

Organisation name	Embassy Summer Brighton (Head Office)
Inspection date	15–19 July 2019

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity, W1 and S3 have been addressed.

**Summary statement**

The British Council inspected and accredited Embassy Summer in July 2019. 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](http://www.britishcouncil.org/education/accreditation) for details).

This large private language teaching organisation offers vacation courses for students aged 7 to 18.

Strengths were noted in the areas of strategic and quality management, student administration, academic management, and leisure opportunities.

The inspection report noted a need for improvement in the area of publicity.

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

## Introduction

Embassy Summer (ES) was first accredited in 2000. In 2018 the Embassy group was purchased by EC, a global ELT organisation with schools in eight countries.

In 2019 Embassy offered junior courses for seven to 18 year-olds in 13 different locations in central and southern England. Most centres offer language lessons in the morning and the afternoon, social activities, excursions and residential accommodation. Three centres also offer homestay accommodation through agencies. One centre based in Roedean School offers 'Embassy Academy courses', including intensive English lessons, English Plus courses and a summer academic study programme in other subjects.

Management changes since the last inspection have included the current director replacing the previous post holder in May 2019. The UK operations manager was appointed in September 2018. In June 2019 the head office moved to new premises in Brighton. In 2019 Embassy Summer decided to move from using its own materials to coursebooks.

The inspection took place over five days. The two inspectors spent nearly two days in head office and a day in each of the three centres visited: London South Bank University, University of Sussex (Brighton) and Roedean School. At head office, meetings were held with the director, the operations manager, the group academic director, the academic co-ordinator, the training and quality manager, the international marketing manager, recruitment manager and recruitment officers, programme managers, the global admissions manager and the admissions manager.

In each centre, the inspectors held meetings with the centre manager, the director of studies (DoS), the welfare and administration manager, and the activity manager. Group meetings were held in all centres with students, teachers, group leaders and activity staff. The residential accommodation was visited by one of the inspectors on each site. All of the teachers timetabled to teach ELT in the three centres visited were observed.

## Address of main site/head office

4<sup>th</sup> Floor, 2 Bartholomew's, Brighton BN1 1HG

## Description of sites visited

Head office consists of a large open plan office with smaller rooms at the back and front.

At South Bank University (103 Borough Road, London SE1 0AA), ES uses in one building: classrooms on the third floor, a teachers' room, and a canteen. The residential block, where the centre office is based, is a five-minute walk from the teaching premises.

The facilities used at the University of Sussex (Fulton Building, Falmer Campus, Brighton BN1 9QU) include 15 classrooms on two floors in a teaching block, an activities room, an office and a teachers' room. Other facilities used include a canteen, a tuck shop, a sports hall, a social space area and a residential block.

Roedean School (Roedean Way, Brighton BN2 5RQ) is a boarding school for girls aged from 11 to 18. In the main school building, Embassy Academy uses 12 classrooms and two other rooms as an office and a teachers' room. Other facilities used elsewhere on the site include a dining room, a sports hall, a swimming pool, tennis courts, an astro turf pitch, and two boarding houses.

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 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

The school offers 15 hours of lessons per week in most of its centres, for students aged 8–18 with slight variations in the age ranges at different centres. Most students have lessons in the morning and the afternoon on alternate weeks. The social programme forms an integral part of courses during which students are encouraged to develop life skills. In 2019 an academy programme was run at Roedean School, which included an intensive English programme, multi-activities, English Plus; this programme also includes the teaching of academic subjects which is not eligible for accreditation.

## Management profile

The Embassy Summer director is assisted at head office by a number of personnel including the UK operations manager, programme managers, the international marketing manager, recruitment managers and administration and admissions personnel. Academic leadership is provided by the group academic director and the summer academic co-ordinator. In the centres, the centre manager is supported by the DoS, the welfare and administration manager and the activity manager.

