

Organisation name	International Projects Centre, Exeter
Inspection date	18–19 March 2026

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 safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<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 three months to demonstrate that weaknesses in P1 and W1 have been addressed.

**Summary statement**

The British Council inspected and accredited International Projects Centre, Exeter in March 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English adults (18+) and young people (16+) and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, academic staff profile and leisure opportunities,

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

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

**Introduction**

The International Projects Centre (IPC), established in 2003, is owned by the director. Historically, the main areas of business were EU-funded teacher training courses, closed school groups predominantly from EU countries, and summer school courses held throughout July and August. More recently, the school has concentrated its efforts on school groups and a summer school running during July and August as well as growing its general English programme for adults.

The inspection was conducted over one and a half days by two inspectors. The inspectors held meetings with the director, adult courses director (ACD), groups manager (GM) and director of studies (DoS). Focus group meetings were conducted with the teachers, two groups of students (school group and adult group), and the group leaders of

the current school students. All teachers timetabled during the inspection were observed. One of the inspectors had virtual meetings and tours with two homestay hosts and visited a student house owned by the school. Since the last inspection, the school has absorbed a local EFL school for adults which closed its doors in summer 2024, hence IPC's current provision of adult general English courses.

#### Address of main site/head office

7 Colleton Cres, Exeter EX2 4DG

#### Description of sites visited/observed

IPC's main school and headquarters is located in a late-Georgian terraced building, situated above the quayside of the River Exe. The school provides access to the quay area, where a variety of bars, restaurants, and shops are available. Exeter city centre is approximately a ten-minute walk away.

The main premises contain eight classrooms spread over four floors. The main office and reception area are located on the first floor. Student amenities include a large common room in the basement, a social room for adult students and a kitchen on the ground floor. The staffroom and staff kitchen are located on the second floor.

In previous years, the summer programmes offered during July and August utilised the facilities at Exeter School, an independent day school situated a 20-minute walk from the main IPC premises. IPC had access to the Daw building, which can supply 10 classrooms, a staffroom, a kitchen, and a resources room. Close to the teaching building, there is also a large assembly hall for indoor activities and two outside areas, one of which features picnic tables. Due to predicted student numbers, it is unlikely these external premises will be offered in 2026, with all courses instead being held at the IPC's main location.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<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 provides general English classes for adult students and bespoke, year-round courses for closed student groups. The adult curriculum is designed based on coursebooks and the schools' curriculum is agreed upon directly with the teacher accompanying the visiting group. Additionally, two-week junior summer courses are available for six to eight weeks between late June and mid-August. These courses primarily cater to groups led by teachers or group leaders, although individual students are also accommodated. Standard school group and summer school programmes include 15 hours of classroom tuition per week, supplemented by a schedule of excursions, local visits, and sports activities. A standard adult course involves 21 hours of tuition each week.

#### Management profile

The school owner is responsible for the overall management of the premises, staff, and the promotion of courses. The remaining key roles are distributed as follows: the accommodation officer manages all homestay provision; the director of studies oversees the teaching team and is responsible for course development (in conjunction with the adult courses director for adult courses) and also serves as the designated safeguarding lead; and the projects coordinator manages group itineraries and logistical arrangements.

#### Accommodation profile

The school offers homestay accommodation; it also has three houses that are available when needed.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values. Following some adjustments shortly after the inspection, publicity gives rise to realistic expectations. The structure of the organisation is well established, communication is good and student administration is carried out very efficiently and effectively. *Strategic and quality management* is an area of strength.

### Premises and resources

Overall, the provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. Learning resources are available and are appropriate to the age and needs of the students, but they are not sufficiently organised or accessible to teachers. Guidance on the use of these resources is provided for students where needed, although there is insufficient support and training for teachers for the use of technology in the classroom. There is a need for improvement in *Learning resources*.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which is very well suited to the context. Course design and teacher support are effective, as is learner management. Overall, teachers receive very good support, and courses are managed to provide positive benefits to students. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength.

