goals and values are appropriate and inform all aspects of the operation. Communication channels are effective and there is a strong commitment to quality assurance. Some aspects of staff management are not sufficiently thorough. Publicity is clear and accurate. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard. In both of the centres visited students and staff are provided with a comfortable and professional environment. A range of learning resources is available, appropriate to the curriculum and to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. In both of the centres visited teachers receive good guidance and support from the academic managers to ensure that they deliver the project-based courses. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. Student services, including accommodation arrangements, are generally well managed. The management of the out-of-class activities is of a high standard overall at Frensham; however, at Cambridge the organisation and staffing of activities is not always satisfactory.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within premises used for teaching, in the accommodation and during the leisure activities. For some students, information about parental consent and contact details is not readily available to centre staff.

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.	Strength
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.	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 The school has a clear statement of its core values, aims and goals, which is displayed prominently in notices and in other printed and electronic materials. The goals and values are clearly made known to all staff and students and inform the ethos and operation of the school.

M2 There are clear and specific plans and objectives for the future development of the YLD. The objectives are expressed in a strategic plan which incorporates feedback data from students and staff.

M4 Communication is very good. There is an extensive range of communication channels between relevant operational groups. Formal online meetings between key team members take place weekly either face-to-face or using online messaging. Minutes and action points were seen. There are also daily meetings and constant communication within the centres.

M5 There are good systems in place for obtaining feedback from students throughout their stay. These include arrival questionnaires and other surveys, often accessed through a matrix barcode. There are weekly key performance indicators (KPIs) which are analysed. Feedback is passed on to homestay providers and staff. The collated data is used to inform planning decisions.

M6 Summer staff give feedback informally on a daily basis and at the daily meetings; the information is captured electronically. Teaching staff in the focus groups commented positively on the fact that their feedback was welcomed. Group leaders have a daily meeting at which feedback can be given. The end-of-season review incorporates feedback from staff.

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 regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 Job descriptions describe roles and responsibilities and lines of reporting clearly. They are in the form of a job specification, are not dated and do not have a review date. There is very little reference to safeguarding roles. Contracts do not specify in sufficient detail possible extra duties such as house supervision and being on call.

M10 Academic staff files are not systematically organised. References were not complete, and there was insufficient verification of non-standard qualifications.

M11 Thorough group and individual induction sessions take place prior to the start of the summer and cover all key

areas. The induction includes a series of relevant online training courses in areas such as health and safety, fire safety and safeguarding. New members of staff are supported through a buddy system.

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

Comments

All criteria in this area are fully met.

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

Comments

The organisation's publicity materials comprise a website, a brochure and a price list. The website is regarded as the main source of publicity. Individual fact sheets on each of the centres are available as downloads from the website. Social media is also used for internal communication and direct marketing to agents.

M24 The minimum enrolment age at Cambridge is given as 13, but there was one student aged 12.

Premises and resources

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

Comments

Report expires 31 March 2023

P1 At Frensham there are excellent premises with extensive external areas for activities. There is an onsite maintenance team who are able to respond quickly to deal with any repairs. Daily checks of the condition of the premises are carried out by EC staff and by the Frensham management team. The premises at Cambridge main site are also very good. The additional site at Guildhall was clean and in an adequate state of repair.
P5 Signage is very good at Frensham and Cambridge and ensures easy navigation of the sites. Signage and displays are bright, attractive and informative. They are set up well in advance of students' arrival.

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

Comments

P12 There is an effective policy for reviewing teaching and learning resources. The teaching and learning resources which support the project-based curriculum are assessed by teachers and academic managers at the weekly review. They are revised or supplemented at the end of the season.

Teaching and learning

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

Comments

T1 One teacher at Cambridge does not have a Level 6 qualification. The rationale was accepted in the context of this inspection as she is half way through a BSc degree course.

T2 One teacher at Frensham has an ELT qualification that does not meet Scheme requirements. The rationale was accepted in the context of this inspection as he has completed an ELT course that does not fully meet Scheme requirements and the first module of a TEFLQ qualification; he also has experience in vocational skills that are useful in the summer programme.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T9 At both centres support is provided throughout the day by the TEFLQ academic managers, who also hold more formal daily briefings with the teachers. The short observations that take place in the first week are also a means of providing specific guidance.

Course design and implementation

Met

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

Met

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

Met

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

Met

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

Met

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

Met

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

Met

Comments

All criteria in this area are fully met.

Learner management

Met

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Met

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Met

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

N/a

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	All

Comments

Three teachers were observed at Frensham, eight at Cambridge.

