

Organisation name	TEG English Bristol
Inspection date	22–23 March 2022

Section standards	
<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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within six months of any changes, especially to publicity, following the rebranding of TEG Bristol as an International Language Center (ILC) school. The required evidence was subsequently provided.

Summary statement
The British Council inspected and accredited TEG English Bristol in March 2022. 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).

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

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

## Introduction

TEG Bristol is part of the Tompkins Education Group (TEG). The last full inspection was in 2016, as Bristol Language College. The other schools in the TEG group are TEG Portsmouth, TEG Southampton and TEG Birmingham. Following a period of insolvency when accreditation was suspended, the group was bought by International Language Centers Ltd in 2020 and a rebranding of schools in the TEG group is planned, to bring them under the ILC banner. The school was reopened for students in February 2022 with a newly appointed director of studies (DoS) and office and student services manager (OSSM).

Due to the global pandemic, the inspection was conducted remotely; it took the equivalent of one and a part day over two days. Meetings were held with the principal, the DoS and the OSSM and a virtual tour of the school premises was conducted. Meetings were held with teachers and students, and two teachers, one of whom is the DoS, were observed teaching.

In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All partially assessed aspects of the operation will require further evaluation at the next inspection.

## Address of main site/head office

2 Portland Place, Pritchard Street, Bristol BS2 8RH

## Description of sites observed

The school occupies a four-storey period building in central Bristol. The premises include: two classrooms on each of the upper three floors; a reception area with an IT area for student use, and a staffroom on the ground floor; a student lounge, kitchen and quiet study area in the basement; four single toilets, three on each of the mezzanine levels and one in the basement. On the top floor, between the two classrooms, there is also a small relaxation area furnished with a sofa, tables and chairs.

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 checked="" 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

TEG offers year-round courses for students aged 16 and over. Students can study up to 25 hours per week, combining general English classes with communication skills, business skills or exam preparation classes. At the time of the inspection two levels of general English classes were running in the morning and a communication skills class in the afternoon. During the summer a day school (non-residential junior courses) is offered for students aged 10–15. In the past, courses for closed groups of students have been run, but none are scheduled for the immediate future.

## Management profile

TEG English is owned by International Language Centers Ltd. The principal (and former owner) of the TEG schools reports to the ILC Board of Directors. He is based in Southampton and has oversight of all the TEG schools. The DoS and the OSSM are based in Bristol and have responsibility for the school on a day-to-day basis. They report to the principal who regularly visits the school.

## Accommodation profile

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At the time of the inspection the school was in the process of recruiting homestays and finding suitable residences but did not have any confirmed accommodation providers.

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## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of students, and in accordance with the provider's stated goals, values and publicity. There are effective procedures for staff management and the administration of students.

### 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. Resources are sufficient to meet the needs of staff and students. Guidance on the use of these resources is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard. The academic staff team has a 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 the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The current provision meets the section standard. The provision seen meets the needs of the students for security, pastoral care and information. Appropriate policies and procedures are in place for accommodation and the leisure programme, which were offered previously but were not being offered during the inspection.

### 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.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

There is a clear statement of goals and values, and realistic objectives for the short and long-term future of the organisation. Plans include steps to rebrand the TEG schools under the ILC banner. There is a well-documented structure for the operation of the school, with appropriate policies and procedures. During the period of closure, the change of ownership and the re-opening, continuity has been ensured by the continuing leadership of the principal. There are good channels of communication within the school and across the organisation. Procedures for the gathering of feedback from students and staff are appropriate.

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<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### **Comments**

There are comprehensive human resource and recruitment policies and procedures. Job descriptions are detailed and regularly reviewed. Induction procedures are very thorough, both for administrative and teaching staff. There are appropriate procedures for monitoring and appraising staff. Satisfactory procedures for the continuing development of staff are in place.

<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

#### **Comments**

All aspects of student administration are informed by clear and appropriate policies and procedures and carried out efficiently. The attendance policy is explained very clearly in handbooks and rigorously implemented. There is a clear complaints procedure, made known to students, parents, group leaders and staff.

<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.	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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

## Comments

The main medium of publicity is the TEG website. There are also information leaflets and price lists, and some use is made of social media. It must be noted that at the time of the inspection publicity was in the process of being reviewed and revised in order to rebrand all the TEG schools under the ILC banner.

