

Organisation name	Regent Language Training, London
Inspection date	27–28 October 2022

<b>Section standards</b>	
<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. However, evidence must be submitted within six months to demonstrate that weaknesses in Publicity and Course design have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Regent Language Training, London in October 2022. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the areas of Publicity and Course design was noted.</p>

## Introduction

Regent Language Training (Regent) was last inspected in 2017 as Regent London. It is part of Instill Education, which operates a number of schools and summer centres under several different brands. Regent is now the only London school in the group, as well as the only one with the Regent brand.

There have been a number of changes since the last inspection. The school ceased most of its activity between February and November 2020. Following this period, and as part of a group restructuring, the academic manager role was merged with that of the principal under the title of academic governance/school lead (AGSL), supported by the former office manager, now the hospitality governance/deputy school lead (HGDSL). Between them, the AGSL and HGDSL manage all aspects of the provision, working with the teaching team, which is composed of longstanding staff members.

This compliance-only inspection took a day and a half. Meetings were held with the AGSL and HGDSL. Focus groups were held with teachers and with students. All teachers timetabled during the inspection were observed. One inspector carried out remote visits to two homestay providers and spoke on the telephone to the head of the accommodation agency used by the school.

## Address of main site/head office

1 Buckingham Street, London WC2N 6DF

## Description of sites visited/observed

The school is located in a 300-year-old building in a quiet street in central London, close to Charing Cross Station. The building has six floors, but only the lower ground floor and part of the ground floor are in use. All staff areas, including the teachers' room, resources and office space are on the lower ground floor, together with three classrooms. At ground floor level, there is a further classroom, a students' lounge and a kitchen area. There are toilets on both these floors.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Courses are predominantly general English, including examination preparation. One-to-one tuition is also offered.

## Management profile

The teaching team and the HGDSL report to the AGSL, who in turn reports to the Instill senior management team.

## Accommodation profile

The school provides homestay accommodation, the majority of which is now offered through a partner agency. The school also offers residential accommodation on an ad hoc basis through a number of different agencies. Regent also recommends a number of other residences and hotels in the locality.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision generally operates to the benefit of the students, and in accordance with the provider's stated goals and values, although a number of systems are not fully

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implemented, and some specific areas of publicity require attention. There is insufficient continuing professional development (CPD). There is a need for improvement in *Publicity*.

#### **Premises and resources**

The provision meets the section standard. 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.

#### **Teaching and learning**

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers generally receive sufficient guidance to ensure that they support students effectively in their learning. Courses are appropriately managed to provide good benefit to students, but the principles underlying course design are not stated or shared. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

#### **Welfare and student services**

The provision meets the section standard. The needs of students for security, pastoral care, and information are well met. Students benefit from very well-managed student services, including suitable accommodation.

#### **Safeguarding under 18s**

The provision meets the section. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in accommodation provided. Some detail was lacking on parental consent forms, but training is good within the school and under 18s are well looked after.

#### **Declaration of legal and regulatory compliance**

The items sampled were satisfactory.

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### **Evidence**

#### **Management**

<b>Strategic and quality management</b>	<b>Met</b>
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.	Not 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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met

#### **Comments**

There are clearly stated goals and values, which form part of staff inductions and are included in handbooks and on the website. No local or organisational plans were available. The management structure is clear, and staff capacity adequate for the level of service provided. The AGSL and HGDSL work very closely together and are therefore able to cover for each other as necessary. Staff have access to appropriate technology to carry out their roles. Communications within the school are solely informal and unminuted; all staff are located in the same area with easy access to each other. Contact with head office is easy and frequent, and similarly informal. Student feedback is collected, and forms are annotated to record any actions taken, although there is no wider analysis of this feedback. Staff have opportunities for feedback largely through informal communications. A self-evaluation was produced, as well as an action plan showing points addressed from the previous inspection. Although there is

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clearly a strong commitment within the school to continuous improvement, there is insufficient evidence of how staff and student feedback informs overall planning, either in the school or in the wider organisation.

