

Organisation name	Pilgrims Teacher Training, Canterbury
Inspection date	17–18 July 2018

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 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.	N/a

Recommendation
We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in W1, W2 and W26 have been addressed.

Summary statement
<p>The British Council inspected and accredited Pilgrims Teacher Training in July 2018. 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).</p> <p>This private language teaching organisation offers residential courses in professional English for adults (18+).</p> <p>Strengths were noted in the areas of student administration, premises and facilities, learning resources, academic staff profile, course design, teaching, and accommodation.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Pilgrims has operated continuously in Canterbury for over 40 years and has been part of the Instill Education group of schools since 2003. Three areas of activity are run using the Pilgrims brand: English courses for young learners (these are managed from the Instill head office in Oxford, and are covered by a separate Scheme accreditation); coaching courses for professionals in a range of areas (these are run year round in Canterbury and are not accredited by this Scheme); teacher training and development for practising teachers (these courses are run in Canterbury during school vacation periods, and include some with a specific focus on improving the English language competence of the participants. It is these latter which are covered by the current inspection). There is a Pilgrim's office in Canterbury, on the premises where the coaching for professionals courses are run. Teacher training and development courses are run off site, principally during the summer at the University of Kent but also in other vacation periods at another site in Canterbury.

The inspection focused on three specific courses: 'Methodology and English language for kindergarten teachers', 'Methodology and English language for secondary teachers' and 'English update for teachers'. Other courses available at the time included 'Creative methodology for the classroom' and 'Teaching English through NLP and coaching', but these did not have an overt English language improvement focus, and so were not eligible provision under Scheme rules.

The inspection lasted one and a half days. During this time, the inspectors had meetings together or separately with the principal, the finance and operations manager, the course director, the ELT quality manager, and the resources manager. Meetings were held with the three trainers working on the courses inspected and with some of the participants from the three groups. All three trainers were observed by both the inspectors, and one inspector visited the two residences used by participants.

Address of main site/head office

Suite 1B, Orchard House, Orchard Street, Canterbury CT2 8AP

Description of sites visited

The summer programme of courses is located in Cornwallis North West Building at the University of Kent (CT2 7NZ). This is a modern campus university on the outskirts of Canterbury. The course offices and resource centre are situated together just off the entrance lobby to the Cornwallis building, forming a clear base and Pilgrims identity. The lobby provides seating and a meeting area for participants and trainers, and refreshments are served there during breaks. Most classrooms are located adjacent to the lobby on the ground floor of the Cornwallis building. Each course has its own base classroom.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Most courses last for two weeks, though some are just one week. All provide a core programme of 22.5 hours a week of class contact, with an optional programme (included in the course fee) of ten hours of afternoon and evening seminars/workshops which are open to participants on the whole range of courses being run. Courses are all designed for practising teachers, so there are no under 18s.

Accommodation profile

Two types of residential accommodation are offered on the campus. Park Wood House provides self-catering accommodation. It consists of two-storey houses containing six study-bedrooms with a shared bathroom, shower room, toilet and a small kitchen/dining area. Basic cooking utensils, cutlery, crockery, bed linen, and a small towel are supplied. There is a staffed reception area where first aid can be obtained. There is also a supermarket and a

launderette. The majority of Pilgrims' participants choose this option.

Keynes College offers ensuite accommodation with breakfast in the adjacent restaurant. Accommodation consists of six ensuite study bedrooms in a cluster, with a shared kitchen and social area. Bedrooms and kitchens are more spacious than Park Wood. The reception is staffed and has first aid equipment and a launderette.

Both residences have clear fire notices on the backs of bedroom doors and in the communal areas, and 24-hour security.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation operates on the basis of clearly articulated values, and reviews and develops its work through systematic feedback and continuous review. Staff are appropriately managed and there is a strong focus on continuing professional development. Student administration is well handled, and publicity gives an accurate picture of the courses and facilities. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Premises and facilities are of a high standard and provide a comfortable and professional environment for staff and course participants. Learning resources are plentiful and are extremely well organised to make them easily accessible to trainers and those following courses. *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 team is highly qualified and experienced and has a professional profile appropriate to the context. Trainers are well supported and work closely with course participants to support them effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to participants. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Course design*, and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The ethos of Pilgrims is such that care of participants is central to the organisation's philosophy, but clarification with the host university is necessary on responsibilities relating to fire safety in general in the teaching block, and drills in the residences. The latter provide a secure environment with a high standard of study-bedroom accommodation. The leisure programme is tailored to the participants' specific needs, but risk assessments are generic, insufficiently focused on the risks of the activity, and not actively employed. *Accommodation* is an area of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	Strength
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.	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.	Met
M7 The provider reviews systems, processes and practices with a view to continuing	Met

improvement. Appropriate action is taken and recorded in an annual self-evaluation.

