

Organisation name	TEG Birmingham
Inspection date	13–14 October 2021

Section standards	
<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

### Recommendation

We recommend accreditation with a spot check in the first 18 months. However, evidence must be submitted within three months to demonstrate that weaknesses in S2 and S4 have been addressed.

### Summary statement

The British Council inspected and accredited TEG Birmingham in October 2021. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+).

Strengths were noted in the areas of student administration, premises and facilities, academic management, and leisure opportunities.

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

## Introduction

TEG Birmingham, part of the Tompkins Education Group (TEG), gained accreditation by extension in 2019. The other schools in the TEG group are TEG Portsmouth, TEG Southampton and TEG Bristol. Following a period of insolvency when accreditation was suspended, the group was bought by International Language Centers Ltd in 2020. The schools have now been brought back into accreditation with follow-up inspections recommended; this is the first full inspection of TEG Birmingham.

The principal of TEG is based in Southampton and has oversight of all the TEG schools. He visits TEG Birmingham frequently and maintains daily contact through video conferencing and phone calls. The director of studies (DoS) and the office manager have responsibility for the school on a day-to-day basis, with support from the principal and the assistant director of studies (ADoS) of Southampton.

The school offers General English and exam preparation classes for students aged 16+.

The inspection took one and a half days. Due to the global pandemic, the inspection was conducted remotely. In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

The two inspectors held meetings with the principal, the DoS and the office manager. Focus group meetings were held with teachers and students, and all teachers, including the DoS, were observed teaching face to face. Both inspectors completed a virtual tour of the school premises. No accommodation was visited as the school is in the process of recruiting homestay providers and does not yet offer homestay accommodation.

## Address of main site/head office

Grosvenor House, 97 Broad Street, Birmingham B15 1AU

## Description of sites observed

TEG is located on Broad Street in the centre of Birmingham and has use of the whole building spread over three floors. Access to the building is from the street via a coded entry pad. The school reception and a student lounge area are on the ground floor. Six classrooms of different sizes are spread over the first and second floors. Access to three of the classrooms is through another classroom. A large staffroom with kitchen area is located on the third floor. There is enough space here to add an additional classroom in future if numbers of students grow. Disabled toilets are on the ground floor, female toilets on the first floor and male toilets on the second floor.

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

TEG offers general English, exam preparation courses, communication skills and business skills to students aged 16 and over. Most students are already working and living in Birmingham. Students can study from 5.5 hours per week in the evening, up to 25 hours per week, combining general English classes with communication skills, business skills or exam preparation classes. At the time of the inspection three levels of general English classes were running in the mornings with business skills and communication skills offered in the afternoons. One evening class at intermediate level was offered one evening a week.

## Management profile

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TEG English is owned by International Language Centers Ltd. The principal of the TEG centres reports to the ILC Board of Directors. All academic and administrative managers at TEG Birmingham report to the principal.

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### Accommodation profile

Although all the procedures for recruiting and providing homestay accommodation are in place, and were used previously, the school currently does not have any confirmed homestay providers. The school is in process of recruiting homestays. Two student residences are recommended, but students make the arrangements directly with the residence.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. There is a clear statement of goals and values, staff management is efficient and there are effective channels of communication at all levels. Recruitment systems and procedures are in place. All aspects of student administration are carried out with care and attention to the needs of students. Publicity is clear and generally accurate. *Student administration* is an area of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. Resources are sufficient to meet the needs of staff and students. *Premises and facilities* is an area of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Courses are appropriate for the needs of students, and teachers receive good support. Programmes of learning are well managed to the benefit of the students, and the teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for safety and security, pastoral care, information and leisure activities are met. Students benefit from well-managed student services, including out-of-class activities. *Leisure activities* is an area of strength.

#### 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. The provision meets the section standard.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### Evidence

#### Management

Strategic and quality management	
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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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.	Met

**Comments**

M2 Plans and objectives for the organisation are careful and measured, although some of the steps needing to be taken and the time frame to achieve them in are not set out clearly. Given the difficulty of planning in the current circumstances, this criterion is met overall.

