Inspection report

Organisation name	JoStudy Limited, Coventry
Inspection date	3–5 August 2026

Section standards	
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 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
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.	Not met

Recommendation

We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met. and there were weaknesses in W1, W4, P1, T1–3, T11 and T12. The period of review to be ended by a spot check focusing on Safeguarding under 18s, academic staff profile, and course design.

Summary statement

The summary statement has been withdrawn and should not be used.

Introduction

JoStudy Limited is a UK-based branch of Giocamondo Study, a study tour operator based in the south of Italy. The UK operation is managed by the UK operations manager and the director of studies who operate from rented premises in Coventry. Temporary leased premises are used to facilitate closed ministay groups year-round and additional summer only centres. Similar programmes are also offered in the USA and UAE.
The majority of students are booked via Giocamondo sales offices and travel in closed groups. Lessons and accommodation are arranged by JoStudy, but activities and excursions are managed by the group leaders of Giocamondo. Some summer centres accept Giocamondo groups only, but UCL East also accepts independent bookings and groups of students from other agencies.

The inspection took place over three days and was carried out by two inspectors. Two summer centres were visited for a full day; one announced and the other a 'wild card'. At each centre meetings were held with the centre manager and the director of studies. At UCL East, meetings were also held with the activity manager and two activity leaders. A meeting with a liaison person from the host organisation was also conducted. Separate focus group meetings were held with students, teachers, and group leaders at both centres. Tours of the sites, including residential accommodation, were given.

A full day of meetings with head office staff was also held at the second centre visited, where they are based during the summer period. Meetings were held with the UK operations manager, the director of studies for the UK operation and the director of global operations.

Address of head office

9 Little Park Street, Coventry CV1 2UR

Description of sites visited

UCL Central (Institute of Child Health, 30 Guildford Street, London WC1 1EH). JoStudy has the use of four classrooms and an additional office space in the Institute of Child Health building, shared with staff from the host institution. Classrooms are on two floors surrounding a small central memorial garden area where staff and students can relax during breaks. Comfortable seating on the ground floor and tables and chairs on the first floor provide further opportunities for relaxation. There is a canteen on the ground floor where students have breakfast, lunch and dinner. Accommodation is a short walk from the centre. There are no dedicated student toilets.

UCL East (Marshgate Building, 7 Sidings Street, London E20 2AE). The school operates from two adjacent buildings: One Pool Street, which is mainly accommodation, but JoStudy also has an office and occasional use of a classroom on the second floor. Security staff are based at the ground floor reception area and there is also a café in this area. The Marshgate building is located across a short bridge from the accommodation block. JoStudy has use of six classrooms on the 5th and 6th floors. There is a canteen on the ground floor where students have breakfast, lunch and dinner, and there is also a café for staff and students to use during breaks. The building is also used by other summer school providers. Access from the entrance is controlled by the security team based at reception.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☒	☒
General ELT for juniors (under 18)	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

Summer school programmes for students aged 12–18, comprising 15 hours of English plus activities and excursions are offered at a number of temporary sites. Closed ministay groups are also offered throughout the year at the Warwick and Leamington Spa sites.

Management profile

Giocamondo head office is based in the south of Italy. For UK programmes, the UK operations manager reports to the global operations manager in Italy. She is supported by the director of studies for the UK and an admin and finance assistant. All other staff are seasonal.

Accommodation profile

All students at the sites visited stay in single ensuite rooms on campus. These are cluster rooms with a shared kitchen area, and the students are grouped according to age and gender. Students over the age of 18 are not in the same cluster as under 18s unless the group leader is also staying in the same cluster. At both sites, there is also a common room where students can mix. At one site, there is also courtyard.

Summary of inspection findings

Management
The provision meets the section standard. The management of the provision mostly operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity, although some staff policies need to be implemented more consistently. There is a need for improvement in *Staff management.*

Premises and resources
The provision meets the section standard. Overall, 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.

Teaching and learning
Overall, the provision just meets the section standard. While the academic staff team does not currently have 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 mostly suitably structured but do not include study strategies or strategies to help students to benefit linguistically from their stay in the UK. The teaching observed meets the requirements of the Scheme.
There is a need for improvement in A*cademic staff profile* and C*ourse design*.

Welfare and student services
The provision meets the section standard. Students receive suitable pastoral care, although the provider's emergency plan was not made known to staff. Accommodation is of a high standard, and the leisure programme is well organised and popular with students.

Safeguarding under 18s
The provision does not meet the section standard. Although the safeguarding training of the team is appropriate, no members of staff at either camp had seen the company safeguarding policy. No member of staff had the required two references in their staff files. There are a number of issues related to supervision of students on campus, but the accommodation is entirely suitable. There is a need for improvement in *Safeguarding under 18s.*

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

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.	Not 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.	Not 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

M3 The structure of the overall operation is largely clear, and cover arrangements are in place. However, teachers at both sites were not aware of the centre managers' roles and had not been introduced to them. The academic management team is insufficient to provide appropriate support across all summer centres.
M4 There is a clear divide between the welfare/activity teams and the academic staff, resulting in poor communication and sharing of information.

