

Organisation name	Trinity TS, Leicester
Inspection date	10–11 July 2017

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 checked="" type="checkbox"/>	<input 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 continued accreditation, with a spot check within twelve months focusing on points to be addressed in publicity, accommodation and care of under 18s.

### Summary statement

The British Council inspected and accredited Trinity TS, Leicester in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 teaching organisation offers residential courses in general English for under 18s.

The inspection report noted a need for improvement in the areas of publicity and accommodation.

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

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

## Organisation profile

Inspection history	Dates/details
First inspection	July 2013
Last full inspection	July 2013
Subsequent spot check (if applicable)	July 2015
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	Work experience
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	2011
Ownership	Trinity TS UK Ltd Company number: 08058972
Other accreditation/inspection	N/a

## Premises profile

Address of main site	University of Leicester, Manor Road, Oadby, Leicester, LE2 2LH
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Trinity TS makes use of a range of buildings in the Oadby Student Village, University of Leicester, which is located in a residential area three miles from the city centre. The provider has use of a building adapted for teaching purposes in the summer, a canteen, a large house used for leisure activities and offices, and a number of halls of residence. Most of the facilities used are clearly separated from those used by other operators. The campus is divided by a fairly busy road; most of the site used by Trinity TS is on one side of the road. There is a great deal of open space accessible to the general public.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
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	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	26	26
Full-time ELT (15+ hours per week) aged under 16	172	172
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>198</b>	<b>198</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: actual minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: actual maximum age	17	17

Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: actual minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	15	15
Number on short-term study visas	N/a	N/a

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	9	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
<b>Total</b>	1
Comments	

The Director of Studies (DoS) has a range of appropriate qualifications and sixteen years' experience of teaching, teacher training, materials writing, conference presentation and ELT management. She had worked previously as a Trinity TS DoS in 2013 and 2015. She has no teaching commitment during the course, except to provide cover when necessary.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	3
<b>Total</b>	8

**Comments**

None.

**Course profile**

Eligible activities	Year round		Vacation		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 type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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**

Trinity TS offers a summer camp programme in July for 10 to 17 year-olds on a zig-zag timetable of 15 hours English and activities. Students stay either one or two weeks. Occasional nine and 18 year-olds are accepted when they are in the same school year as the rest of the group. At the time of the inspection all but two of the students were in closed groups under the supervision of GLs.

**Accommodation profile****Number of students in each at the time of inspection (all students on eligible courses)**

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	15
Private home	0	0
Home tuition	0	0
Residential	0	183
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
<b>Overall totals adults/under 18s</b>	0	198
<b>Overall total adults + under 18s</b>	198	

**Introduction**

Trinity TS is a wholly-owned subsidiary company of Trinity Viaggi, an Italian language travel agency which organises summer English courses for juniors in a wide range of centres in the UK. With the exception of Trinity TS all the courses are sub-contracted to accredited operators. Trinity TS is the only course run by Trinity itself. The Carmarthen centre was first inspected and accredited in 2013; no course ran in 2014; and in 2015 and 2016 Leicester ran alongside the Carmarthen course. In 2017 only the course based in the Leicester University campus was running. Apart from a small number of Turkish, Spanish and French students all the students were Italian.

The inspection lasted two days. Meetings were held with the company director/centre manager (CM), the DoS, accommodation officer (AO) for homestay, and the events manager and the catering co-ordinator from the university. Group meetings were held with students, teachers, group leaders (GL), activity managers (AM) and activity leaders (AL). All teachers were observed and activity set ups were sampled. Both inspectors visited one residence; one inspector visited three homestays and three more residences.

## 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 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 type="checkbox"/>	<input 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 director of Trinity TS took over as centre manager when the designated post holder resigned a month before the inspection. Currently the management team consists of the CM, the DoS, and three AMs and the evidence is that at the time of the inspection the team was working effectively to the benefit of staff and students. Responsibility is clearly divided and roles are understood by all staff, GLs and the students. However, staffing levels are tight and as the director is operating as the CM, extended cover would be problematic.

