

Organisation name	ELAC Study Vacations, head office Bath
Inspection date	22-24 July 2025

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited ELAC Study Vacations in July 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 www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers residential vacation courses in general English for under 18s, and for closed groups of under 18s throughout the year.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, care of students, accommodation, leisure opportunities and safeguarding.

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 seven centres. The courses combine classroom tuition with cultural excursions, sports and social activities. ELAC Study Vacations also runs closed group language programmes and programmes where students join local schools for classes outside of the summer period, primarily in Bath and Eastbourne

The inspection was conducted over three days by two inspectors. The inspectors visited two summer centres (Royal Agricultural University (RAU), Cirencester and Bath Spa University (BSU)), and the head office (HO). At the time of the inspection, there were several groups of junior students accompanied by group leaders from a variety of countries at both centres and also a smaller number of individual students.

Meetings at both centres were held with the centre manager, the centre logistics manager, the welfare and communications manager, the academic manager, the senior teacher at BSU, the social programme manager, the

excursion manager, the social programme co-ordinator, focus groups of teachers, group leaders and students, and representatives of the host organisations. All teachers timetabled during the inspection were observed teaching. One inspector conducted a virtual tour of two homestays remotely and visited the student residences at both sites.

At the head office, meetings were held with the principal, the chief executive officer, the vice principal (publicity), the vice principal (welfare and academic), the head of social programmes and excursions, the head of homestay and the short stay manager.

Address of main site/head office

22 Milsom Street, Bath BA1 1DE

Description of sites visited/observed

The Royal Agricultural University (Cirencester GL7 6JS) is a campus university set on a 25-acre site close to the centre of Cirencester. ELAC has exclusive use of the site for its summer programmes. ELAC was using six classrooms in a teaching block which included an office for the management and non-teaching staff, a café, a separate block where the teachers' and activity leaders' room was located, a refectory and residential accommodation close by. There is a separate area reserved for group leaders. There are separate toilets for staff and students. ELAC has use of various sports pitches and studio spaces.

Bath Spa University (Newton St Loe, Bath BA2 9BN) is a campus university located around four miles west of the centre of Bath. Founded in 1852, it has a mixture of old and new buildings with extensive grounds. ELAC Study Vacations has exclusive use of the site for its summer programme. ELAC Study Vacations uses classrooms in a teaching block with a room for teachers, with the dining refectory nearby. The main offices and the student residential accommodation are located about 10 minutes' walk away. The offices include rooms for the management team, and activity staff. There are separate toilets for staff and students. The provider also has use of studio spaces, and use of a range of on-site sports facilities.

HO staff work in year-round offices in the centre of Bath, where there are also two teaching rooms for use with year-round closed groups. Some of the HO staff work remotely for parts of the year.

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

Comments

The two-week Discovery summer programmes comprise 23 hours (Explorer) or 27 hours (Voyagers and Trailblazers) of topic-based lessons, run for all levels from A2 to C1 and with a choice of project themes, together with a programme of afternoon and evening activities and two full day excursions to places of interest. Three versions of the course are run depending on the age of learners, Explorer (learners aged 7 to 11), Voyagers (11 to 14) and Trailblazers (14 to 17). These courses primarily use materials prepared by ELAC. During the inspection, only the Voyagers and Trailblazers programmes were taking place in the centres visited. In addition, some students prepare for and take an externally validated speaking exam at the end of their course.

Outside of the summer period, ELAC offers a short stay programme mostly in either Bath or Eastbourne. These consist primarily of programmes where students join local schools for classes, English language short programmes and IGCSE courses.

Management profile

The permanent year-round senior leadership team is based in the head office in Bath, and consists of the founder, the principal, two vice principals and the chief executive officer. They support the summer centres both remotely and in situ. In each centre there is a management team consisting of the centre manager, the academic manager, usually supported by a senior teacher, the centre logistics manager and a welfare & communications manager. In smaller centres these two roles are combined. There is also a peripatetic TEFQ academic support team.

Accommodation profile

Residential accommodation is offered by the centre in Cirencester, with on-site student halls of residence and homestays being used at Bath Spa. The homestays involve a bus ride to the school

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 the students and in accordance with the provider's clearly stated goals and values. Support for staff is proactive and effective. Student administration is efficient and staff management procedures effective. *Strategic and quality management, Staff management and development and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are of high quality and provide students and staff with a very comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students.

