

Organisation name	Twin Summer Centres, Greenwich (Head Office)
Inspection date	4,6 and 7 August 2025

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

Recommendation
We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in S3 and S5 have been addressed.

Summary statement
The British Council inspected and accredited Twin Summer Centres in August 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers vacation courses for under 18s.

Strengths were noted in the areas of premises and facilities, learner management, care of students, and leisure opportunities.

The inspection report noted a need for improvement in the area of learning resources.

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

Introduction
Twin Summer Centres is part of the Twin Group which has year-round centres in Eastbourne, Dublin and London. The summer centres offer courses for young learners aged between 10 and 18 years at locations throughout the UK. In 2025 programmes ran in Canterbury, Gloucester, Greenwich, London Docklands, Norfolk, and Nottingham. Lessons take place on campus and residential accommodation is offered to students. A number of management functions are administered centrally, including human resource management, operations, admissions, sales and marketing, and safeguarding.

The inspection took place over three days. A full day was spent at the Greenwich university campus, another at the London Docklands campus, and the final day at the organisation's head office in Greenwich. Meetings at head office were held with the CEO, the divisional managing director, the head of summer & youth programmes, the

academic director, the marketing manager, the head of admissions and operations, the summer centres operations manager, the summer experience manager, a sales account executive, the recruitment and HR manager, two academic area managers, and the client services manager. At each centre visited, meetings were held with the centre manager, the director of studies (DoS), the activity manager, the accommodation and welfare manager, and a representative from the host institution. Focus group meetings were held with teachers and students, and activity leaders at both centres. All teachers scheduled to teach during the inspection period were observed by one or other of the inspectors. One of the inspectors visited the student accommodation at each centre.

Address of head office

1st Floor, The Greenwich Centre, 12 Lambarde Square, Greenwich SE10 9GB

Description of sites visited

The school has sole use of the east wing of the Queen Anne building of the University of Greenwich. Classrooms and offices are spread over three floors and include a large teachers' room, a spacious office shared by the welfare manager, the activity manager and the activity leaders, social spaces for students and staff with comfortable seating on each landing, toilets on each floor, some of which are single occupancy. Entrance to the building is secure. The canteen, where all meals are served, is located a short distance from the teaching block. It is shared by another provider and members of the public, but the school has an area that is cordoned off solely for their use and is monitored at all times.

At the Docklands centre, the school operates mainly from the second floor of the West building of the University of East London, although they do have the use of two additional classrooms in the East building. In the West building, classrooms are spread over two floors and there is a spacious teachers/activity leaders' room, a separate management office and a small welfare room. The school can also use the lecture theatre on the ground floor for graduation ceremonies and cinema evenings. There are separate male and female toilets for students and Twin staff use the disabled toilet facilities. Access to the West building and each floor is secure, requiring fob activated entry, but university staff and students are also on site. The East building has open access but entry to the third floor where the additional Twin classrooms are located is secure. Meals are served in the canteen on the ground floor of the East building, which is shared by other summer schools, although on a staggered timetable. Access to the campus is open to the public. There are shared outside spaces for students to use during breaks which are monitored by Twin staff.

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 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"/>
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"/>
Applied English/Content and language integrated learning (CLIL)	<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

Junior courses for students aged 10 – 18* years are offered. *(Students aged 18 are only accepted if they turn 18 during the course period or are part of a group of students from the same class in their home country). Classes are held on a zig-zag timetable from 09.00 – 12.30 and/or 14.00 – 17.30. Courses are for 13 nights and 14 days. Typically, students have a full day excursion and then a full day of lessons throughout their programme at the London centres whereas at other locations they may follow a more traditional programme of morning lessons and afternoon activities. The course programme comprises 90 minutes of a coursebook-led lesson followed by 90 minutes of project work.

Management profile

The two co-founders of the organisation maintain overall management of the group and for the summer centres they are assisted by the divisional managing director – international, and the head of summer & youth programmes, in addition to other head office support staff. Each summer centre is managed by a centre manager (CM), a director of studies (DoS), an activity manager (AM), and an accommodation and welfare manager (AWM). The group academic manager and area academic managers support the DoSs.

Accommodation profile

At both centres, residential accommodation was in use for all students. These student residences offered single ensuite rooms in clusters with a shared kitchen area (appliances had been switched off). Both residences had an on-site self-service laundry room, and one had a secure, enclosed courtyard.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of students, and in accordance with the provider's stated goals, values and publicity. The structure of the organisation is clear although there were concerns regarding staff workloads and communication with head office.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A limited range of learning resources is available, largely appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff where needed. *Premises and facilities* is an area of strength. There is a need for improvement in *Learning resources*.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Overall, 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 met the requirements of the Scheme. *Learner management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Emergency procedures and pastoral care systems are very good. Accommodation is suitable and in a fair state of repair and cleanliness. The leisure programme is well organised and very popular with students. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The safeguarding training of the team is very good, but parental consent forms are not obtained for all students, and supervision of students is insufficient.