M4 Channels of communication across all levels of the organisation are straightforward and work very well. A variety of communication channels is used to ensure that all stakeholders, including teachers and students are kept well informed. The principal has daily phone/video conferencing meetings with the DoS and the office manager; regular meetings take place with staff in the other schools to allow for support and the sharing of best practice.

**Staff management and development**

Met

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

Met

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

Met

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

Met

M11 There are effective induction procedures for all staff.

Strength

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

Met

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

Met

**Comments**

M11 Induction procedures are very good both for administrative and teaching staff. There were completed checklists on file and a newly appointed teacher confirmed that her induction had been thorough and useful.

**Student administration**

Area of strength

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

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

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.

Strength

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

Met

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

Met

**Comments**

M14 All staff working with students are friendly, knowledgeable and approachable, demonstrating very good levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the school.

M15 The individual nature of the service provided ensures students receive detailed one-to-one support and guidance before enrolling on a programme. This level of support continues throughout their time at the school.

M19 The attendance policy is explained very clearly in the student handbook and reinforced individually with students when they enrol. Staff in the focus group know exactly what to do in the event of an under 18 student being absent from class, although the school had no under 18 students at the time.

**Publicity**

Met

M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Strength
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

The main medium of publicity is the website accompanied by information leaflets and posters.

M25 There is no indication of approximate course-related exam fees on the website and no information about terms and conditions.

M26 A separate section of the website gives a comprehensive overview of arrangements for the care and supervision of under 18s, including frequently asked questions and the pastoral care policy for under 18 students.

M27 The publicity does not make it clear that the residential accommodation is not arranged by the school.

### Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.	Strength
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.	Strength
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.	Strength

#### Comments

P3 Students have the use of a large and attractively furnished lounge area very suitable for relaxation and the consumption of food.

P5 There are good displays of information of interest to both students and staff throughout the school and all signage is clear and helpful.

P6 The staffroom is large and comfortable with a kitchen and seating area. There is ample space for teachers to prepare lessons, meet and relax.

Learning resources	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.	Strength

**Comments**

P12 The principal and the DoS are responsible for reviewing teaching and learning resources; this is done regularly, taking staff and student feedback into account. Staff in the focus group commented that additional materials and resources can be requested at any time and, budget permitting, materials will be purchased.

**Teaching and learning**

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

T2 A rationale was presented for one teacher without an ELT qualification that meet Scheme requirements. The teacher has experience in a variety of ELT contexts and is supported by the DoS. The rationale was accepted within the context of this inspection.

<b>Academic management</b>	<b>Area of strength</b>
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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

**Comments**

T8 The teacher handbook gives useful tips and strategies for coping with continuous enrolment; staff are kept well informed of new students joining their classes and efforts are made to encourage students to join classes on Mondays when new work is introduced.

T9 The academic manager shares the same staffroom as the teaching staff, and this allows for a great deal of informal daily support. Regular meetings, both formal and informal, take place between the academic manager and the teaching team. Staff spoke highly of the support they receive. Peer observation took place regularly before the school closed and there are plans to start this again.

T10 Good arrangements are in place for the observation and monitoring of teachers' performance, including observations by the principal as well as the DoS. Staff in the focus group commented that the observations were both helpful and developmental.

<b>Course design and implementation</b>	<b>Met</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	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.	Met

#### Comments

T15 Strategies and advice to support independent learning are mentioned in the course syllabus but these are left up to the individual teacher to implement. They are not highlighted or covered systematically.

<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.	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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	4
Number of observations	7
Parts of programme(s) observed	All general English classes were observed, including the evening class. The business skills class was not observed as the students were absent.

#### 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.	Not 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.	Strength
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 Models of spoken and written English were clear and accurate, some good drilling of new vocabulary was seen and mostly well explained. In some segments seen, explanations were too complex for the level of students.  
T24 Teachers knew their students well, understood their learning backgrounds and described their learning needs in the lesson plans. Topics and materials were appropriate for students living in the UK.  
T25 Lesson plans were logically staged and there was a clear link between aims and activities, but learning outcomes were not always made clear to students.