### Welfare and student services

The provision meets the section standard. It meets the needs of students for security and information, and students benefit from well-managed student services. Pastoral care, accommodation and out-of-class activities are generally delivered to a good standard. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

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

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

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

M1 There is an explicit mission statement which is clearly articulated by management. Staff and students are familiar with relevant parts of the school's goals and values as they are integral to the working of the organisation.

M2 Very clear future plans which relate to the goals and values of the organisation are in place. There are comprehensive measures to monitor progress made on these plans.

M3 Staffing levels ensure that all areas are covered and suitable cover arrangements are in place. The structure is very clearly communicated to staff and students through displays and handbooks.

M5 Feedback procedures for students are comprehensive with a number of opportunities for them to share their views on school services. There is good evidence that feedback is analysed and used to improve services, with records kept of action taken in response. In addition, positive feedback is noted, highlighted and reported back to staff.

<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Not met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

#### **Comments**

M8 Letters of agreement for freelance staff do not provide enough information or detail regarding terms and conditions.

M11 Staff are provided with a thorough paid induction that includes the observation of colleagues. Comprehensive records of induction are kept on file.

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Not met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### **Comments**

M14 There is a strong culture of customer service throughout the organisation. All staff are approachable, friendly and helpful. Attention is paid to feedback from students and representatives.

M15 Students and their representatives receive excellent general and personalised advice prior to their arrival. This is backed up by helpful information provided throughout the students' stay at the school.

M16 At the time of the inspection, enrolment records did not include visa details or evidence of sighting of relevant students' passports or visas. This was rectified during the inspection and is no longer a point to be addressed.

<b>Publicity</b>	<b>Met</b>
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met

M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The school's publicity consists of a website and social media presence.

M21 At the time of the inspection, the website did not mention the Exeter School summer school centre. This was remedied soon after the inspection and is no longer a point to be addressed.

M24 At the time of the inspection, the website did not include information or fees for the leisure programme. This was remedied soon after the inspection and is no longer a point to be addressed.

M25 At the time of the inspection, publicity did not give an accurate description of the level of care and support given to any students under 18. This was remedied soon after the inspection and is no longer a point to be addressed.

#### Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### Comments

P1 At the time of the inspection, a number of fire doors were found to be propped open. In addition, the emergency exit in the basement was bolted shut, creating a fire safety risk. When the door was unbolted, it was jammed open, meaning that it posed a security risk as intruders could gain access through it. All of the above were addressed during the inspection and are no longer points to be addressed. There was no evidence of fire drills being carried out twice per year.

P4 There is a welcoming student lounge with a good range of games and a generous amount of comfortable seating, as well as a small student kitchen.

P5 Signage is visually attractive, clear and consistent with friendly welcoming noticeboards with useful information about school services and local activities and amenities.

Learning resources	Need for improvement
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not 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.	Not met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P8 The majority of resources provided are for teachers to adapt and develop for students' use. While there is a good range of resources, they are not organised or located in a way that makes them accessible to teachers.

P9 Educational technology is available in classrooms, but staff do not receive appropriate training in its use.

## Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is clearly, appropriate to the school's context. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met
Comments	
<p>T4 Teachers' deployment is clearly linked to the academic management team's knowledge of their preferences and experience. Teachers are effectively matched to the aims and objectives of the course and the students' background and experience.</p> <p>T5 There is excellent provision in place for cover from both on and off-site teachers. The cover teacher is given clear and detailed information about the lesson and class to be taught.</p> <p>T6 There is good information and practical guidance on lesson planning and the integration of new students. The first day of the week's course is planned to facilitate the sensitive integration of new students into classes.</p> <p>T7 Induction for teachers is thorough and includes comprehensive information sent in advance. There are opportunities for teachers to observe classes, and new teachers are paired with more experienced colleagues when they start working.</p> <p>T10 CPD procedures are not effectively planned and do not consistently meet the needs of all teachers.</p>	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Course design has a clear rationale and based on a clear statement of principles, which is effectively communicated to teachers. The principles for course design are well matched to the student profile to ensure that learning is meaningful and appropriate to their needs,	

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

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Adult general English, school group classes, one-to-one.

#### Comments

None.

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

#### Comments

T19 In all classes, the language used for illustration, explanation and exemplification was appropriate to the students and there was a clear indication of language used in context.