Most of the publicity criteria are currently met for the Bristol school. However, some of the information on the website about the availability of services and courses is inadequate or misleading: for example, information about summer residential junior courses and residential accommodation for adults in Bristol.

## Premises and resources

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

## Comments

The premises are spacious and in a satisfactory state of repair, cleanliness and decoration. All six classrooms are large enough for the maximum number of students advertised; they are well lit and ventilated. The student lounge is comfortably furnished. There is a kitchen/dining area where students and staff can help themselves to tea or coffee and heat up meals, and a choice of food at reasonable prices is available locally. The staffroom is a good size, with sufficient storage. Signage is clear; noticeboards throughout the school are attractive, informative and well organised.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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

There are sufficient learning resources for students' use. The teachers' resources are satisfactory, well maintained and easy to access. There are interactive whiteboards in three of the school's six classrooms. A bookcase in the reception area contains a small but well-maintained selection of DVDs and graded readers that students may borrow. Resources are regularly reviewed and developed to meet the students' needs.

## Teaching and learning

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

#### Comments

The principal is TEFLQ with a background in teacher training; the DoS is also TEFLQ; the two teachers scheduled to teach during the week of the inspection are TEFLI. The academic team has an appropriate professional profile and a suitable range of knowledge and skills to provide academic leadership and to meet the needs of learners.

<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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

Teachers are matched appropriately to courses. There are satisfactory procedures for timetabling and for covering for absent teachers. The teachers' handbook gives useful tips and strategies for coping with continuous enrolment. The informal daily support provided to teachers is of a good standard and there are effective procedures in place for the observation and monitoring of teachers' performance. Peer observation took place regularly before the school closed and there are plans to start this again.

<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.	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

Course design is based on stated principles and regularly reviewed; there is a set of syllabus documents for each level. In the general English classes a coursebook is used as the main framework and teachers supplement and adapt as appropriate. The syllabuses are made available to students and each week a plan of work is discussed and displayed on the classroom board. Courses include study and learning strategies that support independent learning and which help the students to develop their language skills outside the classroom, although they are not consistently included in the weekly plans.

<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

There are effective procedures for the correct placement of students and for enabling a change of class when appropriate. Students are supported in their learning, guided to select examinations, and given advice about progress to mainstream education should they request it. There are effective procedures for evaluating, monitoring and recording students' progress. Students receive a report and leaving certificate at the end of their course.

#### Classroom observation record

Number of teachers seen	2
Number of observations	2
Parts of programme(s) observed	Morning general English lesson and communications skills lesson held in the afternoon.

#### Comments

The DoS was teaching a full morning programme and was observed. One of the teachers included in the academic staff profile was not teaching during the time of the inspection programme.

<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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Teachers provided accurate models of spoken and written language. Illustration of grammatical structures and of lexis was generally done satisfactorily with, for example, word class noted. Some memorable examples of language were given. In some segments, there was less evidence of knowledge of phonological systems; for example, noting and marking stress on lexical items written on the board.

T24 Teachers provided plans which drew on knowledge of the students, as described in student profiles. They demonstrated an awareness of individual strengths and weaknesses, and of anticipated problems. The lesson content was usually based on an appropriate coursebook and teachers developed and personalised the topic to take into account the students' needs and their cultural backgrounds.

T25 Plans stated learning outcomes and the lesson content was made known to students at the start of the lesson. Aims were achieved through a good range of well-ordered activities: for example, the provision of an effective warmer to introduce the lesson.

T26 A satisfactory range of appropriate techniques was used, including instruction giving, eliciting, prompting and concept checking. In better segments, there was provision for effective pronunciation practice.

T27 Classroom environments, including seating and pairing, were thoughtfully managed. Resources seen in use included coursebooks, whiteboards and teachers' own materials. There was an example of a very well-organised

and well-presented whiteboard. However, in some segments insufficient use was made of visual prompts and illustration.

T28 Generally, a satisfactory range of feedback techniques was observed, including delayed correction. In better segments, self and peer correction was encouraged and there was a focus on feeding back on pronunciation, with appropriate follow-up practice.

T29 Lesson plans included activities and tasks, for example role plays, to evaluate whether learning had taken place. Short tasks which helped student evaluate their own learning were observed.

