BRITISH COUNCIL

Inspection report

Organisation name	Target English International, Head Office, Hull
Inspection date	27–31 July 2026

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within 12 months to demonstrate that weaknesses in Publicity (M21 and M28) and Academic staff profile (T1 and T2) have been addressed.

Summary statement

The British Council inspected and accredited Target English International in July 2026. 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 teaching organisation offers residential courses in general English for under 18s.

Strengths were noted in the areas of student administration, premises and facilities, learning resources, care of students, and leisure opportunities.

The inspection report noted a need for improvement in the area of academic staff profile.

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

Introduction

Target English International (TEI) was first accredited in 2012 and last inspected in 2022 as a compliance-only inspection. TEI is a partner shareholder in Masterstudies Worldwide Ltd, with two overseas directors; the third partner is the managing director/CEO (MD) based at head office (HO) in Hull.
TEI runs seasonal courses for juniors aged 9–18. This summer TEI was running nine centres, eight on university campuses in Scotland and England, and one boarding school in Dorset. Off-season courses are offered on the University of Hull campus.
The organisation offers a standard programme of 15 hours of lessons, plus activities, excursions and residential accommodation in all of its centres. Most centres offer lessons in the morning and afternoon with students alternating the weeks in which they have classes before or after noon. Only students in groups accompanied by

group leaders are accepted. The course at the University of Essex, Colchester campus was being run in partnership with another non-accredited organisation, Dusamond.
The inspection was carried out by two inspectors over five days: a day was spent at University of Essex, Colchester, chosen as the unsignalled inspection, a day at the University of Westminster, Harrow, a day at the University of Hertfordshire, Hatfield College Lane campus and two half days at HO, Hull. At HO meetings were held with the MD, the recruitment manager (RM), the academic/recruitment manager (AM), the sales manager (SM), the recruitment and safeguarding lead, and the operations manager.
On each site, meetings were held with the centre managers (CM), the academic managers/directors of studies (DoS), the activity/welfare managers and the host centre liaison contacts. In addition, separate meetings were held on each site with groups of students, teachers, activity leaders and group leaders. Inspectors were given a full tour of all sites, and one inspector visited the accommodation at each centre. All teachers teaching at the time of the inspection were observed.

Address of main site/head office

Suite 21 Danish Building, 44–46 Hight Street, Hull HU11PS

Description of sites visited/observed

University of Essex, Wivenhoe Park, Colchester CO4 3SQ: A large, open university campus. Teaching, centre office and staff rooms are located on two floors of a central building; the residential blocks are a five-minute walk away. Canteens, food outlets and coffee bars are located in the central courtyard of the university.
University of Westminster, Harrow Campus, Northwick Park, Harrow HA1 3TP: A large, open university campus. Classrooms, lecture theatre and office space are all located centrally; the residential blocks are a five-minute walk away. Canteens, food outlets and coffee bars are located centrally.
University of Hertfordshire, College Lane Campus, Hatfield AL10 9AB: a large open university campus. Classrooms and teachers' staff rooms are located in one block, centre managers and activity staff in another block approximately a ten-minute walk from teaching area. Residences are a ten/fifteen-minute walk from the classrooms, as is the canteen. Coffee shops and other food outlets are located in the same block as the canteen. Playing fields and sporting areas as well as outdoor relaxation areas are available to staff and students on all three sites.
HO is an open plan office, occupying the two top floors of a period building in the museum quarter of Hull city centre.

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

TEI offers a summer vacation course of 15 hours of weekly lessons combined with a programme of leisure activities and excursions for 9–18 olds. Similar courses are offered to closed groups year-round.

Management profile

The MD is assisted in the HO by the RM, the AM, the OM, the sales and marketing manager, and the recruitment and safeguarding officer. In the summer each centre has a CM, a DoS, and an activity manager. The directors of study are supported by two area DoSs who regularly visit the centres throughout the summer period. In larger centres there is an additional academic support role.

Accommodation profile

Accommodation is provided in university residences on the campus where the course is taking place. All rooms are ensuite, single or double, arranged in apartments of eight to ten bedrooms with a central communal lounge area.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management operates to the benefit of the students and in accordance with the provider's goals and values. There are inaccuracies in publicity. Student administration is carried out efficiently and effectively. *Student administration* is an area of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available. *Premises and facilities* and *Learning resources are* areas of strength.

