

Organisation name	UK College of English, London
Inspection date	18–20 February 2020

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

Recommendation

We recommend continued accreditation with a supplementary inspection to assess the off-site young learner summer provision in Salisbury. However, evidence must be submitted within three months to demonstrate that weaknesses in S1, S4 and S5 have been addressed. The required information was subsequently submitted.

Summary statement

The British Council inspected and accredited UK College of English In London in February 2020. 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 school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, premises, care of students, and leisure opportunities.

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

Introduction

The UK College of English (UKCE) is part of a larger organisation offering courses in business and computing at six sites across London. UKCE offers courses in general English, ESP courses such as digital marketing, and preparation courses for IELTS, for adults (16+) throughout the year. In addition, closed groups of students (12+) study for short periods ranging from two days to two weeks. On average there are one or two of these courses per month. In 2019 a young learners (YL) summer centre was established at Godolphin School Salisbury offering vacation courses, with homestay and residential accommodation options. Courses were for young learners aged 12–17 years.

In March 2019 a new post of operations manager (welfare) was created and the previous school administrator was promoted to this role. In January 2020 an additional new post, commercial operations manager (young learners), was established to focus on developing YL business and to take responsibility for the YL centre in Salisbury. He joined the organisation in the week prior to the inspection.

The inspection lasted two days, an evening and a half day. In this time the inspectors had meetings with the chief executive, the head of studies, the operations manager (welfare) and the newly appointed commercial operations manager (young learners). They also met the academic administrator, academic counsellor and two senior teachers, who between them cover all areas of the day-to-day academic management including the evening courses and the leisure programme. Separate meetings were also held with two groups of students, 18+ and under 18s, group leaders and the teachers. All of the 17 teachers were observed, and one inspector held three telephone conversations with the two registered and one unregistered accommodation providers.

Address of main site/head office

55–59 Oxford Street, London W1D 2EQ.

Description of sites visited

The main school site is a five-floor property on the corner of Oxford Street and a side street leading to Soho Square. There is CCTV throughout the building.

There is an entrance at street level and a lift to all floors. Reception is on the first floor with two workplaces and an office; there are also offices for the chief executive, an office for the commercial operations manager (YL), a marketing office and a student lounge. On the second floor there is a study room and four classrooms; there are four classrooms on the third floor and three classrooms on the fourth floor. The staffroom is on the fifth floor, next to the academic office, which has up to six workplaces. There are toilets on the third and fourth floors and a disabled toilet on the fifth floor

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" 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

Students aged 16 or 17 can be enrolled on adult general English courses. One-to-one courses are run on request, usually to provide supplementary tuition for students on the general English programme. Courses provide 25, 21, 15 or six hours of tuition and include evening and Saturday courses.

Business English and digital marketing courses are run on allocated dates throughout the year. IELTS preparation classes are available in morning, afternoon or evening sessions and can be stand-alone courses or combined with

the general English programme. Occasional closed group content and language integrated (CLIL) courses for teachers are run on demand.

A range of smaller and larger closed groups of young learners has attended over the last year. Groups may receive a short, tailored programme or students aged 16+ can be integrated into general English classes. Young learner students are accompanied by group leaders.

Management profile

The chief executive has been in post since July 2017; he reports to the owner of the organisation and has overall responsibility for the school. He manages the newly appointed commercial operations manager (YL) and the operations manager (welfare) as well as the sales and marketing team. The part-time head of studies reports to the chief executive. He manages the academic management team which comprises a full-time academic registrar and a part-time academic counsellor. There are two senior teachers, one who works in the afternoon and evening and the other who is responsible for the social programme.

The academic counsellor returned to post in December 2019 in a newly-shaped role. Her main responsibilities are attendance, student concerns regarding levels, university and exam assistance, and observations. The academic administrator is responsible for student administration: placement testing, registers and room allocation.

Accommodation profile

All accommodation is provided by three agencies, two of which are registered with the British Council. At the time of the inspection, a small group of under 18s were staying in a residence and five adult students were staying in either homestays, house shares or a residence. In the past year, only five per cent of students attending the school have made use of accommodation provided by the three agencies.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategy is well defined and the management structure is clear. Performance is regularly reviewed with a view to continual improvement. Human resources policies are applied appropriately. Administrative procedures are systematic and effective, and publicity is generally clear and accurate. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The premises offer a comfortable, professional working environment for students and staff. The school facilities are well utilised and the space thoughtfully organised. A good range of learning resources is available, appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff profile is appropriate and academic management functions smoothly. Most aspects of course design are appropriate and learner management works effectively. The teaching observed met the requirements of the Scheme.