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.	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.	Not 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.	Not met

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M3 While there is a documented structure for the organisation, several members of staff at the summer centres commented that their workloads were excessive.

M4 Communication is effective on site, but feedback from members of staff and one of the host institutions indicated that communication with head office staff was poor and information was often late or incomplete.

M7 The organisation has carefully reviewed processes following the previous inspection and is committed to continuing improvements to systems and procedures based on feedback from staff and students.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M11 Senior staff attend a three-day induction and training weekend at head office followed by a one-day on-site session for all staff. Inductions are comprehensive and include role specific training as well essential guidance on Health and Safety, Welfare and Safeguarding. Staff reported they felt very well prepared for their roles.

M12 There is a robust and supportive procedure for all staff which recognises achievements as well as areas for development. Teacher and activity staff appraisals seen on site were comprehensive and meaningful.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Staff at both centres were seen to be extremely helpful and courteous and this was confirmed by focus groups with students and group leaders, as well as the host institutions.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity comprises a website, brochure and a number of social media channels. The website and brochure are considered the main sources of publicity.	
M25 Information on the levels of supervision and general care of students is lacking.	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	
P2 The premises at both centres are in a very good state of repair, cleanliness and decoration. Communal space is thoughtfully designed, and grounds are well maintained and include covered seating areas. Staff have access to spacious offices with generous storage facilities.	
P5 The signage is very good at both centres with large noticeboards and space for the presentation of information and students' work. Areas are clearly branded with Twin logos and clear directions for visitors.	
P6 Teachers, activity leaders and managers have large, well-organised spaces for work and relaxation. Rooms are well equipped and suitably furnished.	

Learning resources	Need for improvement
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Feedback from teachers and students indicated that some of the coursebooks were uninspiring and not ideal for summer programmes. Class sets of coursebooks are shared between two students or photocopies provided.	
P8 Teachers at both centres commented that there was a lack of teaching resources to supplement coursebooks meaning they were forced to rely on their own materials and personal subscriptions to online resources.	
P9 All classrooms have good educational technology. Support is available from the host institution should problems occur and there was evidence of appropriate training in the use of technology during observations.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the organisation's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T8 Teachers at focus groups commented on the availability and level of support provided by the DoS and senior teachers.	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
All criteria in this area are fully met.	
Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength

T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a
Comments	
T15 Placement tests, linked to the CEFR, cover all relevant skills, including speaking, and students are grouped according to age and level. Students at the focus groups commented that they were happy with the level of their classes.	
T17 Tutorials are held with all students during their first week to review their progress and identify their learning needs and objectives.	

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All
Comments	

All teachers scheduled to teach during the inspection period were observed with the exception of one teacher who was sick. The senior teacher was observed covering this class.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	

T19 Teachers provided mostly natural models of English, and explanations of meaning were generally accurate. In better segments teachers handled students' questions well and there was a useful focus on pronunciation, but in weaker segments there were occasional inaccuracies of language and explanations were unclear and not checked.

T20 Detailed lesson plans and student profiles were provided by all teachers. In most cases the content of the lessons was relevant to the students' needs and backgrounds as well as the course objectives. However, in an isolated example the grammar focus was not appropriate for the age of the students or the overall course objectives.

T21 Learning objectives and outcomes were expressed in student friendly language on the whole and in better segments given further explanation by the teachers. Lessons were mostly well staged with an appropriate sequence and variety of activities.

T22 A satisfactory range of teaching techniques was seen in the majority of lessons. These included elicitation, gesture and mime, drilling and in better segments a good use of nomination of individual students to ensure all students participated. Instructions were clear and checked in most lessons.

T23 In the majority of cases the classroom environment was managed well. Furniture was mostly arranged appropriately to facilitate the communicative aims of the lesson. Technology was used confidently and to good effect, with good use of colour and age-appropriate visuals to add interest. Whiteboards were mostly well organised but not always easy to read.

T24 A limited range of error correction was observed. On the spot and delayed correction did occur but there were several missed opportunities to correct students' errors with both pronunciation and form, and in weaker segments students' responses were accepted without challenge or checking.

T25 Reflection and consolidation stages were built into plans as well as differentiation activities for students finishing tasks early.

T26 In the vast majority of cases, teachers created a dynamic and positive learning environment. The pace was effective, there was a good variety of activities, including movement and competitive games appropriate to the age of the students. In an isolated case, the lesson was very teacher centred with excessive teacher talk. Overall, however, teachers had established a very good rapport with their students and it was clear that learning was taking place.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W1 A very comprehensive plan is in place with relevant aspects included in risk assessments for excursions. Both staff and students receive a detailed briefing, and all staff spoken to demonstrated an understanding of their roles within the plan.