Teaching and learning
The provision meets the section standard. The academic staff team overall has a professional profile appropriate to the context. However, the recruitment and support policy is not sufficiently well devised and implemented and academic support in some centres is not sufficient to effectively support the teachers and influence the standard of teaching. The teaching observed met the requirements of the Scheme.
There is a need for improvement in *Academic staff profile.*

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The needs of students for information, security and pastoral care are well met. Accommodation is of a good standard and well managed. The leisure activities are varied, well organised and resourced. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard. There is good provision for the safeguarding of students aged under 18 within the campus buildings and grounds, in the residences and during any off-site activities.

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

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	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.	Strength

Comments

M1 There is a clear statement of purpose that is consistently communicated through the website and displayed in all centres. The mission and vision are embedded within policies and procedures, ensuring that these core values underpin every aspect of the organisation.

M2 There are clear plans in place for the future of the organisation, shared with staff; objectives and time frames are realistic, with good measures to monitor progress.
M7 Review and continuous improvement are embedded in the work of TEI; effective systems are in place to ensure that all aspects of provision are reviewed thoroughly at the end of the summer. Many sources of reference, including a very thorough self-evaluation against inspection criteria, are incorporated into the review cycle.

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.	Met
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	
All criteria in this section are fully met.	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 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.	Strength
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	
M14 All staff working directly with students and their representatives are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students and group leaders spoken to expressed their very real satisfaction with the service and support they receive from all staff in the organisation. M15 Agents, students and their parents are provided with detailed information and advice. Pre-course information and the student induction help prepare students for their stay, providing very useful information about the centres, the course and aspects of life in the UK. M16 Pre-enrolment information and advice is handled very well by a dedicated team at head office. Students and their representatives are well informed about choices and packages before arrival. Close, long-standing links with agents ensure packages can be tailor made for groups, and any specific requests or changes catered for.	

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.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
The main medium of publicity is the website. M21 Although information about centres is presented clearly, there was no mention that provision at the Colchester centre was being run in partnership with another, non-accredited, organisation. M22 Publicity is presented in clear accurate English and is written in language which is accessible to level B1 speakers. M28 The use of the Accreditation UK marque in all publicity implies all centres are accredited. This is not the case in Colchester where the course is being run in partnership with another, unaccredited, provider.	

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P2 The premises in all centres are of a high standard and very well looked after; all three offer an attractive and comfortable environment for work and study. P4 Students have ample space to relax and socialise in all centres, including various cafes, food outlets and indoor and outdoor seating areas. P5 In all centres signage helps TEI students find their way round the premises easily. Information displays are regularly updated and attractively presented.	

Learning resources	Area of strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P9 All classrooms are very well equipped with data projection, audio-visual internet access, and whiteboards. Technical staff are available at all centres to help with any technical issues. P11 The review process is comprehensive, well established, and ongoing, demonstrating a clear commitment to the continuous enhancement of the learning and teaching experience. Developments are informed by feedback from both centre staff and students.	

Teaching and learning

Academic staff profile	Need for improvement
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the organisation's context. The recruitment and support policy is not sufficiently well devised and implemented in line with the stated course objectives and the student profile. Although support is provided for on-site academic managers, it is not sufficient in some centres to enable them to effectively support the teachers and influence the standard of teaching.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T6 There is insufficient practical guidance for teachers on how to best manage continuous enrolment in some centres. T8 In some centres very little day-to-day support and practical guidance is offered to teachers.	

Course design and implementation	Met
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.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T13 Course design is regularly and consistently reviewed at the end of the summer, taking student and staff feedback into account. Evidence was seen of courses having changed and evolved in response to feedback.	

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.	Met
Comments	
T15 Placement procedures are clear in principle, but group changes and continuous enrolment made appropriate placement challenging, and some classes included very mixed levels.	

Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	All
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.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Not met
Comments	
T19 Most teachers provided accurate models of spoken and written language. The illustration of grammatical structures and vocabulary was generally done well. In better segments, there was evidence of knowledge of pronunciation features. Occasionally, unclear explanations of new vocabulary or grammar were given. T20 Lesson plans for the most part followed the course objectives and were based on teachers' understanding of students' immediate and emerging needs. The topics and materials were largely appropriate. T21 The intended learning outcomes were achieved through an appropriate sequence of activities and were generally introduced to students at the beginning of each lesson. T22 Teachers generally used a range of techniques, including elicitation, nomination and concept checking. Instructions were given but not always checked for understanding and at times there was an over-reliance on teacher explanation. T23 Almost all teachers used technology confidently and to good effect. In some segments seen there was effective management of moving students around. However, in some weaker segments seating arrangements were static throughout. T24 Overall there was insufficient corrective feedback to promote learning and increase understanding of linguistic systems. T25 In the best segments seen, controlled and freer activities were planned to evaluate whether learning was taking place. T26 In some of the lessons observed, students were engaged and actively participating. However, in many of the classes observed, a significant number of students were disengaged. There appeared to be limited positive rapport between teachers and students, which impacted the classroom climate. In these lessons, teachers struggled to effectively engage all learners, resulting in low levels of participation and inconsistent student involvement.	