T20 In the large majority of classes there was good evidence of clearly sequenced coherent activities which prepared students to effectively meet the course objectives. All teachers demonstrated sensitivity to learners' pace of learning and need for further practice. Any timings of activities in the lesson plan are realistic.

T21 All classes included an obvious movement from the familiar to new language, ensuring that progress was made. In most classes, learning outcomes were made explicitly clear at the beginning and were referred to during lessons.

T22 In general, teachers demonstrated confident and competent use of a range of techniques. There were good examples of elicitation, prompting and nomination, and questioning was consistently managed sensitively.

T23 The materials used were engaging, free from errors and professionally presented. In the majority of classes, there was clear purposeful boardwork. In stronger segments, good use was made of the classroom space through the organisation of furniture according to the activity.

T24 Teachers demonstrated principled and consistent error correction techniques, including self-correction. There were occasional missed opportunities for delayed correction after fluency-focused activities.

T25 In general, activities, relevant to the focus of the class, were included to give learners opportunities to see how well they could perform against learning outcomes. In some classes, a carefully integrated sequence of tasks led to extended project work where students could demonstrate their understanding of newly learned language.

T26 Teachers consistently built rapport, used students' names and clearly demonstrated their awareness of their needs and interests. Student contributions were promoted and valued, leading to very high levels of engagement.

## Welfare and student services

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W1 There is a comprehensive emergency plan in place, but procedures for using existing systems and networks for identifying the whereabouts and safety of students need to be more explicit.	
<b>Accommodation (W7–W18 as applicable)</b>	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
<b>Comments</b>	
W7 The two homestays and the house visited were of a high standard and students were consistently positive about their living environments.	
W13 Feedback from students on the food they were provided with was wholly positive. Provision is made for students with food allergies and other specific dietary needs.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
All criteria in this section are met.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met

W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
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### Comments

The applicable criterion in this section is met.

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

### Comments

W20 Programmes for closed groups are negotiated with the home institution and closely correspond to students' needs. The adult programme varies in intensity according to the season but is also closely calibrated to student interest and needs.

W22 Risk assessments are detailed and wide-ranging. They are also clearly regarded as live documents with a space on the front page for review leading to updating.

W23 A single 'guide' is used on all closed group activities. He is highly experienced and has good links with the local community. Adult activities are supervised by the adult course manager and/or teachers.

## Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	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

45 of the 48 students in the school at the time of the inspection were 16 or 17 in a closed group. The provider accepts students aged 16 to 17 on adult courses and students from 13 to 17 years old in closed groups or the summer school.

S1 The safeguarding policy is comprehensive and appropriate, but the designated safeguarding lead and her deputy were not named and contact details were inadequate. These shortcomings were remedied during the inspection and are no longer points 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	2003
Last full inspection	2022
Subsequent checks/visits (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	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1998
Ownership	Name of company: International Projects Centre Ltd Company number: <b>03488382</b>
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	Exeter School, used for summer school.

#### Student profile

	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	June
Full-time ELT (15+ hours per week) 18 years and over	3	15
Full-time ELT (15+ hours per week) aged 16–17 years	45	85
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>48</b>	<b>100</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–55	20–55
Adult programmes: typical length of stay	7 weeks	2–4 weeks
Adult programmes: predominant nationalities	Middle Eastern	European
Junior programmes: advertised minimum age	13	13

Junior programmes: advertised maximum age	(Student groups: oldest member in group)	Summer school: 17
Junior programmes: typical length of stay	1–2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian, Austrian, German	Italian, Austrian, German
<b>Staff profile</b>	<b>At inspection</b>	<b>Estimate at peak</b>
Total number of teachers on eligible ELT courses	5	10
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	2	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
<b>Comments</b>	

Academic managers teach on an as needs basis based on general English student numbers, type of course, availability of student course teachers. Academic managers provide teaching cover for last minute teacher absences.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	4
A TEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
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	1	45
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 in own home, with own family or in privately rented rooms/flats	2	0

Overall totals adults/under 18s	3	45
Overall total adults + under 18s	48	

**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in P1 and W1 have been addressed.