Premises and facilities and Learning resources are areas of strength

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive effective guidance and support to ensure that they support students appropriately in their learning. Courses are structured well although some teachers may require more guidelines. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and welfare of students are of priority. Student services are well managed, including very well-planned, organised and safely delivered out-of-class activities. Accommodation is suitable, welcoming and very well managed. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The safeguarding policy is supported by efficient reporting tools, and safeguarding training across the team is very good. Supervision of students is very well thought through and executed and the accommodation is very suitable. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength

Comments

M1 The goals and values of the organisation are contained in a clear statement, which is communicated to staff during recruitment, induction and in a variety of documents, and to other stakeholders via the website and in other induction documentation. Staff at different levels were aware of the mission and it is evident in much of the school's operational work.

M2 There is a three-year strategic business plan setting out the organisation's vision and objectives in three key areas of development. Objectives are 'smart', set within a timeframe and outcomes are monitored systematically.

M3 The structure of the organisation is clear. Staffing levels in centres are more than sufficient, and some succession planning is supported through effective internal promotion. There is a strong and effective team at the head office to support the centres and strategic developments.

M5 Feedback systems for students are comprehensive, including regular student focus groups. Feedback is sought on a regular basis during the short summer programmes, action taken is swift and record keeping is good. Staff are kept informed of relevant comments and it was evident that feedback is systematically analysed and used to make improvements.

M6 Staff are asked for feedback informally at the daily team meetings, and this information is analysed and used to identify where support is needed and what future improvements could be made. They also provide feedback after the courses have finished.

M7 The business plans and objectives provide ample evidence of a comprehensive review cycle informed by student and staff feedback. Reviews are carried out in the autumn and the spring, and feedback is captured and analysed carefully to feed into these.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
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.	Strength

Comments

M8 A full range of HR policies is in place and staff reported they felt that these were applied in an appropriate and professional manner. The school employs a specialist human resources person at the head office.

M11 Induction procedures are very thorough, and were commented on positively by teachers. Centre management staff attend a three-day induction programme at head office prior to the start of the summer courses. Staff receive comprehensive job-specific handbooks and guidance, and sign to confirm that the induction had been successfully completed.

M13 Continuing professional development is key to the provider's strategic objectives, and records indicate a very good range of activity. A structured approach allows for individual as well as a broader focus. Appraisals effectively identify development needs and opportunities, and, in some cases financial support is made available to upgrade qualifications.

Student administration	Area of strength
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.	Met

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.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
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 Students and their representatives receive a very high level of customer service. This was confirmed in focus groups and in feedback, and was evident in interactions witnessed during the inspection.

M18 There is a clear attendance policy that is communicated effectively to all relevant stakeholders. Records show a systematic follow-up of any attendance and punctuality problems.

M19 Conditions under which a student may be asked to leave the course are made explicit in course information for students and group leaders, including a code of conduct that is explored fully in an initial language lesson. There is a clear staged process in place designed with the interests of all students in mind.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not 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.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website, brochure, and a number of social media channels. The website is considered the main form of publicity.

M21 A claim to strength in curriculum innovation is not independently evidenced. This was addressed during the inspection and so is no longer a point to be addressed.

M23 The number of hours per week for the Explorers programme, and the maximum class sizes, class times and the zig zag timetable arrangements in most centres in all of the Discovery programme offers are not provided on the website or in the downloadable brochure. These were addressed during the inspection and are no longer points to be addressed.

M26 Information about arrangements for room cleaning, laundry and provision of towels in homestay accommodation is not provided on the website or in the downloadable brochure. Arrangements for cleaning in the residential accommodation was also not included in either medium. These were addressed during the inspection and are no longer points to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength
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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P2 The premises seen are in an excellent state of repair and cleanliness, providing both students and staff with a very comfortable environment, including external areas.

P4 Both centres visited have good-sized refectories with welcoming staff. The common areas both inside and outside are spacious and comfortable.

P5 Branding is used to very good effect to create a sense of identity in both centres. Wayfinding signage was suitable and excellent use is made of noticeboards for the display of general information.

P6 Staff have very suitable places in which to work. Teachers benefit from large, bright teachers' rooms and good-sized offices are provided for administrative and activity staff.

Learning resources	Area of strength
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.	Strength
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.	Strength

Comments

P9 Both centres are equipped with state-of-the-art interactive whiteboard and video technology. This is well used by teaching staff to deliver the mostly online materials, and they reported they had received helpful training in how to use this equipment effectively. Technical support is readily available from the host institution staff.

