

Organisation name	Target English International, Hull
Inspection date	11–15 July 2016

Section standard	Met	Not met
<b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resources and environment:</b> The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and learning:</b> Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend that accreditation be placed under review because the section standard for teaching and learning was not met and there were weaknesses in publicity. The period of review to be ended by a spot check of a minimum of two centres focusing on teaching and learning and publicity.

### Summary statement

The summary statement has been withdrawn and should not be used.

**Organisation profile: multicentre**

**1. Collated data for whole organisation (including eligible centres not inspected)**

Inspection history	Dates/details
First inspection	2012
Last full inspection	2012
Subsequent spot check (if applicable)	2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2014
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	2009
Ownership	Target English International (Hull) Ltd Company number: 6884213
Other accreditation/inspection	N/a

**Premises profile**

Address of HQ	First Floor, Norwich House, Savile St, Hull HU3 1ES.
Addresses of centres offering ELT at the time of the inspection	<ol style="list-style-type: none"> <li>1. University of Hull, The Lawns Centre, Harland Way, Cottingham, East Yorkshire HU16 5SQ</li> <li>2. University of Liverpool, Merseyside L69 3BX</li> <li>3. University of Nottingham, University Park, Nottingham NG7 2RJ</li> <li>4. University of Bath, Claverton Down, Bath BA2 7AY</li> <li>5. Hatfield, University of Hertfordshire, DeHavilland Campus, Hatfield, Hertfordshire AL10 9EU</li> <li>6. Lincoln, Bishop Grosseteste University, Longdales Road, Lincoln LN1 3DY</li> <li>7. Lake District, Newton Rigg College, Penrith, Cumbria CA11 0AH</li> <li>8. Myerscough College, St Michael's Road, Bilsborrow, Preston PR3 0RY</li> </ol>
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>Head office is based in six rooms on the first floor of an office block in central Hull.</p> <p>The University of Hull programmes are based in a residential campus in the village of Cottingham, five miles outside Hull. Target uses the main building in which are located a reception area, six classrooms, an office, a teachers' room, an activities room, a social area, a laundry room, a canteen with a large screen, and toilets. The organisation also uses the common rooms in eight residential blocks as additional classrooms. Sports facilities include a multi-use games area and five-a-side football pitches.</p> <p>The Lincoln courses are based in the Bishop Grosseteste University campus, a 15-minute walk from the city centre of Lincoln. Target uses five classrooms, a large staffroom, an auditorium, an office and toilets in the main teaching building. Other facilities used include a refectory, a function room, a drama room, a cinema theatre, a sports centre and football pitches.</p> <p>The Nottingham courses are based in the University Park campus of the University of Nottingham. Target uses seven classrooms, a large office and staffroom, a piano room, the canteen, and a junior common room for activities. There are also cafés in the teaching blocks used and shops on the campus.</p> <p>All of the campuses offer standard and ensuite residential accommodation.</p>

<b>Student profile</b>	Collated totals at time of inspection: all centres	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	35	35
Full-time ELT (15+ hours per week) aged 16–17 years	384	384
Full-time ELT (15+ hours per week) aged under 16	1651	1651
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> of ELT/ESOL students shown above	2070	2070
Minimum age	10	10
Typical age range	13–16	13–16
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian	Italian

<b>Staff profile</b>	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	53	53
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	5	
Number teaching ELT 20 hours and over/week	47	
Total number of administrative/ancillary staff	83	

### Academic staff qualifications to teach ELT

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	42
YL initiated	0
Qualified teacher status only (QTS)	5
Teachers without appropriate ELT/TESOL qualifications	3
<b>Total</b>	<b>53</b>

These figures exclude the academic managers.

Comments
Figures above include the director of studies (DoS) in Lincoln and the assistant director of studies (ADoS) in Hull who were teaching in the week of the inspection. They exclude the year-round academic manager and the two area academic managers, who all have diploma-level qualifications. Six of the eight centre DoSs have certificate-level qualifications and two do not have teaching qualifications that meet Scheme requirements.

## Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Target offers a standard 15-hour lesson programme in all centres for 11 to 18 year-olds that includes preparing for and sitting an oral examination. In 2016 courses were run in eight different residential centres.

