

Organisation name	ETC International College, Bournemouth
Inspection date	5–9 August 2019

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 spot check next summer focusing on accommodation and safeguarding of under 18s. An action plan must be submitted within three months to show how the issues raised will be addressed.

Summary statement
<p>The British Council inspected and accredited ETC International College, Bournemouth in August 2019. 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 large private language school offers courses in general and professional English for adults (18+) and young people (16+), and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, and learner management.</p> <p>The inspection report noted a need for improvement in the areas of accommodation and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

ETC International College, Bournemouth, is a large, private language school. It was established in 1989 and has been accredited since 2003. As well as ELT, the school also offers (non-accredited) courses in university foundation studies and a range of professional and training specialisms, as well as ELT teacher training.

Most of the school's students enrol through agents.

Staffing at management level has largely been consistent since the last inspection in 2015.

The inspection lasted three and a half days (Tuesday to Friday lunchtime) with some preliminary meetings in the late afternoon of the Monday. Two inspectors were involved throughout, and a third inspector joined them for one day to help with lesson observations. The inspectors talked to the director, the principal, the operations manager, the DoS, the training and development director, the ADoS, two senior teachers, the juniors co-ordinator, the business manager, the office manager, the admissions manager, the HR and compliance support officer, the accommodation team leader, the residence director, and the residence manager. All teachers were observed. Focus groups were held with students on junior courses and on adult courses, teachers, and activity staff. One inspector visited four residences and three homestays.

Address of main site/head office

22–26 West Hill Road, Bournemouth BH2 5PG

Description of sites visited

The main site consists of four adjacent, detached buildings, which have been integrated into a single site. One building is the on-site residence (see accommodation profile below); the other three buildings each contain classrooms and offices on three storeys. Two of the buildings are linked at ground-floor level with the link housing a large reception and general office. There are 45 classrooms in total, plus a library/bookshop/computer room in the basement of one house. At the rear of the buildings there is an outdoor relaxation area with seating, and a café/refectory. In the summer months, a marquee is also erected in this area to provide additional seating for the refectory and additional relaxation space.

At the time of the inspection, overspill teaching accommodation was being used at the West Cliff hotel (Durley Chine Road, Bournemouth BH2 5JS), approximately ten minutes from the school on foot. Three self-contained function rooms were being used for classes and all students were over 18.

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 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 checked="" type="checkbox"/>	<input checked="" 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 school runs year-round general English courses for adults (18+) and young people (16+) of 15, 18 or 21 hours per week; IELTS preparation courses are also offered, as well as business English and ESP courses including medical and aviation English. One-to-one tuition can be provided on request. Courses for juniors aged 12–17 are run in June, July and August; closed groups of juniors, minimum age 12, are accepted year round.

Management profile

The director has five managers/directors reporting to him: the business development manager, who oversees marketing; the principal, who oversees day-to-day running of the school as well as the DoS and her academic team;

the business manager, who oversees HR, admissions, leisure activities, and finance; the office manager, who is the DSL and also oversees accommodation; and the operations and facilities manager; who oversees the cleaning and maintenance teams.

Accommodation profile

Accommodation is offered in homestay and at four student residences.

Homestay accommodation is available at standard and executive levels. Executive homestays have ensuite bathrooms.

The school has its own residence located on the school site. During the summer, this residence is used exclusively by under 18s. Adult students stay at a university residence located 15 minutes away from the school by public transport. Students at the adult residence are accommodated on a self-catering basis in student flats which have six bedrooms and a kitchen/diner and seating area. The school's own residence is connected to the school cafeteria, which serves breakfast, lunch and dinner every day.

Outside the summer period, only students aged 18 and over stay in the school's residence on site.

The other two residences are situated in local hotels and accommodate closed groups of students aged under 18. The school has exclusive use of the whole hotel or of particular buildings in the hotel grounds. Both residences serve breakfast and dinner.

All homestays and junior residences offer students a weekly laundry service and change of bed linen. Adult residences have laundry facilities which students can use, as well as a weekly change of bed linen.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Staff management is based on sound policies and procedures, and is very effective. Student administration is carried out efficiently and in a friendly and supportive manner, with a clear focus on providing accurate and timely information to the students and to the other departments of the school. *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. Students have spacious facilities for relaxation and the consumption of food; food provided is of good quality. The staffroom provides an excellent base for the teachers. A wide range of learning resources is available, entirely appropriate to the age and needs of the students. Full guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a strong professional profile appropriate to the context. Teachers are supported by highly effective administration and management. Courses are structured to provide benefit to the students, and are very well managed. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, and *Learner management* are areas of strength.