Staff management and development	Need for improvement
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.	Not 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.	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.	Not 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.	Strength

Comments

M8 The employee handbook is not shared with staff.
M9 Job descriptions lack sufficient information on safeguarding duties for staff with key responsibilities in this area.
M10 Safer recruitment procedures had not been followed in all cases; not all staff had a reference on file.
M11 The induction of non-academic staff is managed well. Induction is paid and comprehensive in reach. Useful presentations ensure the effective delivery of key information. Staff commented that they felt well prepared for their roles.
M12 While there are good performance review documents in place, appraisals had not been carried out with any members of the head office or summer staff.
M13 The organisation demonstrates a strong commitment to staff development. Both members of the UK management team have undertaken further studies funded by JoStudy.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 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.	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

All criteria in this section are fully met.

Publicity	Met
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.	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.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	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.	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

Publicity comprises a website and brochure, as well as a presence on social media. The brochure is considered the main form of publicity.
M23 The maximum age for study (18) is often exceeded. At the time of the inspection there were a number of 19- and 20-year-old students attending courses.

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.	Strength
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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Not met

Comments

P1 Not all potential risks had been identified and some measures to mitigate risks were expressed as suggestions rather than actual preventative measures.
P2 Both campuses visited provided a very comfortable space for students and staff and were in an excellent state of repair and decoration. Ample space for students to relax outside class times included generous outdoor spaces, additional cafes, and comfortable seating areas. Toilets and all other areas were spotlessly clean and well maintained.
P4 Students have access to comfortable lounges at both centres and a choice of cafes in addition to the canteens which provide a variety of food and drinks.
P6 Space for staff at UCL Central is limited. The centre manager works mostly from the accommodation block and although staff have access to an office space, it is rarely used. There is no teachers' room at either centre and teachers have nowhere to store personal possessions. While there is an office for the centre manager and activity leaders at UCL East, its location was unknown to most teachers.

Learning resources	Met
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 Teachers are supplied with detailed lesson plans and presentations but rely on their personal resources to supplement materials.
P9 Educational technology in classrooms is well maintained, and evidence was seen of it being used regularly and confidently. Good technical support is available, and these is good WIFI provision.
P11 There are effective systems in place for the ongoing review and development of teaching and learning resources. The DoS prepares up-to-date lesson plans and resources to further support teachers in the delivery of the curriculum, based on regular student and teacher feedback.

Teaching and learning

Academic staff profile	Need for improvement
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

Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the organisation's context. There was no member of the academic management team with the required level of qualifications, although a suitably qualified consultant provides guidance on course design and offers academic support. The proportion of teachers with a professional profile requiring additional support was too high for the level of support available.

The recruitment and support policy is not sufficiently well devised or 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.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
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.	Not 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.	Met
Comments	
T6 Information and guidance relating to continuous enrolment is not available for teachers. T9 Although all teachers had been observed, this was not by a suitably qualified member of staff.	

Course design and implementation	Need for improvement
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.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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 is generally appropriate but does not include strategies to support independent learning. T12 Courses do not include strategies to help students develop their skills outside the classroom. For example, teachers are not made aware of the content of the leisure programme and do not therefore support students in preparation for excursions. T13 The director of studies continually reviews course design in response to student and teacher feedback. Lesson plans and presentations are regularly updated.	

Learner management	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.	N/a
Comments	
All relevant criterial in this section are fully met.	

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All
Comments	
All teachers scheduled to teach during the inspection period were observed. At one centre, a teacher was sick, so classes were merged.	

Teaching: classroom observation	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.	Met
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.	Not 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 Teachers provided accurate models of spoken and written form and in better segments clear explanations and relevant examples appropriate to the level of the students were provided. T20 The content and topics of the lessons were appropriate to the learners' needs and interests. T21 Outcomes were made known to students and achieved through an appropriate sequence of activities. T22 A range of teaching techniques was observed, including elicitation, questioning and prompting. In better segments instructions were checked and modelled but in weaker segments instructions were lengthy and unclear. T23 Whiteboards and projectors were managed well on the whole. In stronger segments teachers had clearly considered the arrangement of furniture to enable students to communicate more effectively and facilitate a variety of pair and group work. In weaker segments, however, students remained in fixed rows with little opportunity for movement or a variation in groupings. T24 While most teachers monitored during activities, feedback was often cursory and content based, with a lack of attention to form and meaning. There were missed opportunities for error correction, particularly of errors of pronunciation common to a monolingual group. In a minority of better segments, teachers actively listened to students' contributions and allowed them to develop their opinions, and appropriate praise was offered. T25 Teachers provided opportunities for students to demonstrate their ability to use recently learned language through a series of short activities. T26 Almost all teachers had developed a very good rapport with their students and in the vast majority of lessons students were engaged, motivated and suitably challenged. Most lessons had good pace and variety, and the topics and activities were relevant and interesting.	

