

Organisation name	English Path, Birmingham
Inspection date	1–2 March and 21 April 2023

<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 accreditation with a spot check in the first 18 months.

<b>Summary statement</b>
<p>The British Council inspected and accredited English Path Birmingham in March and April 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

English Path (EP) is a subsidiary company of Global Education Group, which also includes Global Banking Schools (GBS). GBS offer further and higher education courses across seven campuses in London, Leeds, Birmingham, and Manchester. GBS opened ten years ago and offers courses to domestic students as part of the government's programme of widening participation in higher education.

EP London, the first English Path school to open, was granted provisional accreditation in July 2021 and full accreditation following a supplementary inspection in November 2021. Three further schools opened in early 2022 in Birmingham, Leeds and Manchester and these were accredited by extension followed by spot checks in March 2022.

This was the first full inspection of English Path Birmingham and followed a remote inspection of head office and full inspections of the Leeds and Manchester schools. The management structure, policies and procedures are common to all the English Path schools.

The same two inspectors inspected head office and the three schools. The school moved into its current premises six weeks after the main inspection and one of the inspectors returned to report on this aspect of the provision. The second premises seen were reported on.

The main inspection took one and a half days and an additional half day to view the new premises. Meetings were held with the head of academics and the head of operations both from head office; the HR officer (GBS); the school's academic co-ordinator and student services officer. Focus group meetings were held with teachers and students. All but one of the teachers timetabled to teach during the inspection were observed.

The accommodation was in homestays provided by an agency registered with British Council and no visits were made.

## Address of main site/head office

Norfolk House, 84–86 Smallbrook, Queensway, Birmingham B5 4EG  
Head Office: 891 Greenford Road, London UB6 0HE

## Description of sites visited/observed

The school occupies part of the first floor of a large six-floor office block in the centre of Birmingham. GBS leases the remainder of the first floor and one other floor. GBS has a staffed reception area on the ground floor, which serves as a reception for English Path. The school has five classrooms, a large seating/student meeting area, a teachers' room and office space. A library and kitchen area with tables are also located on the first floor and these are shared with GBS.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input 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 general English classes. These can be combined with 'electives' or examination preparation courses.

## Management profile

The academic co-ordinator and student services officer are supported by the head of academics and head of operations, who are based in HO (EP London).

## Accommodation profile

The school uses an agency registered with British Council to arrange homestay accommodation.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The provision is well managed and operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* and *Staff management* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. 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. *Premises and facilities* is an area 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 sufficient guidance to ensure that they support students effectively in their learning. Main courses, although not electives, are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, out-of-class activities and suitable accommodation.

### Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

### 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.	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.	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.	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.	Met
<b>Comments</b>	
<p>M1 There is a very clear statement describing the goals and values of the wider organisation. Staff are well informed and managers clearly articulated both the goals and the process of creating them. A separate English Path team charter was developed at an all-schools' awayday event.</p> <p>M4 Communication within and between the schools is very effective, and involve a wide range of different channels. Frequent meetings take place with head office staff, who also regularly visit the schools.</p> <p>M5 The student response rate on questionnaires is very good and feedback is systematically annotated and analysed. Any lower scores are followed up and actions recorded. In addition, quarterly focus groups are held with students.</p> <p>M6 In addition to the opportunities afforded by regular meetings, the appraisal system and a twice-yearly anonymous questionnaire, all staff have one-to-one meetings with their line manager at least monthly. Feedback is recorded and taken forward to the relevant forum. Responses from the anonymous questionnaires are shared with managers and discussed at management meetings.</p>	

<b>Staff management and development</b>	<b>Area of strength</b>
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.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

<b>Comments</b>	
<p>M8 All HR policies are overseen by the GBS HR department and are very clearly presented to staff at induction and in handbooks. Staff reported that they felt very well respected and supported by management.</p> <p>M11 A thorough induction process is in place, with paid induction time and a comprehensive checklist for managers. Local and job-specific induction takes place as well as wider organisational induction procedures.</p> <p>M13 As well as mandatory training, staff are offered a very good range of training and development opportunities. Continuing professional development (CPD) programmes are managed centrally, and all schools' events are delivered and available for all staff to access online. Funding is available for attendance at external training and events.</p>	

<b>Student administration</b>	<b>Met</b>
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

<b>Comments</b>	
All the criteria in the above area are fully met.	
<b>Publicity</b>	<b>Met</b>
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.	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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
Publicity consists of a website, a downloadable brochure, three promotional websites, and a range of social media. The website is considered the main medium. M22 Although the publicity is accurate and generally gives rise to realistic expectations, it contains some potentially misleading claims and descriptions; for example facilities are described as “unparalleled”, and there is a guarantee that students will reach their goals. M28 Publicity makes reference to a highly qualified academic team, when this is not true of the whole team at all times.	
<b>Premises and resources</b>	
<b>Premises and facilities</b>	<b>Area of strength</b>
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.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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
<b>Comments</b>	
P1 The premises have been refurbished and redecorated to a very high standard and provide a very comfortable and professional environment for students and staff. P2 The classrooms are spacious with flexible furniture. They all have very good natural light, with large, double-glazed windows. They are air conditioned and have heating and ventilation that can be adjusted to suit different groups. P3 There is a very large student area with comfortable seating, which provides a relaxation space and meeting area for students. Students also share a large area with tables and chairs and up-to-date facilities are provided for heating food and making hot drinks.	
<b>Learning resources</b>	<b>Met</b>
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P9 All the classrooms are equipped with interactive whiteboards. The GBS technology department, located on the third floor, offers a quick and effective support and advice service.