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.	Strength
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.	Met
Comments	
W1 There is a comprehensive and detailed emergency plan which is circulated appropriately. There is also a simpler and shorter version presented with visual prompts which is distributed to students and others. W2 Pastoral care is well assured with rapid escalation of concerns to the appropriate person in the centre or, if necessary, head office. A student with an eating disorder, for example, was rapidly identified and advisory material quickly made available. W3 Measures to promote tolerance and respect were in place, with useful posters on noticeboards. There were clear and well-staged procedures in place to deal with unacceptable behaviour.	

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W7 The accommodation seen was of a consistently high standard and provided a comfortable living environment for students, group leaders and staff.	

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

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	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.	N/a
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 There was a wide range of activities with appropriate content. Consideration is given to longer-stay students. W21 There was an activity manager in each centre and a team of activity leaders. Excursions were well prepared, staff were briefed and there were maps and interesting handouts for students. W22 Very sound risk assessments are prepared at head office with evidence of expert input. These are then distributed to the centres where they are adapted to local circumstances.	

Safeguarding under 18s

Safeguarding under 18s	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.	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	
All students at TEI are under 18. All criteria in this section are fully met.	

Declaration of legal and regulatory compliance
D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*. The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements. On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations. Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body. Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation. Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments
D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2012
Last full inspection	2022 (compliance) 2017
Subsequent checks/visits (if applicable)	None
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	2009
Ownership	Name of company: Target English International ltd Company number: 6884213
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Suite 21 Danish Buildings 44 – 46 High st
Name and location of centres offering ELT at the time of the inspection but not visited	University of Edinburgh, University of Liverpool, University of Hull, University of East Anglia University of Bath, Clayesmore School, Dorset.
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	None

DATA ON CENTRES VISITED

1. Name of centre	University of Essex, Colchester
2. Name of centre	University of Westminster, Harrow
3. Name of centre	University of Hertfordshire, Hatfield

Student profile	Totals at inspection: centres visited		
Centres	1	2	3
ELT/ESOL Students 18 years and over	0	0	0
17 years and under	177	119	144
Overall total	**177**	**119**	**144**
U18 programmes: advertised minimum age(s)	9	9	9
U18 programmes: advertised maximum age(s)	18	18	18
Predominant nationalities	Italian/Turkish/Kazakh /Chinese/Brazilian/Russian		

Staff profile at centres visited	At inspection		
Centres	1	2	3

Total number of teachers and academic managers on eligible ELT courses	7	9	8
Total number of activity managers and staff	10	13	10
Total number of management (non-academic) and administrative staff	2	1	1
Total number of support staff	0	0	0

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers			
Location/centres	HO	1	2	3
TEFLQ qualification and 3 years' relevant experience	1	0	0	1
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1	1	0
Total	1	1	1	1
Comments				
One academic manager provided cover for a teacher who was ill on the day of the inspection.				

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers		
Centres	1	2	3
TEFLQ qualification/profile	0	0	0
TEFLI qualification (includes relevant QTS)	3	7	6
ATEFL registered portfolio in progress	0	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0	0
Holding specialist qualifications only (for ESP/CLIL)	0	0	0
Alternative professional profile	3	1	1
Total	6	8	7
Comments			
None.			

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited						
Arranged by provider/agency	Adults			Under 18s		
Centres	1	2	3	1	2	3
Homestay						
Private home						
Home tuition						
Residential				177	119	144
Hotel/guesthouse						
Independent self-catering e.g. flats, bedsits, student houses						
Arranged by student/family/ guardian	Adults			Under 18s		
Staying in own home, with own family or in privately rented rooms/flats						
	Adults					
Overall totals				177	119	144

Centres	1	2	3
Overall total adults + under 18s	177	119	144

Items requiring early action
Evidence must be submitted within 12 months to demonstrate that weaknesses in Publicity (M21 and M28) and Academic staff profile (T1 and T2) have been addressed.