## 2. Data on centres visited

1. Name of centre	Hull
2. Name of centre	Lincoln
3. Name of centre	Nottingham
4. Name of centre	
5. Name of centre	

### Student profile

Centres	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100			100	100	100		
<b>ELT/ESOL students</b> (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0	0			0	0	0		
Full-time ELT (15+ hours per week) aged 16–17 years	25	11	15			25	11	15		
Full-time ELT (15+ hours per week) aged under 16	385	52	167			385	52	167		
Part-time ELT aged 18 years and over	0	0	0			0	0	0		
Part-time ELT aged 16–17 years	0	0	0			0	0	0		
Part-time ELT aged under 16 years	0	0	0			0	0	0		
<b>Overall total</b> of ELT/ESOL students shown above	410	63	182			410	63	182		
Minimum age	10	10	11			10	10	11		
Typical age range	13–16					13–16				
Typical length of stay (weeks)	2	2	2			2	2	2		
Predominant nationalities	Italian					Italian				

### Staff profile

	At inspection					In peak week				
Total number of teachers on eligible ELT courses	15	5	7			15	5	7		
Number teaching ELT under 10 hours/week	1	0	0			1	0	0		
Number teaching ELT 10–19 hours/week	0	5	0			0	5	0		
Number teaching ELT 20 hours and over/week	14	0	7			14	0	7		
Total number of administrative/ancillary staff	21	7	11			21	7	11		

## Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres					
Professional qualifications	Total number of teachers				
Diploma-level ELT/TESOL qualification (TEFLQ)	1	1	0		
Certificate-level ELT/TESOL qualification (TEFLI)	11	4	6		
YL initiated	0	0	0		
Qualified teacher status only (QTS)	1	0	0		
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	2	0	1		
<b>Total</b>	15	5	7		

These figures exclude the academic manager(s)

### Comments

Figures above include the DoS in Lincoln and the ADoS in Hull who were teaching in the week of the inspection.

### Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
	<b>Arranged by provider/agency</b>									
Homestay	0	0	0			0	0	0		
Private home	0	0	0			0	0	0		
Home tuition	0	0	0			0	0	0		
Residential	0	0	0			410	63	182		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	0		
<b>Arranged by student/family/guardian</b>										
Staying with own family	0	0	0			0	0	0		
Staying in privately rented rooms/flats	0	0	0			0	0	0		
<b>Overall totals adults/under 18s</b>	0	0	0			410	63	182		

Centres	1	2	3	4	5
<b>Overall total adults + under 18s</b>	410	63	182		

### Introduction

Target English International (TEI) was first accredited in 2012 and in 2016 ran residential summer programmes for 11 to 18 year-olds in eight universities and colleges in England. 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. All students prepare for and take an oral examination in the final week of their course. The vast majority of the students come in groups accompanied by group leaders.

The inspection took place over five full days during the second week of courses. The two inspectors spent the first day of the inspection in TEI's head office in Hull. This was followed by two full days in the University of Hull campus, chosen because it was the biggest centre. One day was spent in both the Lincoln and Nottingham centres, selected because they had not been inspected before, and also in the case of Lincoln, because it was a centre running for the first time. During the inspection the inspectors interviewed in head office the director, the recruitment manager, the academic manager, the sales and operations manager, the sales and operations executive and the transport, programmes and IT co-ordinator. The centre manager, the DoS and the activity manager were interviewed in each

of the three centres visited. Group interviews were held with students, teachers, group leaders and activity leaders in all of the centres visited. Residential accommodation was inspected on the three sites inspected. All of the teachers teaching on the days of visits were observed. At the end of the five-day inspection the inspectors held a round up with the director and the academic manager in the Nottingham centre. The reporting inspector interviewed by telephone the two academic area managers (AAMs) shortly after the inspection.

## Management

### Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

#### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

M2 The management structure is clear in both head office and in the centres. The director is assisted in head office by the recruitment manager, the academic manager, the sales and operations manager and the transport, programmes and IT co-ordinator. Each centre has a centre manager, a DoS and an activity manager. The biggest centre, Hull, also has an assistant director of studies (ADoS).

M3 Duties are specified in clear, standardised job descriptions.