## Accommodation profile

Of the 13 centres, ten offer residential ensuite accommodation and three centres offer residential and homestay accommodation. Two of the centres offering homestay accommodation use an agency registered with the British Council. Two of the centres visited offered accommodation in university residences and the third in boarding school boarding houses.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of the students and staff, and in accordance with the organisation's stated goals and values. Most of the organisation's detailed systems and processes work well. There are weaknesses in the organisation's publicity. *Strategic and quality management* and *Student administration* are areas of strength. There is a need for improvement in *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. There is a range of learning resources available to benefit the students, although some of the materials do not meet the needs of younger students.

### 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 good guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide benefit to students. 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 provision meets the needs of the students for pastoral care, information and leisure activities. However, some site-specific risks have not been adequately assessed. Students benefit from well-managed student services, including very well-managed, appropriate and varied activities and suitable accommodation. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. However, parental consents are not always passed onto the organisation.

### 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.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M3 The structure at head office and in the centres is very clear. Inductions, photo galleries and notices in centres make it clear who students should see about all aspects of their courses. During the inspection, staff were observed shadowing existing post holders in order to familiarise themselves with future roles.

M4 Communication works very well both between head office and the centres and within centres. Regular, minuted meetings are held, there are clear cover arrangements for all posts and instant messaging app groups allow staff to contact each other when required.

M5 ES obtains initial and end-of-course feedback online and immediately acts on comments if possible. The Centre Central Log is used to monitor carefully feedback and actions for improvements which are duly recorded. Other mechanisms for obtaining feedback include group leader comments, suggestion boxes and student councils.

M7 ES has an impressive range of policies and procedures for reviewing its systems and processes. The training and quality manager audits centres during the summer and passes on general suggestions for improvements to head office. The detailed post-summer review incorporates the perspectives of all stakeholder groups such as students, staff, managers and group leaders.

Staff management and development	Met
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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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

M8 ES uses a comprehensive list of human resources (HR) policies and handbooks to ensure that all staff have access to clear information about a wide range of topics including their terms of employment, whistleblowing, equality and diversity, and disciplinary procedures.

M10 There are comprehensive procedures for all stages of the recruitment in place to ensure that the organisation recruits a large number of temporary staff in line with safer recruitment guidelines.

M11 Inductions are very thorough for managers and activity staff. Although teachers watch two webinars in advance of their summer work, more time is needed during their face-to-face inductions to support effective use of the coursebooks in the context of the summer school course design.

Student administration	Area of strength
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M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 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.	Strength
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

M14 All staff are helpful and courteous to students, as evidenced by observations, comments and detailed feedback from students and group leaders.

M15 Information and advice about courses is available to students and agents through a large number of different channels. In addition to brochures, there are detailed centre guides, an ES Frequently Asked Questions booklet; sales teams deliver training webinars and meet all key agents several times during the year.

M19 Student attendance and punctuality procedures are very thorough and highlighted to students and staff through inductions, notices and handbooks. Any lateness or absences are immediately followed up.

Publicity	Need for improvement
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.	Not 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.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity includes a website, brochures for summer centres and academy courses, detailed centre guides and social media sites.

M22 Most of the publicity is accurate and gives rise to realistic expectations. However, both the website and one of the brochures claim that academy students will be studying with UK students, which was not the case. The ES app, intended to enhance the student experience, was not being used as extensively as the publicity indicates.

M24 Publicity includes useful information about courses and sample programmes. However, there is insufficient information about the course objectives and levels in the publicity. The minimum and maximum enrolment ages in centres had not been adhered to in any of the centres.

M27 Although publicity generally offers good information about accommodation, it does not make it clear that homestay accommodation is arranged by agencies.

M28 Some descriptions of staff qualification and experience are inaccurate. Teachers are described as 'qualified', when not all teachers have qualifications that meet Scheme requirements. Staff are described as 'experienced', which not all of them are.

#### Premises and resources

Premises and facilities	Met
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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.	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

P1 All of the premises used are in a very good state of repair, including external areas. The University of Sussex and Roedean School have particularly attractive and extensive grounds.  
P6 All sites have large rooms for teachers and other staff to relax and prepare. However, the teachers' room at the University of Sussex was also being used as a classroom, so was not accessible by teachers during breaks for much of the morning and the afternoon.