Comments

M1 The Pilgrims values are set out in a clear statement, focusing on helping every individual to realise her or his potential. They are integral to the work of the company. Even within the language improvement elements of the courses, there is a strong emphasis on personal development and increasing individual confidence.

M4 There is excellent communication, both formal and informal, between all members of the team running the courses. This is important in a context where a small year-round team is supplemented by a large number of temporary summer staff. All the staff are well informed, engaged, and share the goals and values of the organisation.

M5 There is constant interaction between participants and staff in a variety of contexts. Any issues are dealt with as they arise. All participants provide online feedback at the end of their course, and this is analysed to identify trends. Evidence was seen in staff-meeting minutes of action planning for the following year, based on feedback.

Staff management and development

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.

Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

Met

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Met

M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.

Strength

Comments

M13 Continuing professional (and personal) development is integral to the values of the organisation (see M1). A significant element of this is the career development opportunities available to staff, several of whom have started as course participants and have developed to take on senior management or training roles. Trainers and support staff are constantly challenged, and supported, to develop their interests and their expertise.

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.

Strength

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Strength

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.

Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

Comments

M14 The ethos of the organisation is the provision of a personal and personalised service for clients. This is shown in the ready availability of staff to deal with any issues, and the friendly and supportive way in which they are handled. This was identified by course participants as a very strong area of the provision.

M15 All enquiries are dealt with on a personal and individual basis, and great care is taken to match students to the most relevant course for their interests. On any start date, a range of courses with different professional focuses is offered. On arrival, participants are encouraged to review what is available, and may transfer their booking to a parallel course if there are vacancies.

M16 Cancellation and refund conditions are clearly spelled out. Individual circumstances are always taken into

account in managing these areas.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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.	Met

Comments

Publicity consists of a website, and a range of course-specific flyers. There is also a social media presence. All criteria in this area are fully met.

Premises and resources

Premises and facilities	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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises are in excellent condition in terms of repair, cleanliness and decoration and provide an ideal environment for students and staff.
P2 All classrooms are spacious, with good natural light. They are equipped with tables and chairs that can be easily moved into a variety of configurations. Fans are provided.
P4 Excellent facilities for buying lunch are available immediately adjacent to the course centre; coffee and tea are served in the lobby at break times.

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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 In most cases, learning materials are developed by the trainer specifically to reflect the needs and interests of the group. These are supported by the wide range of material available to trainers and participants in the resource centre.

P8 The resource centre contains a large selection of ELT materials, resource books, and background educational works appropriate for the development of class material for the participants. The resources are exceptionally well organised and maintained by a team of three staff, including the resources manager.

P9 All classrooms have computers and data projectors. These are maintained by onsite technicians, and there was evidence that all trainers had received guidance in the effective use of the technology. Good Wi-Fi is available throughout the rooms used on the courses.

P10 The resource centre is available for use by participants throughout the working day. As noted in P8, the resources are organised in an exceptionally systematic and accessible way.

P11 The resource centre is staffed throughout the working day by a team including the resources manager.

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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 All trainers working on the courses inspected are TEFLQ.

T3 All members of the teaching team are experienced in a variety of different educational contexts. They are highly skilled in adapting to the specific needs and interests of participants on a particular course.

T4 The academic manager has a wide range of appropriate experience, including working on intensive short courses with multinational participants, of the type inspected.

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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Great care is taken to match the individual experience and background of the trainer to the focus of a particular course.

T9 The academic manager is available at all times to offer guidance and support to the trainers, as is the course director. This is a major part of the former's role. Peer observation is encouraged, to enable trainers to extend and consolidate their practice.

T10 All trainers are observed at least once on each course. Excellent observation notes were seen on file, and these are discussed with, and signed off by, the trainer after each observation. At present no written action points or suggestions deriving from the post-lesson discussion are recorded, and these should be added to the observation record.

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	Strength

students and feedback from teachers and students.	
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The underlying principle behind the design of all courses is a learner-centred focus, responsive to the developing needs of the individual participants. A sample programme is produced in advance of each course, but it is negotiated with the participants on arrival, and a revised version is signed off by the academic manager. This may, itself, be modified as the course progresses.

T12 As noted above, individual courses are adapted to reflect the needs of the individual participants, and the generic structure of the course programmes is reviewed at the end of each season in the light of feedback from trainers and participants.

T13 Students are provided with a copy of the negotiated programme and with intended learning outcomes for each session.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All applicable criteria in this section are fully met.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	English language development

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.	Strength
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.	Strength
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.	Strength
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.	Strength

Comments

T23 All the trainers had an excellent understanding and awareness of the use of English and of the language systems, including the provision of clear insights into phonology. They provided appropriate models of the language, and were able to respond instantly to requests from the participants for clarification and exemplification of points.

