

Organisation name	TopUp Learning (Tti School of English), London
Inspection date	23–25 August 2021

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited TopUp Learning London in August 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 for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+) in school premises and online, and for adults (18+) and under 18s online.</p> <p>Strengths were noted in the areas of staff management, student administration, premises and facilities, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Teacher Training International (TTI) was acquired by the current owner in October 2020 and TopUp Learning was created as a new brand, offering face-to-face and online tuition. Due to the global pandemic, the school went through periods of opening and closing, and has now been open since March 2021.

The inspection took the equivalent of two and a half days over three days. Due to the global pandemic, the inspection was conducted remotely.

Meetings were held with the new CEO who is also the principal, the director of studies (DOS) London, the DOS online, and two members of the student support services team. Four focus groups were held: with teachers and students from face-to-face and online courses respectively. Most of the teachers timetabled during the inspection were observed. One inspector carried out a video tour of a student residence and a student house. A video tour of the school premises was also conducted and students were asked about their impression of the premises.

Address of main site/head office

148 Camden High Street, London NW1 ONE

Description of sites observed

The school is in Camden Town, situated above a commercial building. It occupies three floors and is accessed from the street by stairs. The first floor comprises a reception area, an office for the principal and administrative staff, a student lounge with a range of seating, tables, ping pong and a small library. There is also a kitchen area with dishwasher, fridge, and facilities for hot drinks. A roof terrace with seating is also accessed from this floor. On the second floor there are toilets, three classrooms, a small office, a very small classroom/study area which is also used as a prayer room, and a further classroom currently being used for storage. The teachers' room is on the third floor, together with the DoS' office, a staff toilet and three further classrooms.

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 checked="" type="checkbox"/>	<input checked="" 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

The main offer is General English, with additional optional modules to cater for exam preparation, skills development and specific subject areas such as business. These courses are run face-to-face and also online, and online provision also includes younger learner programmes.

Management profile

The CEO is also the principal and carries out all senior management roles. The DoS London and DoS online both report to him, as does the student support services team, and sales and marketing. Teachers report to the DoSs London and online respectively.

Accommodation profile

The school uses agencies to provide all accommodation. Both homestay and residential accommodation are offered. The school has an agreement with one agency, which is registered with the British Council, to provide all homestay accommodation. One of the two agencies used by the school to provide residential accommodation is registered with the British Council. At the time of the inspection the school had arranged accommodation through one of these agencies for a student in a student house, a provision not normally offered. The inspector had synchronous video tours of one residence and the student house.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Staff are valued and well managed. *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a 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. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good 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 met the requirements of the Scheme.

Welfare and student services

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

Safeguarding under 18s

The provision meets the section standard. 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Strength
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

M1 The school's goals and values are clearly stated and prominently displayed around the school. The CEO has a strong awareness of issues within the sector and how they may affect planning, and made reference to clear connections between goals and values and the current context.

M3 The current structure is clear and appropriately conveyed to students through a prominently positioned photograph board, including team roles as well as teachers.

M4 Communications are good and make effective use of both formal and informal channels. Staff are well informed and engaged.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
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

M8 Appropriate human resources (HR) policies and practices are in place, supported by an external provider, and it is evident that staff feel valued and supported.

M10 There are comprehensive recruitment procedures for each stage of the recruitment process, recruiters receive training, and their effectiveness is evidenced by the successful recruitment of an appropriate and balanced team.

M11 Thorough induction is provided for all staff, with a comprehensive induction checklist and online quizzes to check information and skills.

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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 There are good levels of customer service. The administrative team has good cover arrangements and the school has invested in comprehensive management systems and software. Staff are trained in its use and were easily able to retrieve specific information on individual students.

M15 Detailed pre-arrival information is made available, and the school provides regular training for agents in support of this area. In London, students receive targeted advice from the DoS, as well as tutorials during their course.

M21 The complaints procedure is available on the website, prominently displayed in the school, and presented accessibly in induction information.

Publicity	Area of strength
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.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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

There is a TopUp Learning website for online provision; this is linked to a TTI website with TopUp Learning branding for face-to-face programmes.

M24 Course information is clear and very consistently presented through accessible graphics.

M26 The website gives clear information on levels of supervision, and parental consent forms are extremely comprehensive in this respect.

M27 It is not made consistently clear that all accommodation is arranged and managed through agencies.

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.	Strength
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.	Met

Comments

P3 There are extensive facilities for relaxation and consumption of food, including the spacious, welcoming student lounge and large roof terrace.

P4 The local area offers a wide range of food and drink outlets. In the school, as well as drinking water, free tea and coffee is available in the well-equipped kitchen area, along with snacks and treats on some days.

P5 There are prominently positioned noticeboards throughout the school, which are well maintained and provide a range of important and interesting information.

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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 Digital resources are extremely well organised and accessible for teachers, especially for online courses.