M4 Communication channels within head office are largely informal as staff work closely together in adjacent offices and are aware of their separate responsibilities. Formal meetings in head office are minuted, but meetings in centres are not. Morning meetings are held with staff in centres, but there are no formal end-of-week or end-of-course meetings held with teachers. A DoS log failed to record all of the critical incidents in one centre. Teaching staff in some centres had not received information about the special educational needs of some of their students.

M5 Appropriate human resources (HR) policies are in place, suitability checks are conducted and staff records are very well maintained. All staff in centres benefit from comprehensive manuals.

M7 Senior staff and activity leaders receive detailed two-day inductions, which include sessions on first aid training and safeguarding. Teacher inductions take less than a day and in Hull some teachers were dissatisfied with the short length and content of their on-site induction.

M8 At the end of the summer managers in centres state whether they would or would not recommend the re-employment of staff, or recommend them for promotion. The criteria by which these judgments are made are not made sufficiently clear to staff.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M11 Students, parents and agents receive clear information, through downloadable centre profiles, picture galleries and promotional videos for all centres on the website.

M13 Emergency contact details are gathered for all students on arrival in centres and these details are available to the relevant staff 24 hours a day.

M14 TEI's attendance policy is clear and appropriately implemented in all of the centres.

M15 The school rules in the student welcome booklet make clear the type of conduct that may lead to the expulsion of a student from a centre.

#### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M18 Student feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

M18 Feedback is gathered informally from group leaders throughout the course, particularly regarding excursions.

Formal end-of-course written feedback is collected from students and group leaders, but not initial feedback.

M19 Feedback from centre staff is gathered at the end of their employment. This information is collated and contributes to centre action plans for the following year.

#### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

The main publicity for the course consists of a website with profiles for each centre, a brochure and social media sites.

M21 The English used in publicity is clear and accessible to non-native speakers.

M22 The publicity claim that the 'summer schools are based at some of the UK's most prestigious universities, giving access to some top-class teaching, sports and recreation facilities' is potentially misleading and does not accurately reflect all of the provision. Some of the quotations in the brochure are unattributed.

M24 Students below the minimum age and above the maximum age specified in the publicity were studying in centres at the time of the inspection. The stated maximum class size of 15 was exceeded in nine of the classes in Hull.

M28 The brochure states that: 'All our teachers are recruited in line with British Council guidelines on qualifications and experience'. Some of the teachers do not have first degrees or ELT qualifications that meet Scheme

requirements.

M29 The brochure and some of the banners display the British Council logo, not the Accreditation Scheme marque.

### Management summary

The provision meets the section standard. The management of the organisation operates to the benefit of its students and staff. Student administration is appropriate and feedback is obtained from students and staff at the end of courses. There is a need for improvement in *Publicity*.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The campuses are amply sized for the number of staff and students who use them.

R2 The external areas of all sites are well maintained. Rooms are in an excellent condition in Lincoln, in a reasonable state in Hull and in an adequate state in Nottingham.

R3 The classrooms in Lincoln are large. Those in Hull are variable in size but are all fit for purpose. Two of the classrooms in Nottingham were too small for the number of students in them.

R4 In all of the centres students take their meals in the campus refectory or canteen. Food in all of the centres was varied and plentiful. Students can relax in classrooms, in refectories, in cafés or in external areas with benches.

R6 The staffrooms in both Lincoln and Nottingham were of a good size. The teachers' room and activity room in Hull are rather small for the number of staff who use them.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

R8 Teachers use a good range of supplementary materials including class sets of coursebooks, examination preparation resources and resource books. The activity workbooks are attractively designed. There are fewer teaching resources available for use with the lower age students.

R9 The educational technology available varies from centre to centre and, in Hull and Nottingham, from room to room. The Lincoln classrooms all have projectors and whiteboards.

### Resources and environment summary

The provision meets the section standard. The campuses and learning resources support the studies of students and provide an appropriate professional environment for staff.



## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T1 The inspectors received rationales for nine teachers who do not have Level 6 qualifications. The criterion states that 'exceptionally' it may be acceptable to employ someone who does not have this level. The rationales are not accepted as the proportion of such teachers is too high.

T2 Three of the teachers do not have ELT qualifications appropriate to the courses they are teaching.

