

Organisation name	Twin summer centres (Head office Greenwich)
Inspection date	23–27 July 2018

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

Recommendation
The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2022. However, an action plan must be submitted within three months to demonstrate how weaknesses in publicity and accommodation will be addressed, and a spot check should take place in the summer of 2019 to evaluate progress in these areas and other points to be addressed.

Summary statement
<p>The British Council inspected and accredited Twin summer centres in July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language teaching organisation offers residential and homestay vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management and course design.</p> <p>The inspection report noted a need for improvement in the area of accommodation.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Twin summer centres is part of the Twin Group and organises summer schools for juniors. Following a spot check in the summer of 2017, accreditation was placed under review and the current inspection was set up to recommend whether this period under review could be ended.

Some students book as individuals, but the majority come in groups, booked by language travel agents and accompanied by group leaders.

The inspection lasted three full days and two half days. The inspectors spent the afternoon of the first day and the morning of the second day at the centre in Leamington Spa; they then travelled to visit the Chichester centre for the third day and the morning of the fourth day. Normally only two of the three centres operating would have been visited, but it had been agreed that, in the circumstances of this inspection, it was important to review homestay arrangements. These were only in place in Greenwich, where a proposed off-site homestay course at Eltham had been transferred to be based in the Twin main school. The teaching was provided by main school staff, but the leisure programme and the homestay accommodation were managed by the junior summer courses team. Accordingly, on the afternoon of the fourth day, the inspectors travelled to Twin's central office in Greenwich, where they met the local junior summer course homestay organiser. One inspector then visited some homestays. On the fifth day, there were meetings with all the central staff who oversee the junior provision at the summer centres, relevant documentation was examined, and a round-up meeting was held.

At the central office there were meetings with the head of schools, the assistant head of seasonal schools, the admissions officer, the senior activities and welfare officer, the operations and HR director (who was overseeing the provision of homestay accommodation), and the marketing director.

At each of the two centres visited there were meetings with the centre manager, the director of studies, and the activities and welfare manager. There were also focus group meetings with the teachers, the activity staff, the group leaders and the students. Contact was made with the local facilities managers at each centre. At the Chichester centre, there was also a meeting with the programme manager, who travels between the two centres.

All teachers were observed at both centres visited. One inspector visited the residential accommodation in Leamington and Chichester, and three homestays in Greenwich.

Address of main site/head office

The Greenwich Centre, 12 Lambarde Square, Greenwich, London SE10 9GB

Description of sites visited

Royal Leamington Spa College is part of Warwickshire College (Warwick New Road, Leamington Spa CV32 5JE). It is situated on a self-contained campus within walking distance of the city centre. The Twin course offices are on the first floor, easily accessible from the open-plan reception area. Classrooms are all on the second floor, conveniently located on a single corridor. As well as the canteen/refectory, students have the use of a sports hall, a large social area/common room, a lecture theatre, and nearby tennis courts. The residential accommodation is on site.

Chichester College (Westgate Fields, Chichester PO19 1SB) is situated on a self-contained campus within walking distance of the city centre. The Twin course offices are on the first floor, a short walk from the reception area. Classrooms are on the first floor, close to the course offices, and on the corridor immediately above. As well as the canteen/refectory, students have the use of a sports hall, a lecture theatre, and an all-weather turf pitch. The residential accommodation is on site.

The head office, together with the year-round Twin English school, is situated in a modern office building in the northern area of Greenwich.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The standard programme offers 15 hours per week of tuition with a full programme of afternoon and evening activities; the intensive programme offers an extra six hours of preparation for an external spoken English examination. The age range of students was 8–17 at Chichester and 10–18 at Leamington.

Accommodation profile

One inspector visited residences at the Leamington Spa and Chichester campuses where Twin students are accommodated. They are a short walk from teaching and communal areas. Accommodation is in lockable single study bedrooms with ensuite showers and toilets.

At both centres rooms are organised into self-contained groupings of six bedrooms off a common corridor, which is entered through locking doors from stairways. At Leamington, Twin has sole use of the accommodation buildings. At Chichester the school has sole use of one building and of one self-contained block in another. External doors to blocks and to buildings at both sites are locked.

Each grouping of rooms is segregated according to students' gender and, at Leamington, by age. Group leaders are housed with students of the same sex from their group. A Twin staff member or a group leader is resident in each grouping of rooms at Leamington, and in most at Chichester. At each centre, two house parents have pastoral responsibilities for students who are not part of a group.

