

Organisation name	Norwich Institute for Language Education (NILE)
Inspection date	24–25 September 2019

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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
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The British Council inspected and accredited NILE in September 2019. 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 teacher education and language teaching organisation offers courses in teacher development and professional English for adults (18+) and general English for closed groups of adults and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, accommodation, and leisure opportunities.

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

## Introduction

NILE was founded in 1995 to provide teacher development courses, consultancy services and English language courses. Since going into partnership with INTO University Partnerships in 2006, it has retained its separate identity and operates with a high level of independence. It offers a number of externally validated English language teacher training courses and a master's degree which are not eligible for accreditation, but by far the larger part of its provision is in-service training for overseas teachers at all levels from primary to university. These courses are usually open enrolment and can last for between one and three weeks but some longer tailor-made teacher training courses are also provided for closed groups. Courses in English for specific purposes are also offered, as well as courses in general English for closed groups for some well-established clients. A number of NILE teacher training courses are now also available online.

The inspection took place over two days and included meetings with the director, the academic director, the marketing and communications manager, the registrar, the bursar, the student support officer and the accommodation and safeguarding officer and the social programme organiser. All teachers timetabled during the inspection were observed. Focus groups were held with teachers, senior trainers, students and group leaders. Three homestay providers used by NILE were inspected.

## Address of main site/head office

78-80 Upper St Giles Street, Norwich NR2 1LT

## Description of sites visited

The two buildings are close to each other on a relatively quiet road in the Lanes area of the city, a short walk from the city centre. The main site (Delta House) is a former bank. It houses the administration team in an open-plan reception area and six classrooms, the resource centre and library, an IT suite, a staffroom with a kitchen and a student common room. It also has several social areas and a roof terrace furnished with outdoor tables and chairs. Hales Court House (74 Upper St Giles Street, Norwich NR2 1LT) is a refurbished, sixteenth-century listed building containing management offices, five classrooms and a staff kitchen. It has access to a good-sized garden with picnic tables and benches.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" 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

NILE's core business is teacher development courses; these are either face-to-face or online. In-service teacher development courses include some element of English language development. However, no teacher training courses were running at the time of the inspection. General English courses are for closed groups of young people (16+) and adults. English for specific purposes are tailor-made courses for industrial or educational sponsors.

## Management profile

The institute is managed by the school director. The academic director oversees the teacher development and closed group English programmes with the support of a senior academic team that includes the director, three senior trainers, the online academic manager and the MA programme leader. He is also the management lead on safeguarding. The registrar deals with enquiries and enrolments and other administrative areas. She is also responsible for managing student services. The bursar is responsible for financial matters and health and safety. The marketing and communications manager's duties are

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indicated by her job title.

NILE is part of the INTO group but enjoys a high degree of autonomy within it.

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### Accommodation profile

The school offers and arranges homestay accommodation all year, and residential accommodation during July and August. The accommodation officer has overall responsibility for accommodation.

Homestays are all within walking distance or a direct bus journey of the school buildings. The maximum journey time from homestay to school is 40 minutes. Homestay accommodation is usually single occupancy unless otherwise requested.

In the summer, the school has exclusive use of ten flats in a university residence, each for eight to ten students. The residence is four kilometres from the school.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The institute is managed by a director and senior managers with a clear vision for its future which is underpinned by well-designed systems. It operates to the benefit of its students, and in accordance with the provider's stated values, goals, and publicity. *Strategic and quality management, Staff management and Student administration* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an attractive and well-maintained environment which is conducive to both work and relaxation. A very wide range of learning resources is available, appropriate to the needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities and Learning resources* are areas of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff has a strong professional profile which is appropriate to the context and teachers receive detailed and clear guidance to ensure that they support students effectively in their learning. Courses are well structured and carefully managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall the school provides its students with appropriate pastoral care, but risks associated with rented premises have not been adequately assessed or mitigated. The school offers comfortable, friendly and conveniently located accommodation, which is very well managed. The leisure programme is varied and well resourced. *Accommodation and leisure opportunities* are areas 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 school and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### 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.	Met
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	Strength

times.	
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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

M2 There are full and detailed plans developed and reviewed every two years. There is also a well-thought-through plan to cope with the consequences of the current unsettled market conditions.

M3 The structure of the operation is very clear and well documented. There are sufficient staff with cover for all management and administrative posts. Photos of staff are posted prominently in the two buildings and on the website.

M4 Communication channels are multiple and wholly suited to the ELT and teacher education operations. Communications with the parent company are less frequent thanks to the large degree of autonomy that NILE enjoys.

M5 A wide range of techniques is used to obtain and record feedback from students. These include initial and end-of-course questionnaires and ongoing discussion with group leaders. There was evidence that feedback was recorded and acted on very promptly when necessary.

M7 Met, but the self-evaluation was not made available to inspectors before their visit because of GDPR concerns.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	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.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 Staff feel valued and supported in a positive and rewarding work environment.