<b>Staff management and development</b>	<b>Met</b>
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.	Not 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.	Not met

#### **Comments**

There are generally appropriate human resources (HR) systems for recruitment and induction, although there have been no new appointments for a considerable period. All staff have a job description and a line manager, and staff files contained the required documentation. Appraisal systems are clearly documented but not fully implemented; there was evidence of appraisal for some teachers, but not for the AGSL or HGDSL. There is a written policy for CPD, but none has taken place since at least 2020, including for teaching staff.

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 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.	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**

All aspects of student administration are efficiently dealt with; technology provides appropriate support and information is easy for staff to retrieve. The AGSL and HGDSL can cover for each other and prospective students receive appropriate advice on course choices. Student records are accessible and up to date. There are clear policies and procedures for dealing with attendance, complaints and student conduct.

<b>Publicity</b>	<b>Need for improvement</b>
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

### Comments

Publicity consists of the website and a printed brochure, which can be downloaded from the website. Although publicity is generally clear and well presented, improvement is needed in a number of specific areas. Reference is made to several features of the provision which are not actually offered, including coaching, regular assessments, and a cultural programme linked to classwork. In addition, publicity describes a more structured approach to course delivery than is evident at the school. The language used is not generally accessible at B1 level. Accommodation options are not very fully described and it is not made clear that most are organised through an agency.

## Premises and resources

<b>Premises and facilities</b>	Met
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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
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.	Met

### Comments

The premises provide an appropriate and comfortable environment for both staff and students. They are clean and very well maintained, and classrooms are suitably furnished and well equipped. There is space for students to relax and socialise during breaks. Drinking water is freely available as well as refreshments in the student lounge. An extremely wide range of food and drink is available in the immediate local area. Staff have appropriate facilities for work and storage, and there is sufficient space for meetings to be held as required. Signage is appropriate.

<b>Learning resources</b>	Met
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.	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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

An appropriate range of learning and teaching resources is available to teachers, who make them available to students as needed. Classroom technology is well maintained and effectively supported and teachers have received training in its use. The process for review of resources is very informal: course content is decided by

teachers in discussion with their students and the AGSL will normally meet any requests for additional or new resources.

## Teaching and learning

<b>Academic staff profile</b>	Met
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.	Met
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.	Met

### Comments

A rationale was provided for one teacher whose TEFL qualification did not meet Scheme requirements. This was accepted in the context of this inspection. She is a longstanding member of staff, with a PGCE and an initial TEFL qualification. There is a wide range of experience, knowledge and skills in the teaching team, and the AGSL is TEFLQ with extensive experience in both teaching and management in the sector.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
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.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

Most aspects of academic management are dealt with appropriately. There are good arrangements for cover, with a number of teachers available at short notice. There are no specific guidelines or procedures for dealing with continuous enrolment. Although there have been no CPD sessions, day-to-day support and guidance is available to teachers, both within the very experienced team and from the AGSL. Observation takes place regularly and is recorded.

<b>Course design and implementation</b>	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	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.	Not 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.	Not met

### Comments

Courses are put together by teachers, all of whom are very experienced and well able to respond to students' needs. Lessons are arranged with a different language focus for each session and this provides a structure of sorts, but there are no shared or stated principles underlying course design or the selection of materials, and teachers do not produce schemes of work. There was no evidence either of written course outlines or overall intended outcomes, or of the ways in which support for independent learning and continued learning outside the classroom were being managed by teachers.

<b>Learner management</b>	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.	Not 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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### **Comments**

Placement procedures are thorough and students benefit from appropriate learning support, including class changes as appropriate. There are no standardised procedures for monitoring students' progress; this is left to individual teachers, who also complete academic reports, which are available on request. These include a "level achieved", expressed using CEFR guidelines, despite the absence of a formal test. Guidance on examination training is provided and advice on mainstream UK education is available as needed.

#### **Classroom observation record**

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	all

#### **Comments**

None.

<b>Teaching: classroom observation</b>	Met
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.	Met
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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### **Comments**

T23 Teachers demonstrated sound knowledge and awareness, and dealt effectively and confidently with language as it emerged in the lesson. They provided clear and appropriate models and gave clear explanations. Some paid attention to register and usage.