P11 There is an excellent process for reviewing the school's online materials in real time, with adjustments made where needed for implementation the next time the materials are used. Staff feedback on materials clearly informs this process.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. They are supported by the peripatetic TEFLQ academic support team from HO. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
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

T4 Great care is taken in matching teachers with classes and with a partner teacher, taking into account teacher preferences, experience and teaching style. Classrooms are allocated with similar care, and where changes are necessary, they are quickly carried out.

T7 All teaching staff receive a comprehensive induction. This is carried out initially online, and is followed by face to face induction before the centre opens to students. Staff in the focus group commented very favourably about the induction they received.

T8 Centre-based academic managers, supported by a senior teacher in larger centres and by a peripatetic academic support team from HO, offer appropriate and well-received guidance and support to all teachers, and encourage mutual assistance within the teaching team.

T9 Formal observations carried out by the TEFLQ HO team are supplemented by drop in observations by the local academic manager. Peer observations are also offered where the need is identified. Teaching staff commented positively about the helpfulness of the feedback from these observations.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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

T13 There is ample evidence of a robust and effective course design review process, based on feedback from teachers and students.

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

Comments

All the criteria in the above area are fully met

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Voyagers (11 to 14) and Trailblazers (14 to 17)
Comments	
None	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Teachers provided mostly accurate models of spoken and written English and explanations were clear and suitable for the students' level. In some lessons, new vocabulary was introduced with little contextual support.

T20 Planning in some classes showed that students' profiles and individual needs were taken into account. The tasks given to students were mostly appropriate for their level. In a small number of segments observed, little attention was paid to personalising content and making it relevant and interesting to the learners.

T21 Learning outcomes were generally well expressed and, in most cases, they were clearly displayed in classes. In a small number of cases, topic titles were introduced rather than learning outcomes. The staging of the lessons was logical and appropriate in most segments seen.

T22 A range of appropriate teaching techniques was seen. This included elicitation, nomination of individuals, and checking of instructions. In stronger segments, teachers checked students' understanding through well-chosen concept checking questions. In weaker lessons, teacher-led whole class questioning dominated at the expense of student interaction.

T23 Most teachers managed the learning environment effectively. In most cases students were moved into groups to encourage interaction. Technology was generally used with confidence during lesson observations. In some lessons, boardwork was clear and helpful, but in others the boardwork was either not evident or was of little help to learners. In some sessions, good use was also made of the classroom space with learner movement and interactive activities.

T24 There was some good monitoring in the majority of lessons observed, and feedback was generally useful. However, although generally there was insufficient correction of errors and an absence of the use of learner mistakes as a source of teaching and language exploration.

T25 In some lessons, activities that encouraged students to recycle language learnt in a more personalised context was evident. Most session plans included activities designed to review learning, although in some cases these stages were omitted in the actual lesson.

T26 In the strongest segments, there were very high levels of engagement and teachers created a positive learning environment. However, in others, some students appeared bored and unchallenged.

Welfare and student services

Care of students	Area of strength
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.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W2 The standard of pastoral care is very good. The staff induction includes a specific focus on welfare and a system of immediate reporting and logging any concerns over the internet means that key staff are quickly aware of any issues.

W3 The policies and procedures are very clearly and appropriately presented to staff, students, and group leaders. Staff are trained in recognising any signs of abuse and resulting procedures are carefully recorded. An initial 'code of conduct' lesson assures that all students are thoroughly introduced to any related issues and how to deal with them.

W6 The level of health care provided by the school is high, with a large number of first aiders on site. A member of staff always accompanies students to any external health appointments and group leaders and homestay hosts are very well briefed about all matters concerning medical care. In addition, the school provides medical insurance for all course participants.

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

Comments

W7 Both the homestays and boarding houses offer a very good standard of accommodation. Feedback on accommodation is consistently good. It is evident that students feel very comfortable, welcome and cared for.

W8 A high level of cleanliness was evident throughout both types of accommodation. Bed linen and towels were changed according to need and students in the boarding houses had access to washing machine facilities.

W9 The officer responsible for visiting accommodation has had specific training and is well supported. There are regular visits to homestays and thorough checks are made in the boarding houses on a regular basis. Detailed records of all visits are efficiently maintained.

W10 Information in confirmations of accommodation are thorough and detailed. A 'pen portrait' of the homestay and information about the boarding house staffing helps both students and their parents feel comfortable with the arrangements.