T26 A good variety of teaching techniques was seen including nomination, confident use of elicitation, good prompting and concept checking. At times opportunities to concept check new language were missed.

T27 Classroom management was generally very good: instructions were clear, whiteboards were used effectively, pair and group work was handled skilfully to take account of social distancing.

T28 In all classes, teachers were encouraging, positive and helpful and gave constructive feedback. However, in some segments there was insufficient correction of errors, especially in pronunciation.

T29 Almost all teaching included short tasks to encourage students to use the language being taught and evaluate their performance.

T30 In all classes seen students were interacting and engaged. Teachers clearly knew their students well and were aware of their learning needs; classes were purposeful and there was a warm, positive and encouraging atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with most being satisfactorily met. Teachers' knowledge of the language was generally sound, and the content of the lessons catered for the interests of the students. However, learning outcomes were not always made clear to students. Teachers used a good range of techniques and resources. Feedback to students was skilful, although some opportunities to correct errors were missed. Rapport was good in all 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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 The measures ensuring the safety and security of students are appropriate. Regular general premises risk assessments are carried out. However, some room-specific risks had not been identified.

W3 Students receive a very good level of care. They are supported according to their individual needs, with special attention given to under 18s. All students are invited to attend an informal meeting once a week. This is primarily a social occasion but allows students to talk to staff about any problems.

W7 Students receive a copy of the student handbook on enrolment, and this contains very full information, which is clearly presented. Students also have a welcome meeting, during which they are given essential advice and useful information.

Accommodation (W9–W22 as applicable)	Partially assessed
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Partially assessed
W10 Arrangements for cleaning and laundry are satisfactory.	Partially assessed
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Partially assessed
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Partially assessed



W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Partially assessed
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Partially assessed
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Partially assessed

#### Comments

During the application process all these requirements are made clear and are presented in a handbook.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Partially assessed
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.	Partially assessed
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Partially assessed
W19 English is the language of communication within the homestay home.	Partially assessed
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Partially assessed

#### Comments

During the application process all these requirements are made clear and are presented in a handbook.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

W22 The two residences recommended are carefully checked and there is regular communication between the school and the residence managers.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students are given information and encouraged to access local events and activities. They are helped with itineraries and bookings if planning their own activities or excursions. There is a gym opposite the school and students are encouraged to attend.

W24 Due to the pandemic, the social programme is designed around the safety of the students. Most of the planned events take place on the school premises. These are very popular.

W26 All events are carefully risk assessed. The assessments are reviewed at the end of each event and updated as necessary.

### 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.	Not 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.	Not 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

16 and 17 year-olds are accepted on the adult courses. Generally, there are very few enrolments for under 18s and there were no under 18s present at the time of the inspection.

S2 The designated safeguarding lead has trained to an advanced, but not to a specialist level of safeguarding.  
S4 No hosts had been recruited at the time of the inspection, procedures were in place but it is not made clear that all adults in a homestay must have a criminal records check unless the main carer's check includes checking other adults in the household.

#### 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	October 2021
Last full inspection	N/a
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 by extension
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	TEG Portsmouth, TEG Southampton, TEG Bristol
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	2007 – Portsmouth Language College Ltd (Assets bought out of administration in 2020) 2020 – International Language Centers Ltd
Ownership	Name of company: International Language Centers Ltd Company number: 12861211
Other accreditation/inspection	N/a

**Premises profile**

Details of any additional sites in use at the time of the inspection but not observed	None
Details of any additional sites not in use at the time of the inspection	None

<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	13	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	10
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	5	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>18</b>	<b>0</b>
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	18+	18+
Adult programmes: typical length of stay	10 weeks	4 weeks
Adult programmes: predominant nationalities	French, Spanish, Saudi Arabian, Japanese	French, Spanish, Saudi Arabian, Japanese

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	6
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

**Academic manager qualifications profile.**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The principal is also TEFLQ and undertakes academic management responsibilities at times. One academic manager was scheduled to teach 15 hours during the week of the inspection.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
<b>Total</b>	<b>3</b>
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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	15	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	18	0
Overall total adults + under 18s	18	