Students whose programme is at the Greenwich centre are in homestay accommodation. This is supplied by a local agent. An inspector visited three homes, and spoke with hosts. At the time of inspection, 11 students and one group leader were placed in six homestays.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation is well managed for the benefit of students and in accordance with its stated values. Some aspects of publicity need attention to bring them fully into line with Scheme requirements. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard. Overall, the premises at both centres visited provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the young learner context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are well structured and are managed to provide benefit to the students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard. Students' needs for safety and pastoral care are met, and those with medical conditions are catered for sensitively. Students benefit from an appropriate leisure programme. Accommodation for students in residences is entirely suitable, but there are weaknesses in the provision of homestays. There is a need for improvement in *Accommodation*.

Safeguarding under 18s

The provision meets the section standard. Training for staff in safeguarding is extensive, and measures to ensure the supervision and safety of students under 18 are generally sound.

Evidence

Management

Strategic and quality management

M1 There is a clear statement describing the goals and values of the organisation, which

Area of strength

Met

is made known to all staff.	
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength

Comments

M2 A comprehensive business improvement plan is in place. Significant improvements in a number of areas were identified for completion in 2018 and all had been carried out by the time of the inspection. Review of the effectiveness of these measures will be included in the 2019 plan.

M3 Clear organograms were produced for the head office (HO) and for each centre. There are three senior managers in HO and three onsite managers in each centre, supported by teachers, activity leaders and interns. A new "programmes manager" role has been created in 2018. This role provides extra support to the centre management teams and can change location and cover for absences as required. The HO management team can also move onsite if required.

M4 There is excellent communication between HO and onsite staff, facilitated by frequent HO visits to the centres. The "floating" programme manager role introduced this year has further enhanced communication. A range of minuted and unminuted meetings is held regularly at both sites. Communication with HO was rated very good in staff feedback from 2017.

M5 There are comprehensive feedback procedures, including second day and end-of-course questionnaires, and focus group meetings with students and group leaders. All forms have been reviewed for 2018 to ensure useful information is collected and to facilitate analysis. There is very thorough logging and investigation of any issues arising.

M6 Feedback from staff is collected informally at daily meetings. All staff are invited to take part in a focus group meeting during their employment, and to complete a questionnaire at the end of their contract. All returners were contacted for comments on last year.

M7 A very comprehensive business improvement plan is created after a review of each summer's operations, and is monitored and updated quarterly. An external consultancy was arranged in spring 2018 to provide further input into the quality cycle.

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

Comments

M10 This criterion is met. In 2019 it is planned to introduce more activity leader recruitment days and to attempt to do the majority of the recruitment in person.

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

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M21 There is excellent logging of complaints and follow up action.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a website, with a downloadable booklet. There is also a limited social media presence. Most recruitment is through agents, who usually produce their own material to recruit students.

M23 There are occasional examples of long and complex sentences, e.g. "All of our English summer schools have been carefully selected because they have one thing in common; not being short of our high standards that our students deserve."

M24 The default descriptions of the courses give the amount of tuition in lessons (x 45 minutes). In one of the few references to hours, the fees sheet refers confusingly to "30 hours language tuition across both weeks", when students may stay for more than two weeks.

M27 Residential accommodation is described accurately. At the time of the inspection no further bookings were being accepted for the Greenwich homestay course and reference to it had been removed from the website. However, there were still some references to homestay in different parts of the website, which did not make it clear that the accommodation is provided through an agency.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met

P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength
Comments	
P2 The week of the inspection was one of the hottest of the summer. Some classrooms at the Leamington site were very uncomfortable, despite the use of portable fans. At the Chichester site, classrooms were airconditioned.	
P5 Pre-prepared notices and posters were well designed and effective, but at both sites general information display was scrappy and information notices were often handwritten.	
P6 Both activities staff and teachers had large base rooms, which also contained the resources relevant to their areas.	

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	

P7 This criterion is met overall, but there were some issues with access to copiers/printers, and with the level and relevance of some of the in-house excursion materials.

P9 All classrooms were fitted with data projectors and computers, with on-site support from the host colleges' IT teams. Training for all teachers had been provided by means of a webinar on using technology in the classroom recorded by the assistant head of seasonal schools and sent to them before they started work.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
T2 One teacher did not have an ELT qualification meeting Scheme requirements. A rationale was presented and in view of the teacher's long experience in teaching English to students in the relevant age range, it was accepted in the context of this inspection.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate	Met