<b>Learning resources</b>	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.	Not 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

P7 Although the coursebooks chosen for the courses enable students to discuss relevant topics and issues, these materials are not age appropriate in terms of interest for the younger students in some centres.

### Teaching and learning

<b>Academic staff profile</b>	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.	Not 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.	Strength

#### Comments

T1 Rationales were provided for three teachers who do not have a Level 6 qualification. The rationales for their employment were accepted within the context of this inspection because of their involvement in a range of relevant post-school educational activities.  
T2 This criterion is not met as an excessive number of teachers require rationales to support their lack of an ELT qualification that meets Scheme requirements.  
T4 The group academic director, the academic co-ordinator and the DoSs in the three centres are all TEFLQ and all have extensive experience working with juniors and in most cases for EC/Embassy. Rationales were submitted for two TEFLI senior teachers working in two of the three sites inspected. In each case, they were closely supervised

by TEFLQ managers and were providing administrative and additional support to teachers. They were not involved in course design or formal observations. The rationales are accepted within the context of this inspection.

<b>Academic management</b>	<b>Area of strength</b>
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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**

T7 Cover arrangements are comprehensive and detailed in the organisation's summer substitution policy. There are clear schemes of work to facilitate cover and any substitute teachers can consult the absent teacher's teaching partner.

T8 There are very good measures in place to manage continuous enrolment. ES uses a weekly modular system; on Mondays, continuing students complete review activities and projects, while new students are being inducted and tested. Teachers receive guidance on how to integrate students into existing classes.

T9 Teachers stated on all sites that they were well supported by the academic co-ordinator, DoSs and senior teachers. Teachers are paired up to facilitate informal support channels, prepare lessons together and carry out peer observations, when numbers permit.

T10 Overall this criterion is met as teachers are observed and receive written constructive feedback highlighting strengths and areas for improvement. However, there is insufficient attention paid to action planning to help teachers improve any weaknesses in their performance.

<b>Course design and implementation</b>	<b>Area of strength</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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**

T11 Courses are designed to improve students' speaking and listening skills and to encourage student participation in classes. There are course outlines linked to coursebooks. However, the coursebooks are not easily used to achieve the communicative aims of the syllabus and there is insufficient guidance given to teachers on how to turn the coursebook content into the kinds of lessons the courses are meant to provide.

<b>Learner management</b>	<b>Area of strength</b>
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.	N/a
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 applicable criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	34
Number of observations	34
Parts of programme(s) observed	Morning and afternoon lessons on all sites.

#### Comments

None.

<b>Teaching: classroom observation</b>	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.	Not 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 generally demonstrated a sound knowledge of the English language. However, in some lessons models provided were inaccurate, or in the case of lexical explanations, imprecise.

T24 In some lessons, activities had been adapted to meet the needs of learners. In many lessons, however, learning topics and tasks were insufficiently tailored to the needs of specific groups of learners.

T25 Although most lessons followed a coherent sequence of activities, lesson aims were not always expressed as learning outcomes and not always shared with learners.

T26 In the better lessons, students were actively engaged in tasks working in pairs, groups and teams. Good use was made of nomination, personalisation and students' names.

T27 Many teachers used interactive whiteboards and projectors appropriately. However, instruction giving was often poor and students' comprehension of tasks was sometimes not checked.

T28 Teachers generally praised their students and some used appropriate correction techniques. However, opportunities to correct pronunciation and grammatical errors were missed in a number of lessons.

T29 In many classes, learning was checked through short tasks that tested knowledge of the language rather than their productive skills.

T30 In most classes, teachers had good rapport with their students and learners were actively involved in engaging tasks. In a few lessons, teachers did not facilitate effective interaction between students.