Teaching: classroom observation

Met

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.

Met

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.

Met

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

Met

T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Overall, teachers produced accurate models of spoken and written English but often did not model these forms effectively for the students. Focusing on language forms and structures was not a priority.

T24 Lessons were relevant to the general interests of the students and topics and materials were selected appropriately. Lesson plans, including class profiles, were limited and did not identify the learning needs and learning styles of students, and how to accommodate them.

T25 In several lessons, objectives were listed on the board but they were often expressed in terms of what the teacher was planning to do rather than the intended learning outcomes for the students.

T26 Various teaching techniques were observed, such as elicitation, questioning and the use of concept check questions to confirm understanding. In the weaker segments, activities had not been properly planned, instructions were not clear and students were unsure of what they were supposed to do.

T27 In stronger segments the seating arrangements and use of different resources were varied in order to ensure different interactions and types of learning activity. In some lessons students were not seated to maximise speaking to a student with another language.

T28 There was little evidence of teachers giving correction or providing feedback on the use of target language. In the weaker segments, wrong answers and poor models were accepted.

T29 There was very little evidence of the evaluation of whether learning had taken place in the individual lessons. However, the school believes that the evaluation comes in the end-of-week presentations, which includes self-assessment by the students of the language they used and the skills they have developed.

T30 In most of the observed segments there was a good rapport, with teachers directing and motivating the students. In several cases students were seen to be alert and working hard to use English. There was generally good control of the use of first language.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory, with the majority being satisfactory. The content of the lessons was relevant to the school's project-based approach, but the language needed and the intended outcomes were not clearly identified in lesson plans or in classroom delivery. There was effective use of the classroom resources and teaching techniques in several classes. There was limited evidence of relevant correction or evaluation of learning in the observed lessons. There was a positive atmosphere in nearly all the classes.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W4 Tolerance and respect is integral to the ethos of the organisation. Information given to students at orientation, in

the handbooks and on posters is clear and in accessible language. During the inspection there was evidence of the procedures for dealing with inappropriate behaviour being followed in a considered and competent manner.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
<p>W14 The agreements between EC and the accommodation agencies are very clearly set out and comprehensive. All hosts accommodating EC students receive comprehensive information in handbooks. Communication channels are very effective between EC and the host school, Frensham.</p> <p>W15 The meals provided at Frensham are of a high standard. Those provided in the residences at Cambridge are of an acceptable standard but are not popular with the students. In the focus groups students reported that the supplies for the self-service breakfast sometimes ran out and were not replenished promptly.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 Overall, the programmes are suitable in both centres, although at Cambridge some activities are not popular with students.

W25 At Frensham Heights the on-site leisure programme is very well organised. At Cambridge, the part of the activity programme observed was satisfactory but feedback suggested that this was not always the case. Both students and group leaders stated in written feedback and focus groups that at times the organisation was poor, with students having to wait for long periods while roll calls were taken. At both centres, students and group leaders in the focus groups felt that the programme and the organisation of the trip to London could be improved.

W27 Staff-student ratios and the supervision of students at Frensham are good. At Cambridge the ratios are adequate. However, some of the organisation problems could be solved with the deployment of more staff so that groups could be smaller and more manageable.

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.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not 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.	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

All students are under 18, ranging in age from 10–17 at Frensham and 13–17 at Cambridge. At the time of the inspection one student at Cambridge was aged 12.

S1 The safeguarding policy is clearly set out and covers all the necessary areas. The section on private fostering lacks detail; it is therefore not so easy for staff at the centres to interpret and take action if necessary.

S2 All staff are required to undertake at least basic awareness training, and they have access to a training portal offering certificated courses in a wide range of safeguarding and child-protection courses. There are appropriately trained designated safeguarding leads and officers at each centre. Homestay hosts are informed of EC's policies and procedures and the implications for hosting under 18s.

S3 There is a satisfactory parental consent (authorisation) form. For a minority of students at Frensham and for most students at Cambridge the completed forms are available to the centre staff online. For a number of groups, the agents had assured EC that they had received completed forms. However, the information is not readily available in the event of an emergency: group leaders did not have the forms; if access to the parental consent form were needed centre staff would have to contact registration staff at EC head office in Malta, who in turn would contact the agent for the information.

S4 Two references are requested. However, two references were not on file for some members of staff.

