

Organisation name	Oxford Scholars Programme, Oxford
Inspection date	6–7 August 2025

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.	Met

Recommendation
We recommend accreditation with a spot check in the first 12 months.

Summary statement

The British Council inspected and accredited Oxford Scholars Programme, Oxford in August 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers residential courses in academic English for adults aged 18 and under 18s.

Strengths were noted in the areas of strategic and quality management, academic staff profile, academic management, course design, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

Oxford Scholars Programme (OSP) is a private limited company established by two directors in 2023. They both have close links to Oxford university as do the other members of the senior management team and teaching teams. The school offers a full-time residential programme to students aged 14 - 18 years. Students select a main module, a holistic development option: flying lessons or rowing on the Thames and attend a selection of workshops such as time management, leadership or studying strategies. The programme is designed to mirror life at university and prepare students for future studies. At the time of the inspection only the Language module was being considered for accreditation. Three of the 59 students enrolled on the OSP were following the Language module known as the Academic English in action programme. Students enrolled on this programme had their language classes separately but shared all other aspects of the course with the other subject programme students.

The inspection took place over one and a half days with two inspectors. During this time the inspectors met, together or separately: the CEO/ operations manager, the academic manager, the safeguarding and premises manager, and the academic lead for ELT.

Inspectors observed the teaching and held separate focus groups with teachers and with the students.

Address of main site/head office

Head office: 6 Rickyard Close, Oxford, England, OX1 2RE
Summer centre: Linacre College, St Cross Road, Oxford OX1 3JA

Description of sites visited/observed

OSP is based at Linacre College a period building on a quiet street close to the centre of Oxford. It is a secure campus with CCTV and a porter's lodge at the entrance. The school has use of a number of rooms over several floors within the main Linacre College building. On the lower ground floor there is a multi-purpose office/ staff room with access to the gardens. Next door is one of the classrooms and the dining room is nearby. Staff and students have access to the secure college gardens. Two further classrooms are available on the first floor and were being used by the Law course at the time of the inspection. The other subject programmes are delivered at St. Anne's and Somerville. These colleges have additional facilities such as a lecture hall which is used for whole school activities for example induction, presentations and debates. Toilets are available close to all the classrooms. There is a student common room for evening use in Bamborough House which is the residential wing of Linacre college.

There is a lift in the main Linacre building, but it was temporarily out of use at the time of the inspection.

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

The two-week course offered includes 20 hours of input per week which includes lectures, workshops and tutorial time.

Management profile

The CEO is also the operations manager. She is supported by and line manages the academic manager, the safeguarding and welfare manager and the marketing manager. The safeguarding manager is responsible for overseeing the residential staff and counsellors while the academic manager looks after the subject teaching staff. He also line manages the academic lead for EFL, who in turn supports the language teacher.

Accommodation profile

Participants are accommodated in college residences at Linacre College and St Anne's College, University of Oxford. Rooms are either single with a washbasin (St Anne's) and shared bathrooms or with ensuite facilities in Bamborough Building (Linacre College). Accommodation is gender separated with male and female students being accommodated on separate floors in residential blocks, and students aged 18+ are housed separately.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in accordance with the provider's clearly stated goals and values. The structure of the organisation is well established and clearly understood, communication is good and student administration is efficient and effective. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work. Learning resources are matched to the needs of the students.

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 highly appropriate to the context. Teachers receive excellent support, and courses are designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. The *Academic staff profile*, *Academic management* and *Course design* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and welfare of students is a priority. Student services are well managed, including very well-planned, organised and safely delivered out-of-class activities. Accommodation is suitable, welcoming and well managed. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The safeguarding policy is supported by efficient reporting tools, and safeguarding training is very good. Supervision of students is very well thought through and executed and the accommodation is suitable. *Safeguarding under 18s* is an area of strength.

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.	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.	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.	Strength
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.	Strength

Comments

M1 The statement is explicit and covers all aspects of the school's provision. All managers demonstrated a thorough understanding of the shared goals and values and were able to articulate how these underpinned the programmes of learning.

M2 The school's objectives and plans are very clearly expressed. They include comprehensive measures for evaluating the effectiveness of the implementation.

M4 Good use is made of a range of channels, including social messaging apps and regular meetings. Communications between the school and the host college are very efficient and effective. All staff were well informed and fully engaged.

M5 Feedback mechanisms are very thorough, and changes implemented in 2025 from the previous summer course evidenced that feedback was used to improve services.

M6 Regular formal feedback mechanisms involving all staff are in place and changes had been implemented.

M7 Review mechanisms are very thorough and there was clear evidence of staff and student feedback informing the senior management team's planning. The self-evaluation was very thorough and accurate. A genuine commitment towards continuous improvement was evident in the practice and approach of the whole senior management team.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and 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

M11 There is a phased induction period which starts approximately a month prior to the course and culminates with two days of induction just before the students' arrival.

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.	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.	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

M15 Effective use of webinars and in-person visits to feeder schools ensures that students and their parents/guardians receive comprehensive information and advice on the programmes of study.

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.	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.	N/a
M28 Claims to accreditation are in line with Scheme requirements.	N/a

Comments
Publicity covers all the different subject programmes as well as the English in Action programme. It is comprised of the website, a downloadable brochure, webinars and in-person visits. The school also has a social media presence. M23 Overall this criterion is met. Most of the information required is provided; however, there is no description of levels relating to the English language programme.

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.	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.	Met
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.	Met

Comments
All criteria in this section are fully met.