T30 Overall, teachers created a positive learning atmosphere. They projected a clear sense of purpose, encouraging students and personalising content when appropriate. Some segments were rather too teacher centred but students in all classes were attentive and engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with all criteria being satisfactorily met. Teachers' knowledge of the language was generally sound, and the content of the lessons catered for the needs and interests of the students. Teachers used a satisfactory range of techniques and resources. Feedback to students was generally effective and there was a purposeful and positive atmosphere in all classes. The teaching observed met the requirements of the Scheme.

### Welfare and student services

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

### Comments

The safety and security of students is ensured by appropriate measures, which include full risk assessments and regular fire drills. There is an emergency plan in place and staff and students are made aware of relevant elements. Students meet the OSSM as soon as they arrive at the school and receive a very good level of pastoral care. The policies and procedures to promote tolerance and respect and to deal with abusive behaviour are in place. Students receive information about travelling to Bristol in advance, and clear advice on all relevant aspects of life in the UK during their inductions and in handbooks. Two members of staff are first aid trained and students are given information and advice about accessing health services.

Accommodation (W9–W22 as applicable)	Partially assessed
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Partially assessed
W10 Arrangements for cleaning and laundry are satisfactory.	Partially assessed
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Partially assessed
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Partially assessed
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Partially assessed



W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Partially assessed
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Partially assessed

#### Comments

Effective procedures are in place to cover all the criteria in the above area.

#### *Accommodation: homestay only*

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

#### Comments

Effective procedures are in place to ensure the criteria in the above area are met.

#### *Accommodation: other*

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.	N/a

#### Comments

Students are given support and advice about living in private rented accommodation,

#### **Leisure opportunities**

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

#### Comments

Although there is currently no regular social programme, students are kept well informed about local events and activities that they could attend. The school arranges fortnightly 'coffee and chat' meetings on school premises and these events are appropriately risk assessed.

### **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.	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.	Partially assessed
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 school accepts 16 and 17 year-olds onto the adult courses and offers a day school provision for 10–15 year-olds living at home in the summer. There were no under 18s enrolled at the time of the inspection.

The safeguarding policy specifies procedures to ensure the safety and security of students under 18 and there is a named designated safeguarding lead, trained to specialist level. The parental consent forms reflect the level of care and support given to under 18s. Safer recruitment procedures are in line with safer recruitment good practice and the safeguarding policy. Arrangements for the supervision and safety of students both during and outside the scheduled programme are suitable. Arrangements to ensure contact between the school and parents or legal guardians are suitable.

#### 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	March 2015: spot check to confirm extension of accreditation from Southampton Language College
Last full inspection	February 2016 as Bristol Language College
Subsequent spot check (if applicable)	August 2017 as TEG English Bristol
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	TEG Birmingham, TEG Portsmouth, TEG Southampton, ILC Colchester (Colchester English Study Centre)
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2007
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Ownership	Name of company: International Language Centers Ltd Company number: 12861211
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

Student profile	At inspection	In peak week: July (organisation's estimate for 2022)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	10
Full-time ELT (15+ hours per week) aged under 16	0	12
Part-time ELT aged 18 years and over	2	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>6</b>	<b>62</b>
Junior programmes: advertised minimum age	N/a	10
Junior programmes: advertised maximum age	N/a	15
Junior programmes: predominant nationalities	N/a	Saudi Arabian, French, German, Spanish
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	20–29	17–35
Adult programmes: typical length of stay	5 weeks	5 weeks
Adult programmes: predominant nationalities	Brazilian, Chinese, Colombian, South Korean, Saudi Arabian	Spanish, French, German, Brazilian, Saudi Arabian

Staff profile	At inspection	In peak week (July)
Total number of teachers on eligible ELT courses	2	6
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

#### Comments

One of the academic managers is the principal who has academic oversight of all schools in the group. The other is the DoS who was scheduled to teach 15 hours during the week of the inspection.

### Teacher qualifications profile

Profile in week of inspection
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Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2

**Comments**

One teacher was scheduled to teach during the week of the inspection, but not during the inspection period.

**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	0	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 or Staying in privately rented rooms/flats	6	0
		N/a
Overall totals adults/under 18s	6	0
Overall total adults + under 18s	6	