T24 Plans included useful student profiles and showed clear awareness of potential difficulties. Lessons were well tailored to group needs, and topics, materials and activities were generally relevant. No information was provided on overall course objectives or how individual lessons reflect them.

T25 Lesson objectives were clear and shared with students. Some staging was unhelpful but most plans demonstrated good sequencing.

T26 A very good range of teaching techniques was confidently drawn upon, including some good eliciting, summarising, concept checking, prompting, and nominating.

T27 Classrooms were generally well managed and confident use was often made of classroom technology. Most teachers checked instructions carefully and set up activities clearly.

T28 Teachers provided plentiful praise and encouragement and demonstrated a range of techniques for on-the-spot, rather than planned, feedback.

T29 Teachers ensured that activities, short checking tasks and regular review enabled them and their students to evaluate learning.

T30 There were very high levels of student engagement, and teachers often encouraged learners to work out aspects of language. Interaction patterns were varied in most lessons and there was a supportive and relaxed, but purposeful learning atmosphere in almost all classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or better. Teachers showed strong awareness of linguistic systems and provided plans which reflected group needs well and mostly made use of relevant materials. Teachers used a range of techniques with confidence and classroom resources were used to good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with effectively and there was a very positive working atmosphere in most classes.

### 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.	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.	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.	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.	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

Systems and procedures to ensure the safety, security, and welfare of students are very well managed. Detailed risk assessments and a comprehensive emergency plan are in place, and students receive a high level of personalised pastoral care. This was confirmed by student feedback as well as welfare records. There are policies and procedures for both students and staff to promote tolerance and respect. Students receive appropriate information in advance on travel as well as various aspects of life in the UK. This includes details on health care provision and a good proportion of staff are first aid trained.

Accommodation (W9–W22 as applicable)	Met
<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.	Met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

Students are provided with well-managed and comfortable accommodation during their stay. Both homes viewed were large, well furnished and provided separate toilets for students. Inspection records were up to date, and systems for identifying and resolving issues are highly effective. Accommodation providers are given clear information regarding conditions agreed with the school, and both individual homestay hosts as well as agency staff spoke very highly of working with Regent. Students in the focus group were very happy with all aspects of their accommodation, particularly the food provided.

#### *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 subsection are fully 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.	Met

#### Comments

Useful information is provided for those students wishing to live in private rented accommodation, and any recommended hotels and residences are regularly inspected by the school.

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

#### Comments

The school no longer provides a leisure programme for students; however, information on social and cultural events is provided and students wishing to book trips around the UK at the weekends are well supported.

### 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.	Met

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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

Regent accepts 16–17 year-olds on their adult courses. These can be individual students or groups of teenagers, all of whom who are incorporated into existing classes. At their peak in the summer there were 20 under 18s in the school. At the time of the inspection, there was one 16 year-old studying at the school.

There is a comprehensive safeguarding policy in place and the training profile is good for the size of the team. Parental consent forms include a good level of detail for a range of situations but a clear system for the management of requests for overnight visits was missing. Recruitment and supervision procedures are suitable with under 18s receiving a good level of individual attention. Accommodation provision is managed effectively, and the host spoken to was very aware of her responsibilities and had received initial safeguarding training. Systems for ensuring contact between the school and parent/guardians are suitable.

#### 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	1984
Last full inspection	2017
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	1965 <b>Error! Bookmark not defined.</b>
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	N/a

<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	14	13
Full-time ELT (15+ hours per week) aged 16–17 years	1	27
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>16</b>	<b>40</b>
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	16	16
Adult programmes: typical age range	20–35	18–25
Adult programmes: typical length of stay	4 weeks	2 weeks
Adult programmes: predominant nationalities	French, Swiss, Japanese, Taiwanese, Israeli	Argentinian, French

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 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	1	
Total number of support staff	1	

**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 AGSL undertakes a small amount of one-to-one teaching, but was not teaching during the inspection.

**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	1
Total	4
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	2	1
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	0
Hotel/guesthouse	1	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	3	0
Staying in privately rented rooms/flats	9	0
Overall totals adults/under 18s	15	1
Overall total adults + under 18s	16	