M4 In nearly all areas communication is very good. Weekly reports are sent to head office by email. There is a wide range of informal as well as formal minuted staff meetings. Formal meetings are held with the GLs every two days and the teachers meet with the DoS twice a day. There is a nightly meeting with activity staff. The university events team stated that communication with the university was good. However, communication with the accommodation officer responsible for homestay is weak.

M7 Activity staff receive a two-day induction and teachers receive a full-day induction. GLs receive their induction on the first day while their students are in class. All induction is in paid time and the process is supported by checklists. However, the checklists do not specifically state that staff have undergone safeguarding training.

M8 Informal individual feedback is given to staff on a continuing basis. Staff are given a formal appraisal at the end of their contract, which includes a discussion on the appraisee's future development.

### 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 checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	
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#### Comments

M10 The management team handles most student administration. This is sufficient given that most of the pre-course administration is carried out by overseas agencies.

M11 Most students come through two main agencies in Italy. Information and advice is channelled to students and parents through the agencies and the GLs who are briefed by them.

M13 Next of kin details are collected on the coach on the way from the airport. Records are kept in paper form and those sampled were complete. These are accessible at all times to the CM and other key staff.

M14 There is a clear policy on attendance and punctuality that is known to staff, students and the GLs.

#### 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 checked="" 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 type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

M17 Addressing issues as they arise is rightly regarded as paramount during the course. At the end of the course a report is written making recommendations for the following year.

M18 Students give verbal feedback regularly to their GLs, who communicate it to centre staff, and when necessary action is taken. Written individual student feedback is collected at the beginning and the end of the student's stay; written group leader feedback is collected at the end of their stay. Negative comments are highlighted and action is taken where appropriate. However, at the time of the inspection there was no written record of action taken.

M20 Most students' complaints are dealt with immediately with the assistance of the GLs. There is a written notice about who to talk if students are unhappy with aspects of their course on display boards in classrooms and in the common areas. However, there is no indication of an ultimate option of complaint to an independent body.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

Most print and web publicity is provided, in Italian, by the two Italian agencies. For the non-Italian market, there is a website and flyers. The flyers can be downloaded from the website. There is a social media presence.

M21 Publicity is in clear and accurate English, with the exception of a small number of spelling mistakes; the language used is accessible to non-native speakers.

M22 Information about the services offered is accurate and pictures are captioned. However, there is no indication that all but a few of the students are from one country.

M23 There is no clear description of course objectives or levels.

M25 The following are not available in the English-language publicity: cost of tuition, requirements for deposits, payment of fees and refund policy.

M26 There is no indication that homestay accommodation is provided by an agency.

M28 The publicity refers to 'qualified EFL tutors', which was not true of all teachers at the time of inspection.

### Management summary

The provision meets the section standard. Most aspects of staff management and administration are well handled. Quality assurance procedures are appropriate for a vacation course for juniors. Publicity for non-agency students is incomplete in some areas. 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The campus provides a range of types of room that are appropriate for the Trinity TS summer course. The grounds are attractive and provide a relaxing environment for staff and students. The course office and teachers' room are spacious and classrooms range from large to adequate in size.

R2 The premises are in a very good state of repair and decoration and there is a high level of cleanliness. Outside areas, including lawn areas, are well maintained.

R3 This criterion is met overall. There are some good size classrooms which are well ventilated. The smaller classrooms can be stuffy on hot days and in some there is little room to easily vary seating arrangements.

R4 There are many areas for relaxation. The canteen has a large counter and the catering staff section off areas for groups of students with special dietary requirements.

R5 Signage is functional but internal signage is not very professional in appearance.

### 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 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 Classes are activity based and learning materials consist of a very practical resource bank booklet with website links to appropriate activities.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The campus provides a spacious, pleasant environment for students and staff. The learning resources support and enhance the studies of students enrolled with the provider. *Premises and facilities* is an area of strength.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T1 Two of the eight teachers did not have a Level six qualification. Rationales were provided and were accepted within the context of the inspection. One had school experience, which included delivering a phonics programme to young children, and was appropriately deployed on the course; the other had received university vocational training overseas.

T2 Three teachers did not have an appropriate ELT qualification.