Welfare and student services

Care of students	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.	Not 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.	Not 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
Comments	
W1 An appropriate critical incident plan was provided just prior to arrival on site, but there was no evidence that it was known to staff or students.	

W4 In one centre, students were well aware of the provider's emergency phone number, but in the other they only had the phone number of their group leader for emergencies.

Accommodation (W7–W18 as applicable)	Met
All accommodation	
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.	Met
Comments	
W7 All student accommodation seen was in single ensuite rooms, and all were in a good state of repair and decoration.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Met
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.	Met
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.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
All criteria in this area are fully met.	

Safeguarding under 18s

Safeguarding under 18s	Not met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and	Not met

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.	
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.	Not 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.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The provider's publicity claims that the age limit for students is 17, although 18-year-olds will be accepted if they come with a group. During the inspection, there were students aged 19 and 20 also enrolled on the course. There were 136 under 18s enrolled and 27 aged between 18 and 20.

S1 Although there is a policy in place, there are a number of key elements missing. These include the names and contact details of safeguarding staff, information on the handling of delayed suitability checks, and details on how to recognise the signs of abuse.
S2 The safeguarding training profile of the team is entirely suitable, but staff onsite had not seen the safeguarding policy.
S4 The required two references were not on file for any staff members, and for some there were none on file at all.
S5 Standard supervision systems are in place, but in one centre the risk posed by adults and children sharing the same toilet facilities had not been identified. In another, students move between the two buildings unsupervised. This area is open to the public and includes a bridge over a river.

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: multicentre

Inspection history	Dates/details
First inspection	2022
Last full inspection	2022
Subsequent checks/visits (if applicable)	2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Summer programmes in Dubai, UAE; New York and Los Angeles, USA
Other related accredited centres	Royal Leamington Spa College, Leamington Spa; Edinburgh College, Canterbury Christchurch University

Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	30 August 2012
Ownership	Name of company: JoStudy Ltd Company number: 08196068
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	9 Little Park Street, Coventry CV1 2UR
Name and location of centres offering ELT at the time of the inspection but not visited	Edinburgh College
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Canterbury Christchurch University; King Edward VI school, Stratford upon Avon; Warwick Trident College, Warwick

DATA ON CENTRES VISITED

1. Name of centre	UCL Central: Great Ormond Street Institute of Child Health
2. Name of centre	UCL East: Marshgate Building

Student profile	Totals at inspection: centres visited	
Centres	1	2
ELT/ESOL students	At inspection	
18 years and over	22	5
17 years and under	37	101
Overall total	**57**	**106**
U18 programmes: advertised minimum age(s)	12	12
U18 programmes: advertised maximum age(s)	18	18
Predominant nationalities	Italian	

Staff profile at centres visited	At inspection	
Centres	1	2
Total number of teachers and academic managers on eligible ELT courses	4.5	6.5
Total number of activity managers and staff	0	3
Total number of management (non-academic) and administrative staff	1	1
Total number of support staff	0	0

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers		
Location/centres	HO	1	2
TEFLQ qualification and 3 years' relevant experience	0	0	0
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	1	1
Total	1	1	1

Comments

The director of studies for the UK is based at the UCL East centre but visits all sites during the summer. He has an alternative professional profile. There is a summer director of studies who spends his time between UCL Central and ECL East. He is not scheduled to teach except for emergency cover. He holds a TEFLI qualification. Both directors of studies are currently studying towards a TEFLQ qualification. An external consultant (TEFLQ) provides

additional support and guidance with course design and observation feedback.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers	
Centres	1	2
TEFLQ qualification/profile	0	0
TEFLI qualification (includes relevant QTS)	1	3
ATEFL registered portfolio in progress	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	1	1
Holding specialist qualifications only (for ESP/CLIL)	0	0
Alternative professional profile	2	2
Total	4	6

Comments

None.

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

Arranged by provider/agency	Adults		Under 18s	
Centres	1	2	1	2
Homestay	N/a	N/a	N/a	N/a
Private home	N/a	N/a	N/a	N/a
Home tuition	N/a	N/a	N/a	N/a
Residential	22	5	35	101
Hotel/guesthouse	N/a	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a	N/a
Arranged by student/family/ guardian	Adults		Under 18s	
Staying in own home, with own family or in privately rented rooms/flats	0	0	0	0
Overall totals	22	5	35	101

Centres	1	2
Overall total adults + under 18s	57	106

Report expires 31 Match 2031