Welfare and student services

Overall the provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Accommodation is of a good standard, but some hosts do not have appropriate safety checks and hosts do not consistently follow guidelines on maximum numbers of students in the home or bedroom. There is a need for improvement in *Accommodation*.

Safeguarding under 18s

Overall the provision meets the section standard. However, while there is appropriate provision in most aspects of the safeguarding of students under the age of 18, parental consent and some safeguarding measures for accommodation are inadequate. Consent does not accurately reflect the level of supervision given to students, and suitability checks for homestay hosts are not in line with safer recruitment best practice. In addition, rules and guidelines on supervision for homestay hosts are not consistently enforced. There is a need for improvement in *Safeguarding under 18s*.

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.	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.	Strength
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.	Strength

Comments

M2 There is a clear and well-formulated business plan, with identified targets and timescales. Action taken is logged on an 'action tracker' document.

M3 This criterion is met. However, it was noted that the flat and collegial management structure had sometimes led to difficulties in establishing 'ownership' of certain areas.

M5 Feedback from students is collected at regular intervals and is carefully collated and disseminated. Feedback forms are available in different versions for students of different ages and language levels.

M7 There is a strong culture of review and self-evaluation. All policies and procedures are formally reviewed each year.

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

Comments

M8 A striking feature of the school is the harmonious and collegial working atmosphere. This is underpinned by a full range of human resources policies and procedures designed to make staff members feel valued and supported.

M10 Recruitment procedures are thorough and supported by a full range of documentation. Staff files show evidence of all procedures being followed, and are maintained in an exemplary way.

M11 Induction procedures for all staff are comprehensive and effective. A checklist of areas covered is signed off, and the new appointee takes a quiz to identify any areas where more input is needed.

M12 There are excellent procedures in place for the annual (two-way) appraisals held with all staff, and these are backed up by a comprehensive performance management policy and procedure.

M13 A wide range of opportunities for continuing professional development (CPD) is made available to all staff. As well as an in-house provision, all staff are encouraged to attend externally accredited training courses and seminars that are relevant to their post (e.g. Specialist level Safeguarding, First Aid at Work, Employment Law, Health and Safety) and the school has sponsored teachers to take a diploma-level award.

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 Inspectors observed front-line staff interacting in a very friendly and helpful way with students. This was confirmed by feedback in the student focus groups and by questionnaires sampled. Customer-service training has been provided.

M19 There is a very clear attendance policy, well publicised in the school. Evidence was seen of systematic follow up and appropriate action being taken.

M21 The complaints policy is very clear, and the procedures to be followed are well laid out. There was evidence of complaints being logged and investigated appropriately, with comprehensive records of follow-up action.

Publicity	Area of strength
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	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.	Strength
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 and separate brochures for adult and junior courses. There is also a social media presence, mainly reporting on events and activities in the school. The website is considered the primary medium.

M23 At the time of the inspection there were a number of instances of incoherent or inaccurate language on the website. These were corrected immediately and are no longer a point to be addressed.

M26 This criterion was met at the time of the inspection, but the information was located in different parts of the website. Before the end of the inspection, it was pulled together on to a single page.

M27 Very full and detailed information is provided, particularly about the residential accommodation available.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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

P3 There is open space for relaxation in breaks, and the on-site café offers students hot and cold drinks and food, with plenty of seating. For lunch, the dining room in the adjacent residence is used to provide age-segregated facilities for junior students.

P4 There is a wide range of food available in the café, all of very good quality. Free drinking water is provided and there are clearly labelled facilities for re-filling water flasks.

P5 Overall this criterion is met, but the layout of the buildings is complex and the existing numbering of the rooms is not transparent.

P6 The staffroom has recently been extended and now provides excellent facilities and storage space, which were praised by the teachers.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
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

P7 This criterion is met, but the existing policy whereby students staying longer than three weeks are expected to buy a copy of the required coursebook(s) has caused some difficulties for teachers as many students do not actually buy them.

P8 A wide range of print and online resources is available to teachers. These are supported by an excellent online catalogue of materials available by level and type.

P9 All classrooms are equipped with a computer and data projector or large screen monitor. These are well maintained, and staff have had training in the use of the equipment.