T3 The three rationales were accepted within the context of this inspection. One teacher had completed an online course and had had three years' teaching experience in the UK and overseas; the other two teachers had completed a TEFL course and had had prior teaching experience. Very good monitoring and support are provided by the DoS.

T4 The DoS has a number of appropriate qualifications and extensive experience in a range of different teaching and academic management contexts.

### Academic management

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

#### Comments

T6 Teachers are responsible for two groups (one in the morning and one in the afternoon) for a two-week period. Each class is taught by one teacher. Teachers are allocated to classes according to their experience and preferences and development opportunities are provided for teachers who wish to teach a level which is new to them.

T7 Cover is provided by the DoS. There was no evidence that she had been called upon to the detriment of her academic management duties. In an extreme emergency an activity leader with teaching experience would be asked to teach, but at the time of the inspection this had not been necessary.

T9 In the first two weeks of July some students leave at the end of the first week and some students arrive at the beginning of the second week. Although the situation is not ideal from an academic point of view, each week's programme is self-contained and work on actual presentations is held over to the second week. Other ways of mitigating disruption are discussed between the DoS and the teachers. For the last two weeks in July all students arrive and depart on the same days.

T10 The DoS provides a very high level of guidance and support for teachers. Meetings are held twice a day in which ideas are discussed, lessons reviewed and suggestions made. Email and telephone messaging are used to provide individual support. Teachers were warm in the praise of the support they were given and teacher morale was high.

T11 The DoS had formally observed half of the teachers at the time of the inspection and plans to see all teachers twice before the end of the course. Observation informs the daily meetings, and will feed into the appraisals at the end of the course. Observation feedback notes sampled were of a good standard, and teachers reported appreciation of the observation process and feedback.



### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input 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 Language classes are activity based, with a focus on speaking skills, and lead to end-of-course poster presentations. The syllabus is simple, clear and aligned with the Common European Framework of Reference (CEFR). The principles behind the syllabus are clearly set out in guidance notes for the teachers. In addition, students can choose two 'area projects' a week (drama, science/environment or introduction to the world of work) led by activity leaders.

T13 As a result of student and staff feedback the syllabus was completely rewritten earlier in the year.

T14 There are no written course outlines with intended learning outcomes, such as weekly plans, available to students.

T16 There is systematic integration of out-of-class projects and excursions into lessons.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 There is an online placement test that is completed before arrival.

T21 Students automatically receive a professionally presented end-of-course report, which consists of a grade linked to CEFR levels and a comment by the teacher.

### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	English classes in the morning and the afternoon.

#### 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Most classes were activity based and teachers were not required to show their knowledge of linguistic systems. When required, modelling of spoken English was good but when vocabulary was dealt with too little information was given about pronunciation and usage and the words were not practised.

T24 Lesson content was linked to the end of course poster presentations. It was relevant to the students' needs and interests and appropriate to their ages. However, in some classes there was too little awareness of individual learning needs and there were too few activities to challenge quicker learners. In the better segments observed teachers were aware of the cultural backgrounds of the students.

T25 There was little evidence of learning outcomes made explicit and shared with the students. However, activities were logically planned and delivered, and most were linked to the syllabus.

T26 A variety of techniques relevant to the age of the students and the focus of the lesson were observed. These included nomination, pair and group work, games and 'running dictation'. In some lessons teachers used gesture and facial expressions to facilitate understanding.

T27 In general the classes were well managed and classroom furniture was arranged to maximise student interaction. Good use was made of projectors, handouts and mobile telephones for learning purposes.

T28 Hardly any effective correction was given. In general students did not receive sufficient feedback on their performance after speaking activities.

T29 In the better segments teachers reviewed what had been learnt but there were many missed opportunities for personalised speaking after an activity to check that learning had taken place.