M12 The institute has had a more than adequate performance review but is now being encouraged to adopt a new, though similarly suitable, performance review and coaching scheme by its parent company.

M13 The institute's core business is delivering continuing professional development (CPD) and it is very concerned to provide well-targeted CPD for its own staff through internal and external agencies. Funding is provided for upgrading qualifications and large numbers of staff are supported to attend conferences.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength

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.	Strength

### Comments

M14 Levels of customer service were seen to be more than satisfactory. This was confirmed in student feedback and by group leaders.

M19 Students sign a safety and behaviour agreement, effectively a student contract, which makes clear what is expected in terms of attendance and punctuality. Teachers inform reception of absentees, within 30 minutes if they are under 18.

M21 There is a very comprehensive and clear complaints procedure that is made available to all stakeholders with recourse to relevant industry bodies mentioned as the last resort. Complaints and action taken were meticulously recorded.

<b>Publicity</b>	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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

### Comments

The website, brochure and fliers are all forms of publicity used, with the website as the main source.

M22 Met, but the two buildings are described as a 'campus'. This was corrected during the inspection so is no longer a point to be addressed.

M23 Met, but there were two language errors on the website. These were corrected during the inspection so are no longer points to be addressed.

M24 The minimum age is not given.

M28 Trainers are described as 'internationally renowned'; not all of them are. This was amended during the inspection so is no longer a point to be addressed.

M29 In a number of instances an incorrect version of the Accreditation Scheme marque is used.

## Premises and resources

<b>Premises and facilities</b>	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Strength

### Comments

P1 Both buildings are in a very good state of repair and decoration and provide an excellent study and working environment.

P2 Classrooms vary in size and seating arrangements, but all are comfortably furnished, well lit, and with ample

natural light. Very good use of wall space was seen in the rooms, with clear displays.  
 P6 Academic staff have a very pleasant, well-equipped staffroom, with adjacent kitchen. Permanent staff have individual workstations with computers. Table space and IT facilities are provided for visiting staff and there is comfortable seating and a good supply of lockers.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

#### Comments

P7 Staff and course participants in focus groups said they were well resourced and this was confirmed by the wide variety of interesting and relevant materials seen in use during observations. All materials used in class are available on the NILE virtual learning environment (VLE) which is used to reinforce and/or extend learning. A good number of graded readers are available.

P8 Resources for teachers are extremely plentiful, well organised and easily accessible.

P9 The organisation is well equipped with technology for teaching, learning and administration. There is a technical trouble-shooting team within the institute and external resources are quickly available if needed. Staff are well trained in the use of the technology available to them.

P10 The computer suite offers open access from 08.00 until 18.00. All VLE materials and a wide selection of other online materials are available. A very well-stocked and well-used library is also available for staff and course participants; there is also an e-library. A wide selection of journals is available for use by staff and course participants both in printed and digital formats.

P12 The academic director is responsible for review and development of materials and this is stated in his job description. A generous budget is available to respond to requests made by course teams.

### Teaching and learning

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

#### Comments

T1 One teacher did not have a Level 6 qualification; a rationale was provided and was accepted within the context of the inspection. The teacher had extensive experience and training that was highly relevant to the types of courses on which she was deployed.

T2 Six of the nine teachers observed were TEFLQ.

T4 The senior academic team is composed of seven very experienced staff. All are TEFLQ except the programme leader for the MA who is suitably qualified for that role.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

T5 Teachers are allocated to courses on the basis of their expertise and experience. In addition to its core team, the institute draws on a large pool of freelance teachers enabling it, subject to availability, to match teachers closely to courses.

T7 There is a comprehensive cover timetable that lists a member of the academic team as standby for each teaching slot in the week.

T9 Teachers are well supported through pre-course briefings and the constant availability of members of the senior academic team.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T11 Courses are carefully designed to reflect the requirements of the clients who commission them; flexibility and attention to student needs are paramount.

T12 Each course is thoroughly reviewed while it is running and at the end on the basis of student and sponsor feedback.

T15 The development of critical thinking and techniques for autonomous learning are integrated into all the general English courses and innovative use of online collaborative search engines is made in these areas.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	Strength
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

T17 There is close liaison with course sponsors before and on arrival to ensure that students are correctly placed. Paper-based and online placement tests developed by NILE's founder are instrumental in this process.

T18 Evaluation and monitoring procedures are judiciously varied according to the nature of the course; examination preparation courses end with a realistic mock exam while other courses include both formative and summative

assessment.

T20 Some courses specifically target exam preparation; they are well designed for this purpose and the teachers are well acquainted with the exam in question and are often examiners.

### Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All except afternoon workshops.

### Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Clear, concise and relevant explanations were given of language items. Models were accurate though there was very little modelling or presentation of phonological features.

T24 Profiles were very detailed and clearly aimed at the needs of groups, and this was evident in the contents of the lessons.

T25 Plans were clearly focused on the needs of groups but aims/outcomes were often stated as activities and were rarely shared with students.

T26 There was confident use of a wide range of pertinent techniques.