Welfare and student services

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

Safeguarding under 18s

The provision meets the section standard. The provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and the accommodation provided is mostly appropriate. However, aspects of the safeguarding policy and the recruitment policy are not wholly in line with requirements.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

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

M1 The goals and values of the college are very clearly expressed and well understood by all staff. Senior staff demonstrated a sound understanding of issues within the ELT sector, their roles and responsibilities and how they work together within the organisation.

M2 Plans are clear and detailed. Evidence indicated that managers had taken ownership of their respective areas, and procedures are in place to monitor progress at regular intervals.

M6 Procedures and practice are very good with regular, formal feedback mechanisms for all staff, and appropriate use of exit questionnaires.

M7 Systems are comprehensive. Effective use is made of self-evaluation with all aspects of provision included.

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

Comments

M11 Induction procedures are comprehensive. Checklists and templates are detailed, and record keeping is thorough.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Customer service standards are very high and students commented very positively on the support they received. Group leaders expressed their satisfaction with the helpfulness and approachability of staff.
M19 The policy is clear and systematically shared with students. Procedures work smoothly and records indicate prompt action is taken as needed.
M21 The complaints procedure is clear and transparent and made available to students through a number of channels, including induction and student-friendly notices.

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

Comments

The school's publicity materials comprise a website, which is the main medium of publicity, and a number of social media sites.
M25 Information about the cost of tuition and teaching materials is clear and accessible but there is no mention of examination fees. This was promptly rectified when highlighted during the inspection so is no longer a point to be addressed.
M29 Accommodation was inappropriately described as accredited rather than registered. This was corrected at inspection and is therefore no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The building offers very good space for staff to work in and for students to study in. Cleaning is of a high standard and a lift is available for staff and students.
P3 The popular student lounge is inviting, and good use is made of the space. Facilities include a water fountain, a vending machine, student information displays and a bank of computers.

P5 Signage is clear and displays for students are imaginative and very well presented.	
Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All criteria in this area are fully met.	

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	
T4 A rationale was provided for a TEFLI member of the academic management team and accepted within the context of their current role within the team.	

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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T7 Systems and procedures for cover are understood by all staff and work smoothly. Cover is available throughout the day and evening with additional provision by the academic management team as required.	

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The majority of course types have a coherent and appropriate structure. However, provision for short courses and closed groups is less satisfactory. There is insufficient guidance for less experienced teachers and there is no clear fit with the needs and objectives of the students.

T13 Provision for general English classes is appropriate and effective but course outlines for short and closed group courses do not always provide appropriate learning outcomes.

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.	Strength
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.	Strength

Comments

T20 Students have easy access to information and advice, with specific exam support provided by the academic counsellor.

T22 A weekly academic surgery with bookable appointments ensures students have very good support.

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	All

Comments

All different types of course were observed and all the teachers teaching during the inspection period were observed.

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.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met

T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Most teachers displayed a sound knowledge of English language systems, including phonology. Models were generally clear and appropriately pitched.

T24 All the lesson plans included student profiles, some of which showed an understanding of the students' linguistic needs and how this influenced the lesson content, and provided relevant information on individual characters and their roles within the class.

T25 Most lesson objectives were clearly expressed and relevant to students. On occasion, lesson outcomes were imprecise, and lessons lacked clear staging and coherent activities.

T26 A wide range of appropriate teaching techniques including elicitation and drilling was observed. These were used confidently and well in the majority of lessons observed.

T27 In the majority of lessons, resources, including projectors and materials, were used very well. Instructions were mostly clear and checked and time limits were used to good effect.

T28 Most lessons included effective praise and feedback including effective prompting for self-correction, peer and delayed correction. However, in a number of sessions correction and feedback opportunities were missed.

T29 In most cases evaluation took place as a result of following the coursebook sequence of activities. In stronger lessons there was some very good use of personalisation, thorough checking of meaning and short assessment activities.

T30 There was a positive learning atmosphere in most of the lessons, but the unchecked use of students' own language in some lessons impeded opportunities for learning. Generally, students were engaged and teachers spread their attention evenly. A few sessions were inappropriately teacher-centred and there was a lack of sensitivity to students' learning needs and interests. The majority of teachers were friendly, authoritative and inspired confidence.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good or better to just satisfactory with most of it being satisfactory. All the lesson plans were detailed and thorough and revealed an understanding of the linguistic and affective needs of the students. Most teachers used a range of appropriate techniques effectively and managed classroom resources well. However, correction and feedback, in a few classes, was limited. Rapport was good in most classes and students were engaged in purposeful language learning.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 There are excellent arrangements in place to ensure the safety and security of students on the premises. There is card entry to the front entrance and to each floor. Responsibility for safety and security is detailed in the operation manager's job description. Training in fire safety awareness and warden duties is provided.