T30 Language was well graded, and in the main instructions were clear. There was good control of the use the students' mother tongue and there was a positive and purposeful atmosphere in all classes.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with a majority of the lesson segments observed being satisfactory. Lessons were mainly activity based, and lesson content was relevant to the interests, ages and cultural background of the students. Techniques were generally varied and appropriate but there was insufficient support for new vocabulary. Resources were well used to meet the needs and interests of the students. There were many missed opportunities for error correction and feedback on performance. Students were active and fully engaged and enjoying their lessons, and there was a positive learning atmosphere in all classes.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Most teachers are appropriately qualified to teach the course offered, and are given very good academic management support to ensure their teaching meets the needs of the students. Programmes of learning are well designed and very well managed. The teaching met the requirements of the Scheme. *Academic management* is an area of strength.

#### 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 checked="" 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

## Comments

W1 The students live and study on a campus with public access. 24-hour security is provided by the university and the site is monitored by CCTV. Risk assessments are carried out to address the risks of crossing the road and moving between the buildings. Students are supervised at all times and may not leave the campus or cross the road without the supervision of a group leader or activity leader. Group leaders need written permission to leave the site with a student. Registers are taken throughout the day and activity staff carry out a night patrol before lights out. Students and staff are identified by bright lanyards as well as backpacks for students and t-shirts for teachers and activity leaders. Students have a key to access their own residence and a key to their room. Fire drills are carried out in the residences and classrooms within 48 hours of a group's arrival and the school's major incident procedure is covered at the staff induction. A doctor is available on site at all times, to care for all students in the school. Students reported that they felt safe and well looked after.

W2 Students are given a slide show induction at the end of their first day. Staff are identified on a photo board in the common room and information about who to speak to is provided in the student handbook. The handbook also gives advice on health and safety, general rules and the code of conduct. Group leaders attend meetings every two days with the CM where any issues with welfare can be dealt with promptly. Advice is given about religious observance and special dietary requirements are catered for by canteen staff.

W4 The policy is available in simple English on posters around the school. There is an ethos of mutual respect and this is demonstrated in lesson content and the management of students who breach the code of conduct.

W6 Most students travel with their group leaders. Transfer information is available in the publicity and further advice is given in individual correspondence. Individual students who choose to travel alone must have written permission from their parents or guardians and care is taken to ensure their travel arrangements are clear.

W7 Sensible and appropriate advice is provided in the student handbook.

W8 Students can see the on-site doctor for minor health issues and there is a walk-in centre within ten minutes' walk of the campus. Advice is given to students who need to see a dentist.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

The majority of students stay in residential accommodation in a number of blocks on the university campus, very close to classrooms, the cafeteria and common areas. The residential accommodation is in either single ensuite rooms, or standard rooms with shared shower rooms and toilets. All rooms are single and furnished with a bed, a desk and storage space. A small minority of students stay in homestay accommodation arranged by a third-party agent not registered with the British Council.

## Accommodation: all types

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

## Comments

W9 In all but one of the sampled homestays, the services and facilities met the criteria in full and the facilities in the residences were satisfactory. One host did not routinely change bed linen on a weekly basis.

W10 All safety checks are made in the residences routinely. Fire risk assessments are not included in the checks made by the homestay agent and the checks are not systematically recorded.

W11 Visits to homestay accommodation are not recorded. However, the hosts verified that they are visited regularly on an ad-hoc basis. There are no checks that fire risk assessments have been carried out (See W10).

W12 There is no evidence of systematic record keeping in relation to homestays. Updates and agreements are verbal and there are no formal procedures for checking the presence of students from other schools.

W13 Residential accommodation is described accurately in publicity. Travel arrangements and costs are clear at the booking stage. Students in homestay accommodation are given a short profile of their host and photographs of the family and home where possible. Homestay students and hosts are encouraged to make contact before arrival to get to know each other.

W14 Early feedback is collected on the preliminary evaluation sheet. Issues can be dealt with by the CM in the first

instance and, in relation to homestays, he may contact the agent, who is able to deal with problems sensitively and quickly.

W15 Meals for residential students are provided by the university canteen staff. There is a choice of two main meals with salads, bread and a basic dessert option. Hosts discuss the students' preferences with them and provide healthy, balanced meals.

#### Accommodation: homestay

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

#### Comments

W17 Agreements between the agent and the hosts are informal and there are no written terms and conditions for hosts which cover the provision of services and cancellation arrangements.