day-to-day guidance and support for all teachers.	
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T10 The DoS in each centre is TEFLQ, and is responsible for carrying out all of the teaching observations. Informal observations take place in week one and formal ones in week two. New DoSs are monitored when conducting initial observations for training and standardisation purposes.	
Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
Comments	
T11 The aims of the course are clearly stated as improving students' speaking and listening in communicative contexts. Teachers are provided with a written pathway through the coursebook for every week of the four-week course. In some cases, there are issues about the relevance of topics chosen from the coursebook (e.g. joining a library).	
T12 Course design is reviewed annually. In 2018 excursion lessons were incorporated, based on feedback from teachers and group leaders. In addition, a beginner syllabus was created, due to the high number of low-level students in 2017.	
T15 Students are issued with a 'tuition booklet' where self-assessment procedures and the specification of an individual learning plan promote independent study strategies. This document requires them to identify what they learned during the week in terms of specific learning outcomes. In addition, there is a section where students are helped to identify those areas where they need further practice. Students are also encouraged to record in the booklet new words that they have learned.	
T16 New materials have been developed to reinforce the direct link between the course design and the leisure programme. This includes preparing useful language for excursions or carrying out research on the destinations being visited. There are detailed teacher notes for developing excursion-linked projects involving a number of practical phases that ensure that students can develop their language outside the classroom in a systematic way.	
Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a
Comments	
All applicable criteria in this area are fully met.	
Classroom observation record	
Number of teachers seen	14

Number of observations	14
Parts of programme(s) observed	General English, excursion preparation, examination preparation
Comments	
None.	

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments	
<p>T23 Teachers generally demonstrated a sound knowledge of the linguistic systems of English and presented satisfactory models for the different class levels being taught. However, occasional wrong information about word meaning was noted, and there were some instances of marked 'non-English' intonation patterns and other supra-segmental areas of pronunciation.</p> <p>T24 The content of the lessons was generally appropriate for the overall course objectives and, where relevant, prepared students for successful participation in the leisure programme. However, although the main aim was to improve spoken communication, there was sometimes an inappropriate over-emphasis on grammatical analysis.</p> <p>T25 There was clear evidence of effective lesson planning, although some learning objectives were expressed in very general terms. In the better lesson segments observed, teachers signposted lesson phases well and often reviewed previous work.</p> <p>T26 In most classes a range of appropriate teaching and learning techniques was used effectively to achieve the course objectives. There was some use of interesting ideas like jigsaw listening, and ways of making activities competitive, with good pacing and variety of focus. Sometimes, however, teachers used a somewhat limited range of techniques and the classroom dynamic was rather static. There were several instances of teachers going through an exercise with the class and simply giving the number of the right answer.</p> <p>T27 A selection of resources was used to facilitate learning. Whiteboards were generally used to good effect although the overall layout was not always clear, and the writing was sometimes faint and difficult to read. Educational technology was used successfully to exploit both video and audio resources. There were some examples of good use of different classroom layouts to encourage interaction.</p> <p>T28 Some correction was noted and teachers always praised their students enthusiastically. However, the range of correction techniques observed was limited and mainly involved teachers correcting students rather than prompting self- or peer-correction. Overall, there was an ineffective use of student errors as a source of teaching and improvement.</p> <p>T29 Most teachers checked whether language forms studied could be used for communication in freer contexts or whether vocabulary learned in previous lessons could still be recalled and used. However, in other segments there was not enough emphasis on activities to evaluate whether effective learning had taken place.</p> <p>T30 On the whole, teachers had an engaging and authoritative classroom presence. However, some segments were over-directed by the teacher, resulting in too much teacher-student interaction with insufficient time being given to students working together. In these cases, the learning atmosphere was low-key and sometimes unfocused, leading to a lack of student engagement.</p>	

Classroom observation summary
<p>The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Teachers' knowledge of the language systems was generally satisfactory and most provided appropriate models for their students. Lessons were generally relevant to the students' interests. In most cases appropriate techniques were used for the delivery of the classes, and there were opportunities for review. However, there was insufficient correction of mistakes to help students and promote learning. Teachers generally</p>

had a good presence in the classroom and managed their classes well, although sometimes the classroom interactions were led too much by the teacher, which had a negative impact on the students' engagement.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 This criterion is met. There are regular fire drills in residences. At the start of each week, teachers point out evacuation routes from teaching rooms, but students do not practise using them.

W6 Information that students receive about transport from arrival in the UK to centres is clear. Most students use Twin's effective meet and greet service. Waiting times at airports for those arriving are short, and kept to a minimum for those departing.

W8 Staff members routinely accompany students and their group leaders to doctors and hospitals. Managers responded flexibly and helpfully to the needs of a group of students who shared a rare medical condition which had not been disclosed before their arrival. They swiftly put in place arrangements which allowed the students to participate fully and safely in the programme.

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

Comments

W11 Inspection of residences is appropriate. However, although visits to homestays carried out by the agent who provides them are regular, records are cursory and often lack pertinent information. Twin introduced a new visit proforma shortly before the inspection to help ensure future records are thorough. In one homestay visited (where under 18s were accommodated) tenants stayed for short periods in a self-contained annexe; the potential risks associated with this arrangement had not been assessed by Twin or its agent.

