

Organisation name	ELAC Study Vacations, head office Bath
Inspection date	3–4 August 2021, follow up assessed December 2021 and January 2022

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 that accreditation be placed under review because the section standard for safeguarding under 18s was not met. The period of review to be ended by the submission of evidence within three months to demonstrate that weaknesses have been addressed.

The required evidence was subsequently submitted, and the period of review can now be ended.

Summary statement

The British Council inspected and accredited ELAC Study Vacations in August 2021. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

The organisation was originally known as 'Eastbourne Language Activity Centre' when it was established in 1991. The present company, ELAC Study Vacations, was established in 2006. It offers young people summer vacation courses in up to nine centres. The courses combine classroom tuition with cultural excursions, sports and social activities. Due to the pandemic, only one centre was able to run this year.

The inspection took two inspectors the equivalent of a day and a half. Due to the global health situation, the inspection was conducted remotely and focused only on compliance with inspection criteria; inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded.

Meetings were held with the principal, the CEO, the welfare and administration director, the centre manager, the academic manager, the activity manager, and the accommodation coordinator. Focus group meetings were held with the teachers, activity leaders and students. All six teachers timetabled to teach face-to-face classes during the inspection were observed. Two teachers teaching online classes were not observed. The premises were observed remotely. One homestay and one boarding house were visited remotely and phone calls were made to two further homestay hosts.

Additional information submitted at the request of the Accreditation Scheme Advisory Committee was assessed in December 2021 and January 2022, and the report updated.

Address of head office (not observed)

22 Milsom Street, Bath BA1 1DE

Description of site observed

Eastbourne College, Old Wish Road, Eastbourne BN21 4JY. In use at the time of the inspection. Eastbourne College is an independent day and boarding school. It consists of a number of traditional and modern buildings bordered by extensive grounds. The canteen, sports facilities, indoor pool and some classrooms are located in the recently built Winn Building. Other classrooms, offices and halls are in the more traditional building.

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

Comments

As well as the summer school courses, courses for closed groups are offered throughout the year at the head office in Bath. These did not run this year due to the pandemic. Online courses have been offered throughout the year. The Virtual Summer School with up to nine students ran for three weeks in July.

Management profile

Due to the pandemic, the centre manager, academic manager and activities manager were supported by the principal, who is based in Bath, but was frequently at the centre. The principal was also acting designated safeguarding lead. Normally the principal, the CEO, vice principal, the director of welfare and administration (safeguarding lead) and five academic managers are responsible for the overall management of the various centres.

Accommodation profile

The school has access to six accommodation blocks on or close to the college campus and the homestay organiser has around 130 active homestays. The homestay organiser manages the homestays and provides this service for ELAC and one other school. The accommodation blocks offer a range of single, double and twin rooms with shared bathroom facilities.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students with efficient administration and effective staffing management. The management of the provision acts in accordance with the provider's stated goals, values and publicity.

Premises and resources

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

Teaching and learning

The provision meets the section standard. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed well 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. The needs of students for security and safety on school premises are met. The accommodation provided is suitable and in a good state of repair. The leisure programme is varied and well managed and the site provides excellent facilities.

Safeguarding under 18s

Although safeguarding systems on site are well managed, procedures such as parental consent and staff training are insufficient. Safer recruitment procedures are in place, but staff records were incomplete at the time of the inspection. Evidence was subsequently submitted to demonstrate that these points have been addressed. The provision now meets the section standard.

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

The goals and values of the organisation are clearly stated and made known to staff in inductions and handbooks. The management has clear objectives for the future and plans are underway to achieve these. The organogram, which has the students at the centre, documents the overall structure. However, the lines of management in some

operations, including safeguarding, are not always clear. Channels of communication are very effective and feedback from both students and staff is collected regularly, and actions recorded. There are two major annual review meetings, one after the summer courses to decide what changes are needed and another one in the spring to review and develop the implementation of these changes.

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.	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.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	

The comprehensive and appropriate human resources policies are made clear to staff. Although there were some differences in role responsibilities due to the pandemic, staff were aware of these. Only one reference was taken up for some staff on the activities team. Induction procedures are very thorough; monitoring procedures are effective, and all staff receive an appraisal at the end of the summer. Continuing professional development procedures are in place for managers, head office, year-round and centre staff.

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	

Many of the student administration procedures had to be modified due to the pandemic, but they were still carried out effectively and efficiently. All the criteria in the above 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	
<p>Publicity comprises a website, a brochure and a number of social media channels. The website is considered the main medium of publicity. Although the website advertises seven locations, due to the pandemic, only one centre was able to run this year. The publicity and information are generally accurate and the language is accessible. Although most of the information on courses and costs is accurate, at the time of the inspection there were two 18 year-old students and the maximum age given is 17. However, this was due to exceptional circumstances caused by the pandemic. No minimum or maximum age is given for the online courses. Although the website specifies students in homestays may travel on public transport between their homestay and the school, this information is not found easily and does not make it clear that this will be an unsupervised journey.</p>	

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.	Met
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.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments	
<p>The premises, which include extensive sports and outside areas, provide a suitable and comfortable environment. In addition to the large outside areas for relaxation, the boarding houses have common rooms, which homestay students can also use. Varied and nutritious meals are served in the large canteen. Although teachers and managers were sharing an office at the time of the inspection, this provided an adequate space for meetings and relaxation. Activity staff have a separate office.</p>	

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.	Met

Comments	
<p>There are pre-prepared lesson packs for some lessons and an adequate selection of resources for other lessons. Students have their own workbooks. Each classroom has an overhead projector, screen and computer and teachers are guided in the use of these. There is a policy for the review and development of resources and evidence that new resources are added each year.</p>	

Teaching and learning

Academic staff profile	Met
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T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not 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

Two of the eight teachers do not have a level of education normally represented by a Level 6 qualification. Although both rationales were accepted, the proportion of teachers without a Level 6 qualification was too high within the context of this inspection. One member of the teaching team does not have an ELT qualification that meets Scheme requirements. The rationale for this teacher was accepted within the context of this inspection.