T24 The content of all sessions observed was entirely appropriate to the needs of the participants and their cultural and professional backgrounds. Where appropriate, the language and skills practised were rooted in the reality of the participants' teaching contexts and their classrooms.

T25 All lessons observed were coherent and focused, leading to clear, relevant outcomes shared with the participants.

T26 Lesson segments observed were designed to enable the participants to take an active role. The pacing of the classes was excellent; there was a lot of elicitation, a lot of repetition, a lot of 'doing' – all balanced by activities where the participants had space to reflect and internalise. Trainers were skilled at giving quick explanations in response to queries, and then following up the explanation, so that points were pursued and not glossed over.

T27 Trainers were comfortable using the technology in the classroom, which was an effective support for learning but was never allowed to dominate. Seating arrangements had been well thought out to reflect the small-group nature of the classroom interactions.

T28 There was very close attention to both the form and the content of what participants said. Trainers reacted skilfully to this by helping the participants to re-phrase or extend what they wanted to say, and by supporting them to develop their contributions. Where appropriate, errors were picked up and explored with the rest of the class.

T29 The focus on learner participation meant that there were constant opportunities for participants' language use to be evaluated against the lesson objectives.

T30 A striking feature of the lesson segments observed was the extent to which trainers worked with the participants rather than teaching at them. This resulted in a very high degree of learner engagement, and a relaxed but purposeful learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was consistently of a very high standard. All trainers had an excellent knowledge of the language, and had prepared lessons entirely appropriate to the needs and interests of the participants. The delivery of the classes was skilful, drawing on a wide range of techniques, and making very good use of the learning resources, to ensure that participants were engaged in the class activities, and were learning successfully.

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.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Risk assessments for the Cornwallis, Keynes and Park Wood premises, as well as fire action notices, are in place. However, despite the university policy, Pilgrims does not have a fire evacuation plan for Cornwallis, and it is unclear whether university fire marshals are available during the summer months. Records show that a fire drill was successfully undertaken in Cornwallis in March, but there have been no drills during Pilgrims' occupation of the building. In the Keynes and Park Wood residences participants are not told on arrival about fire procedures.

W2 The company has a Crisis Management Procedure, but it is not made explicit how it applies to the Pilgrims' context in Canterbury.

W3 Participants know the named person, but staff and participants are clear that the principal, the course director and the quality manager, among others, are all available to them, and this is reflected in the mission statement, in job descriptions and in participant feedback.

W4 The values statement of the company makes the importance of respect and tolerance explicit. Staff understand procedures for dealing with abusive behaviour, but these are not in writing.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	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	
<p>W9 Both Keynes and Park Wood residences offer a high standard of accommodation, with relatively spacious study bedrooms and sufficient cooking and social space, in good decorative order. Keynes, the ensuite accommodation, is of a particularly high standard. Both are within easy walking distance, five and 15 minutes respectively, of the teaching base. Park Wood, the self-catering accommodation, has a supermarket on site with extended opening hours. The campus security team provides a 24-hour service.</p> <p>W10 Arrangements for cleaning and laundry are clearly set out and exceed Scheme requirements.</p> <p>W11 The accommodation is inspected by the university hospitality team, and further checked by Pilgrims' staff, annually.</p> <p>W14 There is a detailed service agreement between Pilgrims and the university which clearly sets out services provided and the responsibilities of the hirer; this is reviewed annually.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	
<i>Accommodation: other</i>	
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	

W21 There are very few participants who fall into this category, so no written guidelines are available, but advice and help are given if required.

Leisure opportunities	
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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Participants have access to cultural and social activities within the programme, but more should be done to provide participants with information about events in the wider community.

W24 The extra-curricular programme is designed as both an antidote to and a support for the academic courses. Participants commented on the ability of the art history session, for example, to transport them well beyond the classroom, and on the practical use of sessions such as dictation.

W26 Basic generic risk assessments for the extra-curricular programme have been drawn up, but they have not been adapted to the specific needs of such activities as Latin dancing and yoga. There is no evidence that risk assessments are actively used by staff leading sessions, or that feedback on risk assessments is sought or collected.

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	July 1983
Last full inspection	July 2014
Subsequent spot check (if applicable)	August 2015
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	Methodology and personal development courses for teachers
Other related accredited schools/centres/affiliates	Other schools in Instill Education Group
Other related non-accredited schools/centres/affiliates	Pilgrims Coaching for Professionals

Private sector

Date of foundation	1974
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Ownership	Name of company: Instill Education Ltd Company number: 01293463
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	Chaucer College, University of Kent Private college in the grounds of University of Kent. Approximately three classrooms used for one-week courses in college half-term breaks.

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	13	23
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	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	13	23
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	25–65	25–65
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Dutch, German	Dutch, German

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	N/a	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	7	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager is not scheduled to teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3

TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

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	13	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	13	N/a
Overall total adults + under 18s	13	