P9 Technology is confidently and competently used and very well supported. Online teachers expressed their strong appreciation of the training and support they receive.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
T2 Rationales were provided for two teachers whose teaching qualifications do not meet Scheme requirements. Both were accepted in the context of this inspection. One has an MA in TEFL (without supervised teaching practice) and a teaching diploma and is very experienced. The other has undertaken an initial TEFL course which does not meet Scheme requirements, but has a good teaching experience and is well supported by the DoS.	
T4 Both DoSs are TEFLQ with extensive teaching and academic management experience.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T9 Teachers in the focus groups mentioned the good support provided by both DoSs.	
Course design and implementation	Met
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.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met
Comments	
T16 Strategies to help students develop language skills outside the classroom are not systematically built into courses.	
Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	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 subsection are fully met.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

Observations included 13 of the 15 teachers timetabled, six teaching in school premises and seven teaching online. One teacher did not return from holiday at the scheduled time, and a second had no students in the observation slot allocated.

Teaching: classroom observation	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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers generally demonstrated sound knowledge and provided clear and natural models. They also dealt effectively with emerging language, and most gave useful examples and explanations.

T24 Lesson plans included good student profiles, many of which showed in-depth awareness of individuals' strengths and needs. Many included planned differentiation for different ages or abilities. Materials, topics and activities selected were wholly appropriate.

T25 Learning outcomes were generally relevant and students had been made aware of them through weekly plans. Lessons were logically staged.

T26 Teachers made confident use of a range of techniques as appropriate to meet the needs of their students and the lesson, including good elicitation, use of nomination, prompting and concept checking.

T27 Technology was used competently, and boardwork was generally well organised and clear.

T28 Most teachers were able to make use of a reasonable range of techniques to deal with errors, including direct intervention, delayed error correction and reformulating.

T29 Lessons included short tasks to evaluate learning, and teachers recapped and reviewed previous learning.

T30 In most lesson segments observed, teachers engaged students through a lively and encouraging presence in class, gave clear instructions and promoted a positive and purposeful classroom atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority of lesson segments observed being satisfactory or better. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson

content was relevant to the needs, ages and cultural background of the students, and led to useful learning outcomes. In most lesson segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. In almost all cases, teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

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.	Strength
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 There are good measures in place to ensure the safety and security of students. An online platform provides a very comprehensive reminder and recording system for all health and safety procedures. Risk assessments are carried out regularly on the premises and safety procedures, including e-safety procedures, are clearly presented in handbooks. A good number of staff have received fire marshal training.

W3 Students receive a very good level of pastoral care. Under 18s receive special attention, including regular informal meetings and careful monitoring of attendance and punctuality. Students from both face-to-face and online courses commented on the good care and support they receive.

W7 Students receive comprehensive advice and information on relevant aspects of life in the UK. Students have a full induction on arrival and the handbook also provides information. Staff are available at break and other times to offer further advice.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Adequate evidence of checks made on the residential accommodation and the student house had not been provided by one of the agencies.

W12 Students receive very clear and comprehensive details of their accommodation. Confirmation of the homestay bookings includes a pen portrait of the household, as well as photographs of the accommodation. There is additional information about the local area.

W13 There are good procedures in place for identifying problems and effective systems for liaising with the different agencies to ensure problems are resolved quickly. Detailed records are kept.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All the criteria in this area are fully met.

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

Comments

The relevant criterion in this area is met.

Leisure opportunities	Area of strength
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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 appropriate information about local activities and events and encouraged to attend. Recommendations are included in the monthly social programme and the school keeps up-to-date information regarding booking requirements or restrictions due to the pandemic. Students are advised and assisted accordingly.

W25 The programme is very well organised to meet the current needs of the students and within the restrictions necessary due to the pandemic. Activities are rarely cancelled due to lack of take up and are always accompanied by a member of staff.

W26 There are very effective systems to ensure the health and safety of students. Risk assessments are very thorough and completed with specific details for each activity and space for feedback after the activity. The school's emergency plan gives clear guidelines for accompanying staff.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16 and 17 year-olds and at the time of the inspection there were two under 18s enrolled.

S2 All adults in contact with under 18s are made aware of the policy and there are high levels of training. The CEO/acting principal and three of the managers are trained to specialist level and all staff receive training to basic level and sign a code of conduct. All homestay hosts receive basic level training.

S7 Suitable homestay accommodation is arranged through an agency which is registered with the British Council. Until now any under 18s have been in accommodation arranged by their parents. The school holds details of any such arrangements, following discussions between the parent and the school. However, procedures are not formalised for checking the suitability of alternative arrangements.

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	2004
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1999
Ownership	Name of company: Teacher Training International Limited Company number: 03666896
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	23	23
Full-time ELT (15+ hours per week) aged 16–17 years	2	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	65 (62 online + 3 London)	65 (62 online + 3 London)
Part-time ELT aged 16–17 years	9 online	9 online
Part-time ELT aged under 16 years	36 online	36 online
Overall total ELT/ESOL students shown above	135 (107 online +28 London)	135 (107 online +28 London)
Junior programmes: advertised minimum age	5 YO online 16 YO London	5 YO online 16 YO London
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Taiwanese	Taiwanese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16 to 59	16 to 59
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Russian, Thai, Spanish	Russian, Thai, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15 (7 London + 8 online)	15 (7 London + 8 online)
Number teaching ELT 20 hours and over a week	6 (4 London + 2 online)	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	7	

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	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	15
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	2	0
Private home	0	0
Home tuition	0	0
Residential	4	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	19	0
Overall totals adults/under 18s		
	26	2
Overall total adults + under 18s		
	28	