The academic manager, who has several years' experience in academic management in previous summer schools, is not yet TEFLQ. He has currently completed part of a course leading to a TEFLQ qualification and is supported by the TEFLQ principal. The rationale for a member of the academic team without a TEFLQ qualification was accepted within the context of this inspection.

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

Comments

Due to the pandemic, students were divided into groups of three for all aspects of the programme, and timetabling had to take this into consideration regarding both students and teachers. This was a complex procedure, carried out extremely well. There are well-established procedures for dealing with continuous enrolment. The academic manager provides very effective day-to-day support and guidance for teachers and offers additional guidance as appropriate for new teachers. Observations are carried out by the TEFLQ principal. The feedback is detailed and useful.

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.	N/a
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

The written syllabus found in the teachers' handbook is comprehensive and covers functions, skills, grammar and vocabulary and it specifies topics, some of which have pre-prepared lessons. The syllabus provides a framework for teachers to plan their lessons. The review of course design takes feedback from different sources into

consideration. Although weekly plans of work are posted up in the classrooms, there is no overall guidance to teachers on how best to present these to students so that they are meaningful and useful. Study skills are included in the syllabus. The pre-prepared lessons on excursions and the follow up to the social programme activities in class give students practice in the functional language they might need and the chance to feed back on language they have encountered.

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.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

Due to the pandemic, there were some restrictions on the movement of students between classes, but students were placed appropriately. All students receive a leaving certificate, which reports on level and progress. A Common European Framework level of attainment is given, but there is no procedure for formally assessing this.

Classroom observation record

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

Comments

Two teachers teaching online lessons to quarantined students during the inspection were not observed because the quarantine period had just ended and so the students were able to join the face-to-face lessons.

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

Comments

T23 Teachers provided accurate models of spoken English and gave clear explanations of grammar and vocabulary items. They elicited word class and function and made good use of paralinguistics to reinforce meaning.
T24 The content of the lessons was relevant and appropriate, and in some segments individual learning needs were identified.
T25 Although there was a coherent sequence of activities, the learning outcomes were not made clear in plans or to students.
T26 Teachers used a variety of effective techniques, which included prediction tasks, eliciting ideas and meaning, nominating, checking understanding and some drilling.

T27 Teachers made good use of the video and other resources, and they managed the socially distanced groupings well.

T28 Teachers encouraged both self-correction and peer correction.

T29 Reference was made to previous lessons and the tasks set were short and allowed the teacher and students to see how well they were doing.

T30 Teachers managed to successfully engage most students and to create a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated a sound knowledge of the use of English and its linguistic systems and planned lessons to take account of course objectives and student needs. However, learning objectives were not made clear to students. Teachers used a variety of appropriate teaching techniques and managed the resources and classroom well. Correction techniques were effective and performance was evaluated with short tasks. Teachers created a positive learning atmosphere and had a good rapport with their students.

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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Appropriate risk assessments are in place to ensure the safety and security of students on school premises. Policies and procedures to promote tolerance and respect are robust and the provision of pastoral care is good. The centre guide provides clear and practical information on relevant aspects of life in the UK, and health care provision is strong.

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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments	
The homestay and residence accommodation viewed were well appointed, spacious and in a good state of repair. Students spoken to were very happy with their accommodation and the food provided. The school has appropriate systems in place for inspecting accommodation and provides practical advice to both hosts and students. The homestay organiser is readily available to respond to any issues arising.	

<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	
The school offers a varied programme of activities and excursions which are well managed and resourced. Systems are in place to ensure the health and safety of students on all activities, and the activity team has a good balance of skills and experience.	

Safeguarding under 18s

Safeguarding under 18s	
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.	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

Although there is a comprehensive safeguarding policy in place, supported by a range of other practical documents, training for senior safeguarding roles is insufficient. Parental consent forms are in place, but they do not cover unsupervised travel between the school and homestays. Procedures for checking that agents are obtaining informed consent from parents are not formalised. Safer recruitment procedures are in place, but two references were not in place for all staff. The supervision of students during scheduled activities is suitable, but potential risks for those travelling to homestays unsupervised have not been sufficiently risk assessed. Accommodation for under 18s is well managed and all staff and hosts are aware of their responsibilities. **Evidence was subsequently submitted to demonstrate that weaknesses have been addressed.**

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	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) 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	1991
Ownership	Name of company: Elac Study Vacations Company number: 572047
Other accreditation/inspection	N/a

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	6 centres not in use at time of inspection: Bath Spa University Cardiff University Nottingham University Christ's Hospital School Ardingly College St Andrew's School

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	2	2
Full-time ELT (15+ hours per week) aged 16–17 years	38	38
Full-time ELT (15+ hours per week) aged under 16	102	102
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	142	142
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Chinese, Spanish, Israeli	Italian, Chinese, Spanish, Israeli
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	
The academic manager was not scheduled to teach unless cover was required.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0

TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	8
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	2	20
Private home	0	0
Home tuition	0	0
Residential	0	120
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	0	0
Overall totals adults/under 18s	2	140