W19 The majority of students on the course are Italian and they share rooms and homes in homestay accommodation. However, this is made clear to the agents when booking, and is agreed by the parents and guardians.

W21 Each student in homestay accommodation is accompanied to the host personally by the course leader.

#### Accommodation: residential

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

#### Comments

W23 The school employs a doctor, who is resident on site throughout the course. NHS healthcare services are within walking distance of the 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W26 Information is provided in publicity and in pre-arrival information for group leaders. Daily activities are posted at a meeting point for leisure activities and promoted by the activity leaders. Optional activities are available at an additional cost and help is given to arrange booking and transport.

W27 There is a team of nine activity leaders and three activity managers, each of whom has specific skills and responsibilities. The campus has sufficient indoor space and facilities to provide satisfactory alternatives in poor weather. Additional information about excursion destinations and attractions is included in lesson content.  
 W28 Risk assessments are written for each activity and are signed off by staff and reviewed after the event. The activity staff brief the GLs before each excursion to explain the risks and agree meeting points and times. Staff and GLs are advised of the procedure in the event of a major incident. The doctor accompanies every excursion.  
 W29 The activity team is made up of staff with a range of backgrounds and skills including sports coaching, music, drama and art. Two of the activity managers are qualified teachers. Together, they are able to provide expert leadership in a well-rounded and inspiring programme.

### Welfare and student services summary

The provision meets the section standard. Care is taken to ensure the safety and welfare of students on campus and during the leisure programme. Residential accommodation is safe, comfortable and well managed. Homestay accommodation is comfortable although systems for checking services provided by the homestay providers are insufficient. *Leisure opportunities* is an area of strength. There is a need for improvement in *Accommodation*.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

During the inspection all students were under 18. It is possible that 18 year-old students may attend the courses if they are in the same school year as the group.

C1 A safeguarding policy is in place, which is reviewed regularly and which informs the practices within the school. A named member of staff is responsible for implementing the policy.

C2 The DSL has received specialist safeguarding training. School staff are given basic safeguarding training during their induction and the staff handbook gives clear advice on the policy including a code of conduct and a policy on internet usage. GLs are in daily contact with the CL and are aware that they may report concerns. However, hosts are not given information on how to address or report safeguarding issues.

C3 Publicity does not give an explicit description of the level of care for either categories of accommodation. However, nearly all the recruitment is done via two agencies who have worked with Trinity for a number of years and are well aware of the level of support given to students. Almost all students come as part of a group and agents and parents of individual students are told verbally how children will be supervised before booking. Parents sign a consent form for trips and activities and group leaders are informed of the level of care provided by the activity leaders. Publicity states that at the university there is 24/7 security and a doctor on site. After the inspection the centre added a section to its website on student welfare which meets the criterion in relation to university accommodation but more information needs to be given about arrangements for the journey to and from homestay.  
 C4 Safer recruitment practices are followed when recruiting teachers and activity leaders. However, references are not sought for homestay hosts. The accommodation officer has been working with the hosts for many years and knows them well. Only a very small number of students (15 out of 198) are placed in homestay accommodation and the CM has also visited each homestay because he delivers each student himself when they arrive. It was evident during the visits that the CM had already met the families. The AM has been made aware of the documents she needs to produce and she and the CM will be liaising to ensure practices meet the standard.

C5 The level of supervision of students during scheduled lessons and activities is high and supervision is well organised. Group leaders have an important role and communication between the GLs and the activity leaders and management is very good. The CM takes personal responsibility for the small number of individual students and he is well supported by the activity team.

C6 Rules are clearly set out in the student handbook and reinforced by group leaders and activity leaders during

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briefings.

C7 Arrangements for accommodation services are clear and a doctor is available to all students in the residence at all times, and to students in homestay accommodation during the day.

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**Care of under 18s summary**

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The provision just meets the section standard. Students are well supervised during and outside scheduled activities and rules are very clear. However, the description of the level of care is in the most part given verbally and publicity lacks detailed information. Safer recruitment practices do not extend to the recruitment of homestay hosts.

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