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| Organisation name | International Projects Centre (IPC) Exeter |
| Inspection date | 27–28 September 2022 |

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited IPC, Exeter in September 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 www.britishcouncil.org/education/accreditation for details).

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

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

Introduction

The school is owned by the principal and will celebrate its 30th anniversary in 2023. For 20 years the main areas of business have been EU funded teacher training courses, closed school groups from EU countries and summer school courses taking place throughout July and August. Due to the pandemic, the school was forced to close in March 2020 and only reopened in August 2022. Following the UK decision to no longer contribute to the Erasmus Programme, teacher training courses have not been able to continue. Consequently, the school will now focus on school groups and a summer school in July and August. The school will focus on promoting short stay courses for students who are preparing in their home school for ELT exams. It is hoped that in the absence of Erasmus funds from the EU, individual countries will develop grants for teacher training which will provide new opportunities for IPC to run teacher training courses again.

The inspection which was conducted remotely took the equivalent of one day and a half over two days and focused on compliance with inspection criteria: inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded.

The inspectors held meetings with the school owner/director, the consultant academic director, the accommodation officer, and the projects coordinator. A focus group meeting was held with the teachers, another with a group of students, and a further meeting with the group leaders of the current students. All teachers timetabled during the inspection were observed by both inspectors. One of the inspectors visited two homestay hosts.

Address of main site/head office

7 Colleton Crescent, Exeter EX2 4DG

Description of sites visited

International Projects Centre's (IPC) main school and headquarters is in a large, late-Georgian terraced building which is situated above the quayside of the river Exe. There is easy access from the school to the quay area, where there are many bars, restaurants and souvenir shops. The centre of Exeter is a 15-minute walk away. There are eight classrooms spread over four floors. The main office and reception area is located on the second floor. There is a large student common-room in the basement of the building and a student kitchen on the ground-floor. The staff relaxation room and kitchen are on the second floor. The property is owned by the school.

Exeter School is an independent day school situated a 20-minute walk from the main IPC premises, in previous years used in July and August for the summer programmes offered by the school. IPC has use of the Dawe building with 11 classrooms, a staffroom and kitchen, and a room for resources. Close to the teaching building there is a large assembly hall which can be used for indoor activities and two outside areas, one with picnic tables. Due to predicted student numbers, it is unlikely these premises will be offered in 2023 with all courses being held at IPC's main premises.

| 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 checked="" 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 tailor-made closed group courses for school groups throughout the year. The content of the programme is negotiated directly with the teacher in charge of the group from the school sending the students.

For six to eight weeks between the end of June and mid-August the school offers two-week junior summer courses, primarily to groups led by teachers or group leaders, but also to individual students. Courses for school groups and summer school programmes combine 15 hours per week of classroom teaching with a programme of trips, local and sporting activities. Many of the group leaders bringing groups to IPC have known the school for many years and return regularly with their student groups.

Management profile

The owner of the school is responsible for the overall management of the premises, staffing, and the promotion of courses. As a result of the pandemic, all support staff were made redundant and now work on an ad-hoc basis when there are groups of students at the school. The accommodation officer is responsible for all homestay accommodation; the consultant academic director manages the teaching team, is responsible for course development, and is also the designated safeguarding lead; and the projects coordinator is responsible for the group itineraries and arrangements.

Accommodation profile

The school arranges homestay accommodation both for groups of students and any individual bookings.

Summary of inspection findings

Management

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

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very 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 these resources is provided for staff.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are generally well structured and managed to be of benefit to students, although clearer guidance on course planning is needed. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. They benefit from well-managed student services, out-of-class activities and suitable homestay accommodation. However, the language used in the 'IPC Code of Conduct' to promote tolerance is too advanced.

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 school, and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are trained to implement it. However, it does not include guidance on how to manage delayed suitability checks. In addition, details of the required two references are missing from some homestay host records, and one of the parental consent forms sampled was incomplete.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

| Strategic and quality management | Met |
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| 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 |

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| 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

A clear mission statement features on the school website and in handbooks, and there are written plans to achieve the objectives of the organisation in both the short and long term. The organisational structure is clear and communication channels with students and staff work well.