W2 The very thorough and well-written plan to respond to any emergency includes procedures for both on-site and off-site eventualities. Student contact details are updated weekly. Personal emergency evacuation plans (PEEPs)

are drawn up for students and staff with any form of disability. Staff and students are made aware of the plan in appropriate detail.

W4 Policies to promote tolerance and respect, along with the procedures for dealing with abusive behaviour, are well developed. Staff, students and group leaders receive information about these policies and procedures, in language appropriate to the audience, through handbooks and notices, and at induction. Tolerance and respect are an integral part of the school's ethos.

W7 The student and group leader handbooks contain clear advice on all relevant aspects of life in the UK. This is reinforced by the information given at induction and through notices posted around the school.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W13 Procedures for identifying and resolving accommodation problems are very effective, within both the school and the three accommodation agencies. The school checks students' satisfaction with their accommodation early in their first week, followed by a mid-week survey. This feedback is shared with the agencies. Agencies check and log student feedback and deal with issues promptly. One recent group's unhappiness with their homestays was resolved very quickly with the help of both agencies involved.

<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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

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

Comments

All the criteria in this area are fully met.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength

W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Effective measures are in place to ensure students have ample information about events in London and further afield. The majority of students already live in the local community and have knowledge of events and activities in London. This information is shared with all students and is backed up by information provided by the school.

W24 Monthly surveys canvassing students' opinions about which of a list of events they might like to attend help to ensure that the content of the leisure programme is appropriate to students' interests. Young learner groups' leisure programmes are organised and accompanied by group leaders.

W25 The organisation of the leisure programme is of a high standard. All activities are accompanied by a teacher. The senior teacher responsible for leisure activities briefs teachers and provides them with all necessary information as well as a kit, including a dedicated mobile phone and a list of student mobile numbers.

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.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, there were 35 under 18s in the school, 31 of them in three closed groups. Two of these groups were only present for the first day of the inspection. Since the start of 2019, 27 groups of under 18s (567 students in all) and 30 individuals (all aged 16 or 17) have attended the school. These groups and individuals attend at all times of year – there is no particular peak period, other than the summer when, in 2019, 108 students attended the summer school in Salisbury.

S1 There is no information on how to contact the Designated Safeguarding Lead and insufficiently detailed guidance on handling delayed suitability checks is provided.

S2 Guidance and training in safeguarding, as well as the steps taken to make the safeguarding policy known to all adults, are very good indeed. Four members of staff are trained to specialist level and four more to advanced level. The school makes the policy known to all staff, students and group leaders through appropriately simplified versions in handbooks, on the website and on the back of the student card.

S3 Parental consent forms are well written and cover all key areas, including medical consent. However, there is no form that covers issues specific to students staying in residences. Consent forms are forwarded to accommodation agencies as a matter of course.

S4 Two reference request forms had no question about the suitability of prospective staff to work with under 18s. The standard reference request form's question about suitability does not require the referee to answer the question and several referees had left the question unanswered.

S5 There are sound measures in place to ensure the safety and supervision of students during scheduled lessons and activities, with very good guidelines for group leaders. However, the arrangement for students to be accompanied to the toilet by a buddy was not being strictly adhered to.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2011
Last full inspection	April 2016
Subsequent spot check (if applicable)	August 2017
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	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	UK College of Business and Computing, London – 6 centres in London teaching higher education programmes in conjunction with Bath Spa University – Centres located at Cricklewood; Park Royal; Gants Hill; Holborn and Liverpool Street. There is also a teaching Centre in Dubai that delivers similar programmes as well as English Language Some back-end services such as web development are carried out by other companies within the group.

Private sector

Date of foundation	27/09/2001
Ownership	Name of company: UK College of Business and Computing Ltd. Company number: 04294645
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	Godolphin School, Milford Hill, Salisbury SP1 2RA Summer centre.

Student profile

At inspection	In peak week: July (organisation's estimate)
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ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	101	130
Full-time ELT (15+ hours per week) aged 16–17 years	5	71
Full-time ELT (15+ hours per week) aged under 16	28	21
Part-time ELT aged 18 years and over	40	71
Part-time ELT aged 16–17 years	2	2
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	176	295
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish Russian	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–35	16–20
Adult programmes: typical length of stay	12 weeks	4 weeks
Adult programmes: predominant nationalities	Italian, Colombian, Brazilian, Spanish, Turkish	Italian, Colombian, Brazilian, Spanish, Turkish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	30
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	3	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	

The academic counsellor was teaching a one-to-one class during the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	12
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	16
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	2	0
Private home	0	0
Home tuition	0	0
Residential	4 (including 2 group leaders)	10
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	3	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	34	4
Staying in privately rented rooms/flats	98	21
Overall totals adults/under 18s	141	35
Overall total adults + under 18s	176	