S8 Contact details for parents/guardians are available via the registration process and are also collected on the first day of the course from the students. However, as noted in S3, completed parental consent forms are not made routinely available to centre staff for all students.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

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

Inspection history	Dates/details
First inspection	1986 (EC Brighton)
Last full inspection	2015 (EC Brighton YL)
Subsequent spot check (if applicable)	2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited by extension
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	EC Brighton, Bristol, Manchester, Oxford, London, Cambridge
Other related non-accredited schools/centres/affiliates	EC Dublin, Malta, Boston USA, Los Angeles, Montreal, Cape Town

Private sector

Date of foundation	1986
Ownership	Name of company: EC English Ltd (House of English Ltd) Company number: FC013958
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	EC Brighton, Dolphin House, 2–5 Manchester Street, Brighton BN2 1TF
Location of centres offering ELT at the time of the inspection but not visited	Hackney Community College, Falkirk Street, London N1 6HQ; University of Portsmouth, University House, Winston Churchill Avenue, Portsmouth PO1 2UP
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres

	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	N/a
17 years and under	100
Overall total of ELT/ESOL students shown above	772
Predominant nationalities	Italian, Spanish, Chinese, Brazilian

Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
--	--

Total number of teachers and academic managers on eligible ELT courses	42
Total number activity managers and staff	53
Total number of management (non-academic) and administrative staff	11
Total number of support staff (e.g. houseparents, matrons, catering)	20

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All courses consist of 15 hours of general English, combined with a 15-hour programme of activities. There are separate courses for 10–13 and 13–17 year-olds at Brighton and Frensham. The other centres are for 13–17 year-olds only. At all centres apart from Portsmouth courses are 'double-banked': alternating between one week of lessons in the morning and activities in the afternoon, followed by one week of activities in the morning and lessons in the afternoon. Exam preparation classes are included at Cambridge. An additional leadership programme of six hours per week is run at Frensham.

2. DATA ON CENTRES VISITED (1 and 2) AND NOT VISITED (3, 4 and 5)

1. Name of centre	EC Cambridge, 57–61 Burleigh Street, Cambridge CB1 1DJ
2. Name of centre	Frensham Heights School, Rowledge, Farnham GU10 4EA
3. Name of centre	Hackney Community College, Falkirk Street, London N1 6HQ
4. Name of centre	University of Portsmouth, University House, Winston Churchill Avenue, Portsmouth PO1 2UP
5. Name of centre	Ovingdean Hall School, Greenways, Brighton BN2 7BA

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100	100	100	100	100	100	100	100
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	95	7	38	9	97	95	7	38	9	97
Full-time ELT (15+ hours per week) aged under 16	129	61	97	35	204	129	61	97	35	204

Part-time ELT aged 18 years and over	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Overall total of ELT/ESOL students shown above	224	68	135	44	301	224	68	135	44	301
Junior programmes: advertised minimum age(s)	13	10	13	13	10	13	10	13	13	10
Junior programmes: advertised maximum age(s)	17	17	17	17	17	17	17	17	17	17
Adult programmes: advertised minimum age	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Typical length of stay (weeks)	2	2	2	2	2	2	2	2	2	2
Predominant nationalities	Italian, Spanish, Chinese, Brazilian					Italian, Spanish, Chinese, Brazilian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	8	3	5	4	13	8	3	5	4	13
Total number of activity managers and staff	16	8	9	5	24	16	8	9	5	24
Total number of management (non-academic) and administrative staff	2	2	2	1	2	2	2	2	1	2
Total number of support staff	3	1	2	0	5	3	1	2	0	5

Academic manager qualifications profile at centres visited

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

Academic managers were not timetabled to teach during the week of inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0	0	0	0
TEFLI qualification	8	2	4	3	10
Holding specialist qualifications only (specify)	N/a	N/a	N/a	N/a	N/a
YL initiated	N/a	N/a	N/a	N/a	N/a
Qualified teacher status only (QTS)	N/a	N/a	N/a	N/a	N/a
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for	N/a	1	N/a	N/a	N/a

teachers in this category)					
Total	8	3	4	3	10

Comments

A rationale was prepared for the teacher without an appropriate ELT qualification.

Accommodation profile

<i>Centres</i>	1	2	3	4	5	1	2	3	4	5
----------------	---	---	---	---	---	---	---	---	---	---

Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a	N/a	N/a	N/a	79	N/a	N/a	N/a	89
Private home	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Home tuition	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Residential	N/a	N/a	N/a	N/a	N/a	145	68	135	44	212
Hotel/guesthouse	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Arranged by student/family/guardian										
Staying with own family	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Overall totals adults/under 18s						224	68	135	44	301

Centres	1	2	3	4	5
Overall total adults + under 18s	224	68	135	44	301