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| Staff management and development | Met |
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these. | Met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Not met |
| M11 There are effective induction procedures for all staff. | Met |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation. | Met |

Comments

Human resource policies are available to staff in handbooks. Duties are specified in job descriptions, although some need to be updated to reflect the current situation. While recruitment procedures for staff are good, they are not always followed and some staff files were incomplete. Appraisal and induction procedures are appropriate and continuing professional development continues to take place.

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| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Met |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Met |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Not 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

Student administration systems and procedures are efficient. As most programmes are tailor made, information is highly personalised and staff have a very flexible approach to specific requests for course content and the wider programme offered. Sampled student records were complete and policies on attendance, exclusion and complaints are appropriate. However, information held relating to 'level of English' of the emergency contact was not always complete.

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| Publicity | Met |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | 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. | Not met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Not met |

Comments

The main source of publicity for the school is the website.

Publicity is mostly accurate and the website is easy to navigate and well presented. It gives rise to realistic expectations although additional captioned images of the school's facilities would further enhance this. The language is accessible and information on the courses offered, costs, and accommodation is complete. However, details of the level of care given to under 18s is not easy to find and accreditation marques are incomplete or out of date.

Premises and resources

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| 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 largely in a very good state of repair and decoration. The interior of the school has been renovated to a high standard since the last inspection, with the exception of the top floor which is currently not used. Plans are in place to continue work on this area in the near future. All classrooms have natural light, are free from extraneous noise and more than suitable in size for the maximum number of students accepted. There is a large, multi-purpose basement area for students to relax and consume food, with access to free tea and coffee, and drinking water. Signage is suitable and there are display boards with relevant information in general areas and in classrooms. Teachers can relax and prepare lessons in the teachers' room and have use of the adjacent staff kitchen. There are toilets on every floor.

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| 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 |

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| 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

Students receive photocopies of all materials used in lessons which can be stored in their personal folders. Teachers have access to a good range of well-organised resources and technology in the classrooms is appropriate to their needs. While there is currently no policy on the review of teaching and learning resources, there was evidence that this takes place on completion of every programme.

Teaching and learning

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| Academic staff profile | 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. | 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

A rationale presented for a teacher without a Level 6 qualification was accepted in the context of this inspection. The consultant academic director is experienced and appropriately qualified and the teaching team have a range of experience and qualifications relevant to the courses currently offered by the school.

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| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | N/a |
| 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

Timetabling and cover arrangements are suitable. Teachers are observed and during the focus group commented favourably on the level of support available to them.

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| Course design and implementation | Met |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | 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 |

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| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Not met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | N/a |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Met |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Met |

Comments

The teachers' handbook provides information and guidance on course design principles but lacks a systematic approach to course planning or links to a syllabus, and written course outlines are not available to students. Staff and student feedback forms are, however, considered during a review process at the end of each course. Learning strategies are included in course design guidance and there are clear attempts to link the activity programme to lessons so that students can develop their language skills outside the classroom.

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| Learner management | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | Met |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary. | Met |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | 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

Placement procedures are appropriate and student progress is continually monitored during lessons. All students receive a leaving certificate.

Classroom observation record

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| Number of teachers seen | 3 |
| Number of observations | 6 |
| Parts of programme(s) observed | All sections of a special projects course. |

Comments

All three teachers were observed by both inspectors.

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

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| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Met |
| Comments | |
| T23 Appropriate models of language were provided in most lessons. Stronger segments paid good attention to aspects of pronunciation. | |
| T24 The content of the lessons attempted to address the course objectives provided by the group leaders. | |
| T25 Most lessons had aims expressed as learning outcomes, supported by a coherent sequence of activities. In weaker segments, a menu of activities rather than an overall learning outcome was presented. | |
| T26 In most lessons observed, teachers used an appropriate range of teaching techniques including elicitation, questioning and nomination. Stronger segments included good use of choral repetition and back-building, whereas in weaker segments very few techniques were evident. | |
| T27 Instructions were generally clear, although in an isolated example they tended to be rather long winded and were not checked. Students were paired and grouped well on the whole and whole-class activities involved good use of the space available. Boards were well organised and handouts clear. | |
| T28 In better segments feedback was consistent, brisk but thorough, and focused on form, pronunciation and meaning, and good appropriate praise was offered. In weaker segments feedback and error correction did not feature at all and there were several missed opportunities to correct ingrained errors. | |
| T29 All lessons were well staged and included opportunities to evaluate whether learning was taking place through the use of short activities, some more successfully exploited than others. | |
| T30 Students were engaged in all lessons and mostly interested in the topics. There was a brisk pace and frequent changes of activity appropriate to the age of the students. Most activities provided opportunities for students to communicate well, although occasionally in L1, and generated some very good language. Teachers had developed a good rapport with their learners and a positive atmosphere was observed. | |

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Lessons were planned and attempted to satisfy course objectives, but learning outcomes were not always made clear to the learners. Teachers used a range of appropriate techniques on the whole and exploited learning resources competently. Lessons were well staged but there were missed opportunities to provide feedback and error correction. However, a positive learning environment was observed overall.