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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 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.	Met

Comments
All criteria in this section are fully met.

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 team holds a range of qualifications including doctorates and masters qualifications in linguistics, language teaching and education. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
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.	N/a
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.	Strength
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.	Strength
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

T7 Pre-course meetings, online and in-person, were held with the academic lead in addition to the formal induction period just prior to the course start.

T8 There is regular time allocated to guidance and instruction. There is a very collaborative and effective system for teacher support with programme development tailored to the needs of the teacher and the students.

T9 The observation procedures are very effective and supportive. There is an emphasis on sharing good practice and action planning. Observation records were very detailed and very well written.

Course design and implementation	Area of strength
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.	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.	Strength
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.	Strength

Comments

T12 The course design includes immersive cultural activities including debates, speaking challenges and structured reflection tasks to help students practise their skills outside the classroom.

T14 Written course outlines are developed using the course timetable. The outlines are made available to students and are treated as live documents which are reviewed in response to the developing needs and interests of the students.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not 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

T15 Although the students submit a personal statement and are interviewed as part of their application, there is no specific assessment of students' linguistic proficiencies via, for example, a language placement test

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Tutorial session, workshop, lecture session

Comments

None.

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.	Strength
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.	Strength
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.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
T19 Teachers produced very clear explanations of academic English with appropriate examples. Language was suitably contextualised, and teachers encouraged students to compare and contrast language use. T20 The lesson content reflected the course objectives and the timings for activities were realistic. T21 Intended learning outcomes were explicit and made very clear. Classroom activities were appropriately linked to objectives and learning activities. T22 Teaching techniques such as nomination, eliciting and the checking of understanding were incorporated effectively. T23 Teaching resources were well handled and technology was used competently to support learning. T24 Students received positive feedback and student to student correction was used appropriately to good effect. T25 Helpful activities were included to check if students could apply the English for academic purposes skills they were learning correctly. Students demonstrated an awareness of what they had learned. T26 Lesson segments observed had a positive and inclusive atmosphere. Students were fully engaged and working productively.	

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
Comments	
W2 The standard of pastoral care is very good. The staff induction includes a specific focus on welfare and residential assistants in all boarding houses provide ongoing individualised support. W3 The policies and procedures are very clearly and appropriately presented to staff and students. Staff are trained in recognising any signs of abuse and any follow-up actions are carefully recorded. A code of conduct is signed by both students and staff, which ensures that everyone is introduced to related issues and how to deal with them. W6 The level of health care provided by the school is high, with all staff receiving basic first aid training delivered by a professional agency prior to the course. A member of staff always accompanies students to any external health appointments and staff are well briefed about all matters concerning medical care.	

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	Strength
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	
W11 In the students' initial face-to-face welcome and induction, they are requested to report any problems they are having with their accommodation. All problems are communicated to the residential assistant on an ongoing basis.	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
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	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.	Strength
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.	Met
Comments	
W20 The leisure programme offers a good variety of activities and excursions appropriate to the age and interests of the students. Feedback from previous courses and interests of the current students are taken into consideration when developing the programme. There is a continuous effort to introduce new ideas and activities.	
W21 The programme is very well planned and organised in advance. Excursions are well prepared, activity staff are fully briefed and given detailed itineraries. There is a preparatory meeting for staff and students before all excursions. Considerable resources are allocated to ensure a successful programme.	
W22 All activities and excursions are thoroughly risk assessed by experienced members of staff. These form the basis of a face-to-face briefing for all staff involved in the supervision of students during the subsequent activity.	

Safeguarding under 18s	Area of strength
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.	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.	Strength
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

At the time of the inspection, there were two female students aged under 18 enrolled on the OSP English programme. There was one female 18-year-old on the same programme, and this situation had been appropriately risk assessed, with no negative issues identified.

S1 The safeguarding policy is extremely thorough and is supported by relevant practical documents such as codes of conduct and well-established incident-reporting documentation.

S2 The level of training is very good. The named designated safeguarding lead (with appropriate cover arrangements) is responsible for its implementation. All staff are trained in safeguarding on site prior to the start of the course, with a strong focus on what action to take in different scenarios. This policy is reviewed and updated annually.

S6 Clearly defined systems and well-established procedures and rules ensure that arrangements for the supervision of students outside the scheduled programme are of a high standard.

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 2025
Last full inspection	N/a
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Academic modules in Politics & Philosophy, Medicine, Engineering, AI & Programming, Law, Business
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	BAC Accreditation- Short Course Provider. Courses held in Oxford colleges: St Anne's and Somerville

Private sector

Date of foundation	17 March 2023
Ownership	Name of company: Oxford Scholars Programme Company number: 14737326
Other accreditation/inspection	BAC

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	Somerville and St Anne's college. Somerville used for other teaching modules and both the colleges have accommodation which was visited. English teaching taking place at Linacre College only. One student on the language course was residential at Somerville.
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	1	8
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	2	8
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
Overall total ELT/ESOL students shown above	3 (+ 56 on other modules)	16
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	18	18
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	American, Saudi Arabian, Canadian	American, Saudi Arabian, Canadian

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	1	1
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	

Total number of support staff	0	
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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	1	
Academic managers without TEFLQ qualification or three years' relevant experience	1	
Total	2	

Comments

Neither the academic manager nor the academic lead has any scheduled teaching hours. The academic lead is available to provide cover on the language programme if necessary.

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification/profile	1	
TEFLI qualification	0	
ATEFL 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	1	

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	2
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<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	1	2
Overall total adults + under 18s	3	