T27 A very good range of resources was used confidently and competently and in no cases was there dependence on the coursebook.

T28 Monitoring was generally good, though often of the task rather than the language. There was very little correction of student language.

T29 Relevant short tasks incorporated useful opportunities for teachers to accurately assess the extent to which learning was taking place.

T30 Most classes were engaging and generally the balance of teacher/student interaction was good. At times there was too much talking by the teacher and occasionally student first language use was rather prevalent and went unchecked.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being good or better. Teachers showed sound knowledge of the language and its uses and provided appropriate models. Lesson planning took careful account of course aims and learner needs at both group and individual level, and teachers implemented their plans effectively, making good use of resources and a wide variety of teaching techniques. Students were generally engaged.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

#### Comments

W1 In general, appropriate measures are in place to ensure students' safety and security. Responsibility for safety and security is clear and specified in job descriptions. However, in the case of rented classrooms which are used in the summer, no risk assessment was undertaken by the provider. This was rectified immediately after the inspection and is no longer a point to be addressed.

W2 There are comprehensive plans in place to handle an emergency situation on the school premises, on excursions or in the local vicinity. Relevant parts of the plan are communicated to staff and students through induction and handbooks.

W6 Students receive personalised information, which provides comprehensive information about travel options from a wide variety of points of entry to the UK.

W7 Students receive excellent advice and information through induction, a welcome letter and in handbooks. Information is up to date and attractively presented. It includes useful advice about life in the UK and extensive information about Norwich.

W8 There is very good provision of staff trained in first aid covering all buildings. A member of staff is available to accompany students to healthcare providers when required.

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

#### Comments

W11 Excellent systems are in place to ensure the inspection and monitoring of accommodation. The person carrying out visits has experience of being a host. Student feedback on new hosts is followed up and recorded in depth.

W12 Students receive personalised detailed information about hosts, including details of the means and cost of transport.

W13 There are clear procedures for identifying and resolving problems. Initial feedback is collected after three days, and any problems are followed up with students, group leaders and hosts. Records of complaints and follow up are kept. Feedback on individual hosts is collected, collated and analysed.

W14 Rules, terms and conditions are regularly reviewed, and updates are shared with hosts. In addition, hosts sign a new application form once per year. The hosts visited were aware of terms, conditions and rules.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

### Comments

All criteria in this area are met.

### Accommodation: other

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

### Comments

None.

### Leisure opportunities

### Area of strength

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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

### Comments

W24 The leisure programme offers a wide variety of activities for different interest groups. The programme is responsive to student age, requests and interests.  
W25 The programme is well managed under the direction of a named person who knows the local area very well. The social programme organiser actively promotes activities by visiting classes. Comprehensive excursion briefing packs are prepared for social programme assistants.  
W26 Risk assessments are drawn up for specific activities. They are regularly updated and incorporate feedback from previous trips.

## Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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

The school enrolls students aged 16 and 17 in closed groups and only at particular times of year, in January, June, September and October. Under 18s generally do not study at the same time as adult students, and if they do coincide, they occupy separate buildings. All under 18s come with group leaders who are representatives from their school or college. They are all required to stay in homestay accommodation. At the time of the inspection there were 48 students aged under 18 enrolled on closed groups courses.

S1 A clear safeguarding policy is in place. It is reviewed at least annually and has input from the local safeguarding children board.

S2 All adults are aware of the policy. Staff are trained appropriately. The designated safeguarding lead is trained to a specialist level, and other managers are trained to an advanced level. Students are made aware of relevant points through handbooks and noticeboards.

S3 Written consent for medical treatment is clear and appropriate. However, the behaviour consent form does not provide sufficient examples of situations where students are not supervised. In addition, the form asks parents to sign that they have read and understood the terms, not that they agree to them. This was remedied immediately after the inspection and is no longer a point to be addressed.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	August 1999
Last full inspection	August 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	Initial and diploma level teaching qualifications, MA in Professional Development for Language Education, NILE Online
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	25 January 1995
Ownership	Name of company: INTO University Partnership Company number: 05507863
Other accreditation/inspection	N/a

### Premises profile

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 and not visited	At peak time fully equipped classroom facilities are rented from INTO and at the University of East Anglia; teaching rooms in the city centre are also used.

<b>Student profile</b>	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	36	171
Full-time ELT (15+ hours per week) aged 16–17 years	48	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
<b>Overall total</b> ELT/ESOL students shown above	<b>84</b>	<b>171</b>
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	18+
Adult programmes: typical age range	16–20	35–54
Adult programmes: typical length of stay	2–3 weeks	2 weeks
Adult programmes: predominant nationalities	Swiss	French, Spanish

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	18
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	7	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	5	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	7
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	7

#### **Comments**

Of the seven academic managers indicated above only three are full-time staff; the rest are part of the NILE academic management team but are permanent part-time.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0

Total	9
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	36	48
Private home	0	0
Home tuition	N/a	N/a
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	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	36	48
Overall total adults + under 18s	84	