W2 It was evident from speaking to all staff in both centres that student welfare is given the highest priority. Although all staff share the responsibility for pastoral care, those with responsibility in this area are well known to both students, staff, and group leaders. Detailed logs are kept of all concerns reported.

W5 Students receive useful, practical advice on life in the UK, which is relevant to their age and context. This is presented in a number of different formats, and salient aspects are repeated regularly at pre-excursion briefings.

W6 A suitable number of staff have received emergency first aid at work training, and all activity leaders have completed an online basic first aid awareness training course. Records of any medical issues are kept, and staff have accompanied those requiring a visit to a healthcare professional.

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

Comments

W9 Inspections of residential accommodation are carried out as soon as rooms are vacated so that issues can be quickly addressed. Another inspection is carried out before the rooms are occupied by new students to ensure that any issues have been resolved. All checks and issues are documented.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a

W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
<p>W20 The content of the leisure programme provides a good variety of activities and excursions, with age differentiation taken into consideration. The feedback on the programme from students and group leaders, both recorded and in focus groups, is very positive.</p> <p>W21 Clear guidance and itineraries are in place for both excursions and activities, with good flexibility shown with regard to requests from students.</p> <p>W22 Health and safety procedures are very strong overall. All staff have some understanding of first aid and receive thorough training on emergency procedures on excursions. Risk assessments are appropriate and provide activity leaders with the opportunity to update the documents in response to new risks identified.</p>	

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.	Not 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.	Not 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 majority of students on Twin summer programmes are under 18 although some 18-year-olds are enrolled if coming with their classmates and group leader.	

S2 All staff complete basic safeguarding training online, which is used as a foundation for further training given during on-site inductions. Two members of management staff at each centre have completed specialist training, as well as a number of staff at head office.

S3 Parental consent templates are suitable, but these are not received from all parents or guardians.

S5 Supervision during scheduled activities raised some concerns, mainly regarding shared use of toilets by children and adult staff, as well as adult teachers and students from the host organisations. At the second site, the very busy, open campus presented further risks from adult students and members of the public, which had not been sufficiently mitigated.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2008
Last full inspection	2023
Subsequent checks/visits (if applicable)	Spot Check Summer 2024
Current accreditation status	Accreditation under review
Other related non-accredited activities (in brief) by this multicentre organisation	Apprenticeships, Internships, School Group Travel, Employability courses for UK residents
Other related accredited schools/centres/affiliates	Twin English Centre London, Twin English Centre Eastbourne
Other related non-accredited schools/centres/affiliates	Twin English Centre Dublin

Private sector

Date of foundation	1985
Ownership	Name of company: Twin Training International Company registration number: 03118260
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Twin Group, 1 st Floor, The Greenwich Centre, 12 Lambarde Square, Greenwich SE10 9GB
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	Canterbury (St Edmunds), Gloucester (Oxstalls Campus), Norwich (UEA), Nottingham (University)

DATA ON CENTRES VISITED

1. Name of centre	London Docklands
2. Name of centre	London Greenwich

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	0	7	N/a	N/a	N/a
17 years and under	46	262	N/a	N/a	N/a
Overall total	46	269	N/a	N/a	N/a
U18 programmes: advertised minimum age(s)	10	11	N/a	N/a	N/a
U18 programmes: advertised maximum age(s)	18	18	N/a	N/a	N/a
Predominant nationalities	Docklands: Palestinian. Greenwich: Turkish, Saudi Arabian.				

Staff profile at centres visited	At inspection				
Centres	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	5	7			
Total number of activity managers and staff	3	6			
Total number of management (non-academic) and administrative staff	1	2			
Total number of support staff	0	2			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at or responsible for centres visited	Total number of academic managers					
Location/centres	HO	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	2	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	1	1			
Total	3	2	2			

Comments

The DoS at each centre is TEFLQ. The senior teachers are TEFLi. The DoSs do not have a teaching role. The senior teachers teach 15 hours per week plus cover for absent teachers. During the week of the inspection, the senior teacher at Greenwich was covering one class.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	0	1			
TEFLI qualification (includes relevant QTS)	4	4			
ATEFL registered portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	0	1			
Total	4	6			

Comments

None.

Accommodation profile

Report expires 31 March 2030

Numbers of students in each type of accommodation at time of inspection: at centres visited										
<i>Arranged by provider/agency</i>	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Private home	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Home tuition	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Residential	0	7	N/a	N/a	N/a	46	262	N/a	N/a	N/a
Hotel/guesthouse	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
Staying in privately rented rooms/flats	0	0	N/a	N/a	N/a	0	0	N/a	N/a	N/a
	Adults					Under 18s				
Overall totals	0	7	N/a	N/a	N/a	46	262	N/a	N/a	N/a

Centres	1	2	3	4	5
Overall total adults + under 18s	46	269			

Items requiring early action

Evidence must be submitted within 12 months to demonstrate that weaknesses in S3 and S5 have been addressed.