Welfare and student services

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| 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. | 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. | Met |
| W8 Students have access to adequate health care provision. | Met |

Comments

Appropriate risk assessments and emergency planning are in place to ensure the safety and security of students. Students receive appropriate welfare support, in most cases in the first instance from their group leaders. A 24-hour emergency contact number is provided in writing on arrival. Classroom posters and the 'IPC Code of Conduct' promote tolerance and respect, but in language only accessible to advanced-level students. Information about travel and relevant aspects of life in the UK is made known to groups and individual students. Staff and homestay hosts provide students with access to healthcare advice and services.

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| Accommodation (W9–W22 as applicable) | Met |
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Met |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

The school arranges suitable homestay accommodation for its students and provides them with relevant information in advance. Hosts receive clear written information about the school's requirements. Student satisfaction with their homestays is effectively and regularly monitored.

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| <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

Almost all students stay in homestay accommodation, arranged by the provider and allocated by gender and group. Students in groups share with others with the same language, and this is made clear to all concerned before booking. Students meet their group leaders every day and are encouraged to discuss their homestays. There is a detailed up-to-date *Homestay Host Handbook*. Only very occasionally is accommodation privately arranged.

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| <i>Accommodation: other</i> | |
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | N/a |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |

Comments

No students have used private rented accommodation in recent years.

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

Comments

A programme of activities and excursions, tailored to the requirements and needs of each group, is arranged in advance. It is supervised and/or guided by suitably trained and experienced staff, and is sufficiently flexible to be able to respond to changes in group needs and requests, and the weather.

Safeguarding under 18s

| Safeguarding under 18s | Met |
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| 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. | Not 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. | Not 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

All students enrolled by the provider at the time of this inspection were aged under 18. At other times, including the summer, teacher development courses for adults are also offered.

The provider has a comprehensive safeguarding policy covering the required areas, and all staff received appropriate training. A named member of staff responsible for implementing the policy is always on site. However, the policy does not include guidance on how to manage delayed suitability checks. In addition, details of the required two references are missing from some homestay host records. The provider obtains appropriate written parental/guardian consent.

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 | 2006 |

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| 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) at this centre | Teacher training |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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| Date of foundation | April 1998 |
| Ownership | Name of company: International Projects Centre Ltd Company number: 03488382 |
| Other accreditation/inspection | N/a |

Premises profile

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| Details of any additional sites in use at the time of the inspection but not visited | N/a |
| Details of any additional sites not in use at the time of the inspection | Exeter School – last used in 2019 |

Student profile

| | At inspection | In peak week: August (organisation's estimate) |
|--|---------------|---|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 0 | 52 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 34 | 0 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 0 | 0 |
| Part-time ELT aged 16–17 years | 0 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 34 | 52 |
| Junior programmes: advertised minimum age | 14 | 14 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Austrian | Austrian, German, French, Spanish, Italian |
| Adult programmes: advertised minimum age | 18 | 18 |
| Adult programmes: typical age range | 18+ | 18+ |
| Adult programmes: typical length of stay | 1 week | 1 week |
| Adult programmes: predominant nationalities | Austrian | Austrian, Italian |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 2 | 5 |
| 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 | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 1 | |
| Total number of support staff | 2 | |

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 |
| Comments | |
| The academic manager was teaching a total of 15 hours in the week of the inspection. | |

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 1 |
| TEFLI qualification | 1 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 2 |
| Comments | |
| None. | |

Accommodation profile

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 0 | 34 |
| 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 | 0 | 0 |
| Staying in privately rented rooms/flats | 0 | 0 |
| Overall totals adults/under 18s | 0 | 34 |
| Overall total adults + under 18s | 34 | |