#### Classroom observation summary

The teaching observed ranged from good to less than satisfactory with the majority of lessons being satisfactory. Lessons had been clearly planned, although the needs of students were not always met, and lesson aims were not always shared with learners. Teachers used a range of appropriate techniques. There was a good learning atmosphere in most classes observed. The teaching observed met the requirements of the Scheme.



## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Strength
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.	Not 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.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Although health and safety procedures are generally in place and form an important part of the staff and group leader inductions, fire drills were not being carried out in all the premises used at two of the centres (South Bank and the University of Sussex). In the same two centres the teaching rooms were located in public buildings and there was no record of an assessment of the risks associated with this.

W3 There is a very good level of pastoral care. At all centres the welfare officer is made known to students during inductions and their photos are on noticeboards. Individual students have daily meetings with one of the activity leaders, known as a "guardian" in South bank and the University of Sussex and at Roedean there are house parents. Younger students are given extra care and allocated to different areas of accommodation and groupings for activities.

W4 Information for students about abusive behaviour and bullying on noticeboards is presented in language that is not accessible to students with a lower level of English.

W7 Very useful information is sent pre-arrival to students and their parents. On arrival students and their group leaders receive a thorough induction and can download an app which gives more advice and information and reminders about the rules.

<b>Accommodation (W9–W22 as applicable)</b>	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
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

W10 The arrangements for cleaning are very good. Bedrooms and common areas are cleaned daily at all three sites. At South Bank and the University of Sussex, students are helped to use laundrettes. At Roedean, a personal laundry service is provided.

W11 All accommodation is carefully inspected and agreements with service providers are very comprehensive and include provision of evidence that all statutory requirements are met. There are comprehensive checklists for inspections.

*Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

#### Accommodation: other

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

	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

#### Comments

W23 Well-presented information about the social programme is available on large noticeboards and students are also given additional information in class and at meetings. A full and varied social programme is included as part of the course. Students are given worksheets and quizzes on excursions, and they also receive certificates for demonstrating life skills such as teamwork, communication and confidence.

W24 Various options are available for the activities and sports programmes and the excursions are well chosen to suit the interests of the students. There are different and shorter activities planned for the younger students and there are clear plans and facilities available in the event of bad weather.

W25 The social programme is very well organised. Forward and careful planning ensures the programme is appropriate, that bookings are confirmed and staffing requirements are calculated well in advance. The complex scheduling and rota are very well managed in the centres.

W26 There are comprehensive and specific risk assessments. These, as well as plans and details of the group composition and ages, are given to staff at the start of every activity. Group leaders are additional to the requirements for adequate staff to student ratios.

W27 The supervising staff, many of whom are returners, are very well prepared for their roles. The majority of activity leaders attend a day of general training and half a day of site-specific training, and less experienced staff are paired with those with more experience. Very often the activity managers have shadowed an experienced activity manager for a few weeks during a previous programme.

#### 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.	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

The courses are for children and teenagers. At the University of Sussex the age range was 11–18; at South Bank the age range was 13–18; at Roedean the age range was 9–16.

S2 A very thorough training programme is compulsory for all staff to basic level and all centre managers and welfare officers are trained to advanced level. Staff handbooks contain the safeguarding policy and key points are given prominence in notices. Returning staff have to complete safeguarding training again each year. The induction for group leaders contains safeguarding information, and essential points from the policy are emphasised and presented in accessible language in their handbooks and on noticeboards.

S3 Although the agreement with agents includes the necessity for parental consent forms to be collected for all students in their groups, the agents do not pass these consent forms on to the organisation in all cases.

#### 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:

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

Inspection history	Dates/details
First inspection	2000
Last full inspection	2015
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	EC Brighton, Bristol, Cambridge, London, Manchester, Oxford, EC Young Learners.
Other related non-accredited schools/centres/affiliates	EC schools outside the UK.