T3 Three rationales were submitted and accepted within the context of this inspection. Each of the teachers has received initial teacher training and has relevant experience.

T4 The senior academic management team consists of the academic manager based in the Hull office, who is responsible for course design, and two area academic managers (AAMs) who both have responsibility for the formal observation of all teachers in four centres in different parts of the country. These three managers all have appropriate diploma-level qualifications and experience. The daily academic support to teachers is provided by the eight centre DoSs, six of whom have certificate-level qualifications and two of whom do not have teaching qualifications that meet Scheme requirements.

T5 Rationales were submitted for the eight DoSs in the centres who do not have diploma-level qualifications. One DoS does not have an appropriate level of education or an ELT qualification that meets Scheme requirements and the rationale is, therefore, not accepted. Another DoS has extensive teaching experience, but does not have an ELT qualification that meets Scheme requirements. The rationale is not accepted in the context of this inspection, in which the centre DoSs were not receiving sufficient monitoring of their own performance or given enough guidance on how to support teachers, many of whom needed daily support to write weekly plans and daily lesson plans.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T6 Teachers had been deployed appropriately on courses, for example, at Hull the less experienced teachers and lower level students had been assigned classrooms in the campus hub.

T7 The age range in some of the classes in both Hull and Nottingham was too great. There were timetabling issues regarding the availability of classrooms in both Nottingham and Lincoln. The Nottingham centre had had to use another teaching block in the second week of the summer and two of the classrooms assigned were too small for the number of students using them.

T8 The DoSs are first cover in most centres. This led to problems in Nottingham where the DoS, the AAM and an activity leader had had to cover lessons and classes had been merged. Overall the cover arrangements were inadequate.

T10 The guidance and support for teachers is provided by the AAMs during their visits to centres and by the DoSs during the rest of the time. The AAMs visited all of the centres, but in some cases had not given one-to-one feedback to teachers or discussed the strengths and weaknesses of the teachers with the centre DoSs. There was no evidence that any professional development sessions related to teachers' needs were planned in any of the centres visited, including how to teach preparation lessons for the oral exams. DoS administrative workloads and welfare responsibilities made it extremely difficult for them to give less experienced teachers the personal attention they required in devising lessons and weekly plans. Teachers had, however, been issued with a link to a range of

online resources and approximately half of the teaching staff had accessed these. Overall the support for the teachers in general, and for the less experienced teachers in particular, was inadequate.

T11 The AAMs had observed most of the teachers in the centres visited, but not the DoSs who had been teaching at the time of their visits. One-to-one oral feedback had not been given to all of the teachers observed. The feedback given to teachers did not sufficiently identify not only *what* aspects of teaching needed to be improved but also *how* they might be improved. Planned re-visits and a second round of observations were due to take place in all but one of the centres.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 Course design is based on a combination of general English lessons aimed at developing students' confidence and communicative competence with preparation lessons for the oral examinations taken by all students. Teachers receive detailed syllabuses with topic and language focuses at different levels, and suggested resources.

T14 Students are made aware of the course outline through information about their examination and in the case of Lincoln, but not Hull and Nottingham, through weekly plans on the walls. Some, but not all, teachers had written individual lesson aims on the board.

T16 Students receive detailed activity workbooks that help them to prepare for and carry out tasks on cultural visits and excursions. The work on the activity workbooks is led and monitored by activity leaders.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T17 The placement test consists of a multiple-choice grammar activity, a writing task and an interview with a member of the teaching staff. The age range in some classes exceeded five years in both Hull and Nottingham. For example, in Hull, age ranges included from 10 to 22, 11 to 16, and 11 to 17 in two classes.

T19 DoSs work with group leaders and teachers to seek to ensure that students are entered for the appropriate level of the oral examination. In Nottingham, this process had not been conducted in a timely manner and to the satisfaction of all parties.

T21 Students receive certificates and end-of-course reports with comments from teachers about their behaviour and performance.

### Classroom observation record

Number of teachers seen	27
Number of observations	27
Parts of programme(s) observed	All of the teachers teaching on the days of visits to centres were observed. Exam preparation and general English lessons were observed at all levels.

#### Comments

None.

## Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

T23 Some teachers were able to model target structures and words effectively, whereas others used unnatural language and requested students to speak and write responses in 'full sentences'. Very little attention was paid to pronunciation or intonation in most lessons observed.