W11 In the students' initial face-to-face welcome and induction, they are requested to report any problems they are having with their accommodation. This ensures issues do not have to wait until the first week's student feedback questionnaire.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All the criteria in the above area are fully met.

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

Comments

None.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W20 The programme offers a good variety of activities and excursions appropriate to the age and interests of the students. Feedback from previous courses and interests of the current students are taken into consideration when developing the programme. There is a continuous effort to introduce new ideas and activities.

W21 The programme is very well planned and organised in advance. Excursions are well prepared, activity staff are fully briefed and given detailed itineraries. Considerable resources are allocated to ensure a successful programme.

W22 All activities and excursions are very thoroughly risk assessed by experienced members of staff. Activity leaders provide an online signature to confirm they have read all relevant documentation and routinely suggest improvements. A large number of staff are qualified first-aiders.

W23 Activity staff are given a very thorough induction and receive on-going support and guidance. Managers are fully aware of their backgrounds, skills and interests. It was evident from feedback they felt well-prepared for their responsibilities when supervising activities.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, there were 85 students aged under 18 enrolled on the junior programmes at Royal Agricultural University, Cirencester and 177 at Bath Spa. There were two 18 year olds at Bath Spa, known to the group leaders and other students. This situation had been informally risk assessed with no negative issues identified.

S1 The safeguarding policy is extremely thorough and is supported by relevant practical documents such as codes of conduct and well established incident-reporting documentation.

S2 The level of training is very good. As well as the DSL, other managers are trained to specialist level and one other to advanced level. All staff and homestays have basic level training and receive regular updates and training on safe-guarding issues.

S7 The accommodation has been thoroughly risk assessed and is entirely suitable. An experienced warden and staff supervise the boarding house, during the day and overnight. Group leaders are not included in the staff-student ratios. Homestay hosts are committed to providing very safe homes for the 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

Inspection history	Dates/details
First inspection	2008
Last full inspection	2016
Subsequent checks/visits (if applicable)	2021 Compliance
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Elac Educational Trust programmes
Other related accredited schools/centres/affiliates	Sapphire Education (a temporary extension of existing accreditation)
Other related non-accredited schools/centres/affiliates	

Private sector

Date of foundation	1991
Ownership	Name of company: Elac Ltd Company number: Reg. No. 05720470
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	22, Milsom Street, Bath BA1 1DE
Name and location of centres offering ELT at the time of the inspection but not visited	Eastbourne College (Eastbourne), Jubilee Campus Nottingham University (Nottingham), Ardingly College (Ardingly, West Sussex), Christ's Hospital School (Horsham), Prior Park College (Bath)
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Bath Study Centre (Bath), Eastbourne Study Centre (Eastbourne)

DATA ON CENTRES VISITED

1. Name of centre	Royal Agricultural University, Cirencester
2. Name of centre	Bath Spa University
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over		2			
17 years and under	85	175			
Overall total	85	177			
U18 programmes: advertised minimum age(s)	Explorers (7 years) Voyagers (11 years) Trailblazers (14 years)	Voyagers (11 Years) Trailblazers (14 Years)			
U18 programmes: advertised maximum age(s)	Explorers (11 years) Voyagers (14 Years) Trailblazers (17 Years)	Voyagers (14 Years) Trailblazers (17 Years)			
Predominant nationalities	Italian and Palestinian	Spanish, Italian, Palestinian, Azerbaijani, Montenegrin and Japanese			

Staff profile at centres visited	At inspection				
Centres	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	7	9			
Total number of activity managers and staff	9	12			
Total number of management (non-academic) and administrative staff	4	6			
Total number of support staff	0	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers					
Location/centres	HO	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	6					
Academic managers without TEFLQ qualification or 3 years' relevant experience		1	2			
Total	6	1	2			

Comments

Academic Manager at Centre 2 (Bath Spa) has completed DELTA Modules, 1, 2, and 3 in 2025 – awaiting results August 2025. Academic managers and Senior teacher are not scheduled to teach but may cover classes if required.

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/profile	0	0			
TEFLI qualification (includes relevant QTS)	5	7			
ATEFL registered portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	1	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	1			
Total	6	8			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	0				N/a	7			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	0	2				85	168			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			

Arranged by student/family/ guardian	Adults					Under 18s				
Staying in own home, with own family or in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals	0	2				85	175			

Centres	1	2	3	4	5
Overall total adults + under 18s	85	177			