**Private sector**

Date of foundation	1972 (ELT Provision); 2010 (holding company)
Ownership	Name of company: EC English Company number: 01599830
Other accreditation/inspection	N/a

**Premises profile**

Address of Head Office (HO)	4 <sup>th</sup> Floor, 2 Bartholomew's, Brighton BN1 1HG
Name and location of centres offering ELT at the time of the inspection but not visited	<p><b>Brighton Voyager</b>, Voyager House, 1 Billinton Way, Brighton BN1 4LF</p> <p><b>Cambridge</b>, Bellerbys College, Manor Campus, 275 Campkin Road, Cambridge CB4 2LE</p> <p><b>Canterbury</b>, Darwin College, University of Kent, Canterbury CT2 7LX</p> <p><b>Gatton Park</b>, Royal Alexandra &amp; Albert School, Gatton Park, Reigate, Surrey RH2 0TD</p> <p><b>Docklands University of East London</b>, University Way, London E16 2RD</p> <p><b>Mile End</b>, Pooley House, Queen Mary College, University of London, Mile End Road, London E1 4NS</p> <p><b>UCL</b>, Campbell House East, 5-10 Taviton Street, London WC1H 0BX</p> <p><b>Oxford</b>, Gibbs Building Oxford Brookes University, Headington Campus, Gypsy Lane, Headington, Oxford OX3 0BP</p> <p><b>Royal Holloway</b>, Kingswood Hall, Coopers Hill Lane, Englefield Green, Surrey TW20 0LG</p> <p><b>Portsmouth</b>, Rees Hall, Southsea Terrace, Portsmouth PO5 3AP</p>
Name and 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
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	64
17 years and under	3077
<b>Overall total</b> of ELT/ESOL students shown above	3141
Predominant nationalities	Italian, Russian, Chinese, Turkish

**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	143
Total number activity managers and staff	174
Total number of management (non-academic) and administrative staff	59
Total number of support staff (e.g. houseparents, matrons, catering)	33

**2. DATA ON CENTRES VISITED**

<b>1. Name of centre</b>	South Bank University
<b>2. Name of centre</b>	Roedean School
<b>3. Name of centre</b>	University of Sussex, Falmer

<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
<b>ELT/ESOL students</b>	At inspection					In peak week				
18 years and over	15	0	3			10	0	3		
17 years and under	264	123	340			372	123	343		
<b>Overall total</b>	<b>279</b>	<b>123</b>	<b>343</b>			<b>382</b>	<b>123</b>	<b>346</b>		
U18 programmes: advertised minimum age	13	9	11			13	9	11		
U18 programmes: advertised maximum age	18	16	17			18	16	17		
Predominant nationalities	Brazilian, Vietnamese, Chinese, Russian, Turkish, Argentinian, Italian, Ukrainian					Brazilian, Vietnamese, Chinese, Russian, Turkish, Argentinian, Italian, Ukrainian				

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	12	14	14			16	16	14		
Total number of activity managers and staff	21	6	19			16	6	19		
Total number of management (non-academic) and administrative staff	6	3	6			6	3	6		
Total number of support staff	2	7	2			2	7	2		

#### 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	2		
Academic managers without TEFLQ qualification or 3 years relevant experience	1	1	0		
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>		

#### Comments

None of the academic managers was teaching in the week of the inspection. The academic managers in centres are supported by the group academic director and the academic co-ordinator, who visit the summer centres.

#### 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	2		
TEFLI qualification	9	7	9		
Holding specialist qualifications only (specify)	0	0	0		
YL initiated	0	0	0		
Qualified teacher status only (QTS)	0	2	0		
Teachers without appropriate ELT/ TESOL qualifications.	1	3	1		
<b>Total</b>	<b>10</b>	<b>12</b>	<b>12</b>		

#### Comments

None.

### Accommodation profile

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

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0	0			0	0	0		
Private home	0	0	0			0	0	1		
Home tuition	0	0	0			0	0	0		
Residential	15	0	3			264	123	339		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	0		
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0	0			0	0	0		
Staying in privately rented rooms/flats	0	0	0			0	0	0		
	Adults					Under 18s				
<b>Overall totals</b>	15	0	3			264	123	340		

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	279	123	343		