T24 In the exam preparation classes, lessons were clearly linked to course objectives in most of the segments observed. In some examination preparation classes the mixed levels in classes made it hard for lessons and materials to be at the appropriate level and on appropriate subjects for all learners. In some non-exam classes the lesson topics and materials were not clearly linked to the needs of students.

T25 The learning aims were made known to learners through general information about exams and in some classes through aims being written on the board. In many classes, however, topics, rather than learning outcomes, were highlighted and many general English classes had unclear aims and a sequence of activities that lacked coherence.

T26 Overall the range of techniques observed was adequate. In some classes students were working effectively and purposefully in pairs and small groups, particularly in examination practice classes. In some classes students were working in large groups on tasks that did not require many of them to speak. Discussions between students were often conducted in their first language and not in English. There was a lack of controlled practice in most of the classes observed. Instruction techniques were often poor and teachers failed to give clear examples of target utterances.

T27 In some classes teachers used boards effectively and divided them into different columns to record topics and new vocabulary. In Hull some teachers were hampered in using their whiteboards effectively by their small size in some rooms and others struggled to use flip chart alternatives appropriately.

T28 In the stronger lesson segments teachers provided encouraging and appropriate feedback to students. In the weaker lesson segments many opportunities for giving oral feedback were missed.

T29 There was little evidence in lessons of activities designed to evaluate whether learning had taken place.

T30 There was a positive learning atmosphere in many of the examination practice lessons observed. The students in general English classes were less engaged. Too much first language was spoken in many classes and even when this had been identified as a difficulty, most teachers did not have effective strategies for countering this.

### Classroom observation summary

The overall standard of the teaching was just satisfactory. The teaching ranged from good in some of the higher level examination classes to unsatisfactory in some of the lower level exam classes and non-exam classes.

Lessons had been carefully prepared in two of the centres, but not in Lincoln. Whilst the topics of lessons and the materials chosen were often appropriate for the exam classes, this was not the case for a number of general English classes. In the better lessons students were given clear instructions and were working well together in pairs and groups. In the unsatisfactory lessons teachers often gave imprecise instructions and students were not working effectively together in English. The teaching observed just met the requirements of the Scheme.

### Teaching and learning summary

The provision does not meet the section standard. There are weaknesses in both the academic staff profile and academic management. Teachers do not receive the level of support that they need. Course design is appropriate. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile* and *Academic management*.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

#### Comments

W1 Safety and security on the three sites visited was generally very good. University security patrols and CCTV were provided by the universities in addition to Target's own security provision, which includes the use of lanyards, swipe card or keypad entry systems and the taking of registers at the start of the day, after the break and before activities. However, a faulty lock on a classroom in Hull meant that the teacher and students were temporarily trapped and this issue had previously been reported to the university.

W2 Students at all centres receive appropriate pastoral care. The group leader is the primary point of contact for students in groups and individually enrolled students are assigned a mentor. Students in focus groups were positive about the assistance offered by all TEI staff. A classroom can be made available for religious observance.

W3 The DoSs are identified to students at induction. Their responsibilities are shared with the centre managers. However, not all centres had photoboards displaying all main personnel and the names of staff do not appear in student manuals.

W4 Policies and procedures for dealing with abusive behaviour are clearly outlined in the student and staff handbooks. All staff are required to undergo Prevent training and some aspects of the Prevent policy are incorporated into classroom lessons and the activity workbook.

W5 Students are given ID cards, attached to their lanyards, with the centre manager's and individual group leader's emergency numbers, as well as their own emergency contact details. However, they are not required to enter these emergency numbers on their mobiles and a number of students at each site were observed without their lanyards.

W6 A meet and greet service is offered for groups, individually enrolled students and for students accompanied by parents. It is organised efficiently by the TEI transport, programmes and IT co-ordinator.

W7 Students receive a pre-departure guide and there are two student manuals, one for groups and one for individually enrolled students. The manuals are well presented, written in accessible language and include relevant advice.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

All sites offer full-board accommodation on campus in a choice of single standard rooms with shared bathroom facilities or single or paired ensuite rooms. There are kitchens or pantries on each floor and coin-operated washing and drying machines either within the accommodation blocks, or separately in a laundry room.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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#### Comments

W9 All rooms at all sites were at least satisfactory. Those in Lincoln were of a high standard, with double beds in each room, well-equipped kitchens and laundry facilities on each floor or in each flat.