W12 Letters confirming homestay accommodation bookings do not set out the length of the journey from the home to the teaching centre, or the modes of transport involved. Information about the homestay is accurate, but narrowly confined to the name of the host and the address and phone number of the home.

W13 Students housed in residences can easily feed back any concerns over their accommodation orally, or in questionnaires early in their stay. Follow up of problems and remedial actions are swift and effective.

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

Comments

W17 Two homestays were accommodating students who speak the same first language. This had not been requested by those booking the accommodation.
W18 Three students were sharing a room in one of the homestays. This had not been requested in writing in advance of their arrival.

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

Comments

None.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Activity staff and managers help group leaders who request excursions outside the planned leisure programme. They draw up suitable itineraries, carry out risk assessments and send Twin staff to help with supervision of the group.
W26 Risk assessments often contain too much general material and do not focus clearly enough on risks specific to particular activities.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's	Met

safeguarding policy.	
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection three students at Chichester were aged 18. All other students at both centres were under 18.

S1 The safeguarding policy is comprehensive and accompanied by a good range of practical documents. However, the roles and responsibilities of designated safeguarding staff at the Leamington Spa and Chichester centres need further clarification

S2 Training in safeguarding is particularly thorough. All teaching and activity staff and homestay hosts complete basic awareness training. Managers at Leamington Spa and Chichester undertake advanced training for designated staff. In addition to the designated safeguarding lead, all managers at the head office who act as designated safeguarding staff have received specialist training.

S6 This criterion is met. Students are supervised during their breaks from scheduled activity and, in residences, checked before lights out and in the mornings. At Chichester, a small minority of older students are accommodated in self-contained groupings of rooms without an adult, but can contact a house parent through the school's 24-hour emergency number.

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

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2008
Last full inspection	2016
Subsequent spot check (if applicable)	2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation under review
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Twin English Centres London and Eastbourne
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1995
Ownership	Name of company: Twin Training International Ltd Company number: 3118260
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	The Greenwich Centre, 12 Lambarde Square, Greenwich, London SE10 9GB
Location of centres offering ELT at the time of the inspection but not visited	The Greenwich Centre, 12 Lambarde Square, Greenwich, London SE10 9GB
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres

	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	5
17 years and under	201
Overall total of ELT/ESOL students shown above	206
Predominant nationalities	Italian

Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	18
Total number activity managers and staff	17
Total number of management (non-academic) and administrative staff	10
Total number of support staff (e.g. houseparents, matrons, catering)	0

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The standard programme offers 15 hours per week of tuition with a full programme of afternoon and evening activities; the intensive programme offers an extra six hours of additional preparation for an external spoken English examination. The age range of students was 8–17 at Chichester and 10–18 at Leamington.

2. DATA ON CENTRES VISITED

1. Name of centre	Chichester
2. Name of centre	Leamington Spa
3. Name of centre	Greenwich (accommodation only)
4. Name of centre	

5. Name of centre	
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Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	3				N/a	2			
Full-time ELT (15+ hours per week) aged 16–17 years	8	12				10	1			
Full-time ELT (15+ hours per week) aged under 16	94	55				102	91			
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			
Overall total of ELT/ESOL students shown above	102	70				112	94			
Junior programmes: advertised minimum ages	8	10				8	10			
Junior programmes: advertised maximum age(s)	17	18				17	18			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Italian					Italian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	8	8				10	8			
Total number of activity managers and staff	8	8				9	8			
Total number of management (non-academic) and administrative staff	5	5				5	5			
Total number of support staff	N/a	N/a				N/a	N/a			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
Total	1	1			

Comments

Academic managers are not scheduled for teaching. Academic managers are supported by the HO assistant head of seasonal schools, and the programme manager, both of whom are TEFLQ.

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	1	5			
TEFLI qualification	5	2			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications	1	0			
Total	7	7			

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	N/a	N/a	N/a			N/a	N/a	11		
Private home	N/a	N/a	N/a			N/a	N/a	N/a		
Home tuition	N/a	N/a	N/a			N/a	N/a	N/a		
Residential	N/a	3	N/a			102	67	N/a		
Hotel/guesthouse	N/a	N/a	N/a			N/a	N/a	N/a		
Independent self-catering	N/a	N/a	N/a			N/a	N/a	N/a		
Arranged by student/family/guardian										
Staying with own family	N/a	N/a	N/a			N/a	N/a	N/a		
Staying in privately rented rooms/flats	N/a	N/a	N/a			N/a	N/a	N/a		
Overall totals adults/under 18s	N/a	3	0			102	67	11		

Centres	1	2	3	4	5
Overall total adults + under 18s	102	70	11		