### 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.	Strength
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

T2 Three of the five teachers were TEFLQ. One of the two TEFLI teachers had a non-standard EFL qualification, which was not validated by a recognised body. The rationale was accepted, due to the teacher's relevant experience, within the context of this inspection.

<b>Academic management</b>	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.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

T8 Although the logistics of continuous enrolment are addressed, and procedures are documented, practical guidance for teachers is insufficiently explicit.  
T9 Day-to-day support is very good. Teachers were very appreciative of the consistent support they receive from the academic coordinator. This is backed up by regular meetings and monthly EFL-specific CPD meetings for all schools. Peer observation is also encouraged.

<b>Course design and implementation</b>	Met
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 Although the main general English course is based on up-to-date coursebooks, there is no course structure described for the electives and it is up to the teacher to plan the content and lessons for the week ahead.  
T13 No course outlines are available for elective programmes.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All the criteria in the above area are fully met.

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English, including electives.

#### Comments

None.

<b>Teaching: classroom observation</b>	Area of strength
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.	Strength
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.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
<b>Comments</b>	

T23 Teachers demonstrated a very good knowledge and awareness of the use of English and the linguistic systems underlying it. They gave very clear, relevant and concise explanations and examples of grammar and lexis and provided accurate and useful models of spoken and written language.

T24 The content of the lessons generally demonstrated knowledge of the students' learning needs and adhered closely to the course objectives. Topics chosen were of interest to the students.

T25 Plans stated relevant aims, which were presented to students at the beginning of the lesson and, in better segments, reviewed at the end of the lesson. Activities followed a coherent sequence leading to the achievement of the aims. Lessons were well staged.

T26 Teachers demonstrated confident use of a wide range of teaching techniques and included questioning and eliciting, concept checking, and nominating.

T27 The classroom environment was generally managed effectively and resources, sometimes tailor-made, were well chosen.

T28 Students generally received appropriate and timely feedback. Teachers used a range of correction techniques including self, peer and delayed correction. However, there were missed opportunities for feedback on pronunciation errors.

T29 Lessons included activities to evaluate learning such as short task completion, monitoring and whole class feedback.

T30 A very positive atmosphere was observed in classes; teachers showed sensitivity to individuals and used nomination and personalisation widely. Students were actively engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority being very good against the criteria. Teachers demonstrated a very sound knowledge of English language and planned their lessons taking account of individual learning needs and the course objectives. Lessons were well staged, teachers used techniques appropriate to the lesson and the individual and managed the classroom environment and resources effectively. Feedback on performance was generally appropriate, and tasks were selected to evaluate learning. Teachers created very positive learning atmospheres.

### Welfare and student services

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

### Comments

W4 There are well-expressed policies on anti-harassment and anti-bullying, and equality and diversity. Information is widely available and included in student, teacher and staff handbooks as well as the student welcome meeting and pre-arrival information.

W7 Up-to-date information is provided in a wide and appropriate variety of ways including handbooks, the school website and pre-arrival documentation.

<b>Accommodation</b> (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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 The agency homestay visitors are very experienced, as are the managers and staff based at HO, who also carry out many of the initial and follow-up re-visits. As well as the scheduled two-yearly visits, random spot checks are also carried out. The systems of record keeping are efficient, and information is easily accessed by running regular reports.

W12 The confirmation of the booking from the agency gives very full information, including a pen portrait of the 'family', as well as photographs of the accommodation. There is additional information about the local area.

W14 The conditions are confirmed with every new booking. Special requirements are made known and discussed with the homestay hosts, who also receive their students' school itineraries.

<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 the 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.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

Both criteria in this area are fully met.

<b>Leisure opportunities</b>	
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.	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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students have access to information about local attractions, events and activities from the website, social programme calendar and student services office. The programme offers social events in the school and outside excursions provided by the school or external companies.

W26 Comprehensive risk assessments are carried out prior to every activity. These include a section for additional risks encountered, guidance for leaders on emergency procedures, and contact telephone numbers for all students. Risk assessments are also reviewed post activity.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not 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

There were no students aged under 18 at the time of the inspection. In the peak week last summer, eight of the 100 students were under 18.  
 S5 Although some procedures were in place, such as following up absences and lateness, the risks associated with a shared premises had not been fully assessed. Risks had been assessed and suitable arrangements put in place at the new premises, and this is no longer a point to be 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	Spot check 25 March 2022
Last full inspection	N/a
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 by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Other English Path Schools: London, Leeds, Manchester.
Other related non-accredited schools/centres/affiliates	Global Banking School, a sister company of EP which provides higher education courses and operates within the same campuses as English Path.

#### Private sector

Date of foundation	2020
Ownership	Name of company: Language Path Education Company number: 13312625
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	N/a

<b>Student profile</b>	At inspection	In peak week (2022): July
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	59	100
Full-time ELT (15+ hours per week) aged 16–17 years	0	8
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>60</b>	<b>108</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–35	16–35
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Kuwaiti, Saudi Arabian, Colombian, Turkish and Ukrainian	Kuwaiti, Saudi Arabian, Brazilian, Colombian and French

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	8
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
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	0
Total	1
<b>Comments</b>	
None.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	5
<b>Comments</b>	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	11	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	0
Staying in privately rented rooms/flats	46	0
<b>Overall totals adults/under 18s</b>		
Overall totals adults/under 18s	60	0
Overall total adults + under 18s	60	