W12 The centre managers keep hardcopy records of room occupancy. They liaise closely with group leaders with regard to room allocation and take account of student preference. In Lincoln this had led to several room changes and the centre manager's rooming list contained group, not individual, student names as a result. This was rectified during the inspection.

W14 The centre managers and DoSs meet students informally each day and are in close contact with their group leaders. End- of-course feedback is obtained and analysed but there is no formal initial feedback from students.

W15 The food sampled was generally satisfactory and plentiful, with healthy options offered. There was some evidence of managers attempting to respond to student and group leader comments and liaise with the catering staff at the universities.

#### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W22 All sites were cleaned regularly, with an adequate supply of clean bedlinen and towels. In Lincoln and Nottingham, the cleaning arrangements were good, with frequent cleaning and changes of bedlinen and towels.

W23 At Hull there is a first-aid trained University staff member on duty at night. At Lincoln and Nottingham first-aid trained staff sleep in the residences and at Nottingham there is an NHS health centre on campus.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W26 All students are given an activity workbook which provides them with a short history of the local area, as well as the places they will visit. There are tasks to complete during excursions and students keep the workbooks as souvenirs when they return home.

W27 The activity and excursion programme, which is provided as part of the course, has been devised by the staff at head office. It includes a weekly full-day and half-day excursion, two visits to local areas and two on-site sports activities. There are evening activities on seven nights a week, which include discos and karaoke. An optional weekly drama workshop and an optional street dance workshop, both led by specialist instructors, are popular with students. Activity leaders are also responsive to suggestions made by students or group leaders. The activity and excursion programme received enthusiastic praise from students in focus groups.

W28 General risk assessments have been drawn up for all activities and excursions. Each risk assessment is signed by the activity managers to confirm they have read them and they are regularly reviewed in light of feedback received.

#### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are met and the leisure activities are well planned and managed. The accommodation provided is suitable for the students, staff and group leaders it accommodates and the accommodation systems work to the benefit of students. *Leisure opportunities* is an area of strength.

#### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

TEI accepts 11 to 18 year-olds on its junior summer school of two or three weeks. The programme comprises 15 hours of tuition in the morning or afternoon, with morning or afternoon activities and weekend excursions. Junior students are all allocated residential accommodation. A small number of students are occasionally accommodated with relatives or friends with the permission of their parents or guardians. There was one 10 year-old student at Hull and at Lincoln and one 22 year-old student attending classes at Hull at the time of the inspection.

C1 The criterion is met overall. There is a clear safeguarding policy in place covering a number of procedures including safer recruitment and handling allegations. In addition there is a staff code of conduct and guidelines on how to handle delayed DBS checks.

C2 The policy is made known to all staff and group leaders and they are required to confirm they have read the documentation. All staff have received basic safeguarding, as well as child protection training. The TEI recruitment support and safeguarding officer, who has overall responsibility for safeguarding, has received advanced training and has run training sessions for all the activity leaders. The TEI director and the centre managers and DoSs at each centre have received Level 2 training.

C4 Recruitment procedures are generally in line with the organisation's safeguarding policy and there are sound recruitment procedures. However, checks on several activity leaders were still pending at the time of the inspection.

C5 Students are generally well supervised and monitored during lessons and activities. However, a 22 year-old was enrolled on a course as a student at Hull. There were sometimes insufficient staff on duty during the breaks.

C6 The criterion is met overall. However, the 'lights out' time for all students is 23.00 which is rather late for students aged 11 to 13.

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C7 Students are supervised in their residential accommodation by their group leaders and by TEI staff. Male and female students are allocated separate areas, with group leaders or activity leaders placed in rooms between the two. The inspectors saw evidence that appropriate arrangements were in place for emergencies.

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**Care of under 18s summary**

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The provision meets the section standard. There are good policies and procedures in place for the safeguarding of students under the age of 18. Students are adequately supervised on leisure activities, excursions and in their accommodation but younger students do not receive any differentiated monitoring.

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