P10 The school provides a lending library of books and other media, including a bank of desktop computers with a wide range of software programmes pre-installed for students to access. There is an excellent library inventory set out by areas and topics.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 Of the 34 teachers observed during the inspection, 14 are TEFLQ. The others all have appropriate qualifications for working with the students they were timetabled to teach.

T3 The teaching team has a wide range of experience and specialist expertise, covering work with young learners, exam preparation, and the professional/technical areas in which courses and options are offered.
 T4 The academic management is highly qualified and experienced. Five of the six members of the team are TEFLQ; the sixth has a largely administrative role in managing examinations. All have substantial experience in ELT and have taught in a number of different contexts.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Arrangements for matching teachers to courses are carefully considered and are very well handled. The overriding concern is to ensure as far as possible the continuity of having one teacher staying with the same group during the notional 12-week 'term'. A key aim of the CPD programme is to extend the range of classes that teachers feel comfortable working with.

T6 The size of the school, the different-sized classrooms, the need to ensure segregation of junior courses and adult courses, and the continuous enrolment of students mean that timetabling is a complex task. It is carried out in an extremely efficient and meticulous way, and the following week's timetable is always available by lunchtime on a Thursday.

T7 Arrangements for cover are generous and are clearly documented. Some teachers are usually timetabled as paid cover, and if more cover is required, senior teachers will step in and then the DoS.

T8 This criterion is met. The course design supports continuous enrolment, but to maximise their benefit in this area, the learning portfolios (T11) need to play a more active part in the delivery of lessons on a day-to-day basis.

T9 Day-to-day guidance and support is readily available to teachers. One member of the academic management team is based in the staffroom and other members of the team often spend time there at break times; all are available in their offices to teachers at any time. There are frequent informal meetings/swap-shops to exchange ideas for dealing with specific classroom issues identified by teachers.

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.	Strength
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.	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 There is a very strong rationale and set of principles underlying the course design for general English students. It is explicitly linked to the Common European Framework of Reference (CEFR) and is supported by specially produced learner portfolios at each level. These contain CEFR descriptors and form the basis of the syllabus, rather than units in a coursebook. Both students and teachers are asked to tick (and date) the items they feel they have mastered on a regular basis. A special version of the portfolio has been produced for junior courses.

T12 There is regular discussion among teachers and academic managers about the working of the course design. This has led, among other things, to the development of the junior portfolio (see above T11).

T13 This criterion is met by the learner portfolios, but more needs to be done on a day-by-day, lesson-by-lesson basis to ensure that all students are able to engage with their portfolio.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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

T17 Procedures for the correct placement of students are well designed and effective. Separate tests are used for students under the age of 13. Only senior staff or experienced teachers who are proficient at interpreting level tests are used to mark the writing section of the tests and allot levels.

T18 The learner portfolios are an excellent way of monitoring and recording student progress. In addition, there are six-weekly tests for 16+ general English students to check their proficiency within their level. Teachers are also encouraged to use regular weekly progress tests, either of their own making or from the coursebook.

T19 Effective learning support is available through a range of measures. Free afternoon language clubs are provided most days of the week; these allow students to ask teachers questions or ask for support in a one-to-one or small group environment. If necessary, a second teacher may be put into a class to give one-to-one support to a student. Procedures for a student wishing to change levels are clear and well documented.

T20 Advice and guidance is freely available from the specialist examinations officer, who can provide information both about the content and the 'currency' of a range of external examinations.

T22 One of the senior teachers is a specialist universities counsellor. She is able to advise students on an individual basis, and also arranges visits to the school from a number of higher education providers.

Classroom observation record

Number of teachers seen	34
Number of observations	34
Parts of programme(s) observed	General English (adult and junior); exam preparation; ESP

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.	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 In many segments observed, teachers presented accurate, clear models and provided concise and relevant examples. However, in some cases there was confused presentation of either forms or meaning.

T24 There were some examples of classes which clearly focused on the particular needs of the students, as identified in the class profile. In other cases, the needs of the students were being met in a very general way.

T25 In the best cases, outcomes were identified directly in terms of CEFR competences and activities were clearly related to these. Other teachers did not identify what the students were going to be able to 'do' and plans were insufficiently focused.

T26 In many of the lesson segments observed, teachers used a wide range of appropriate techniques including effective eliciting and questioning, nomination, and concept checking.

T27 There were a number of examples of good practice in this area: activities were well set up; there were good seating arrangements and clear instructions; creativity was encouraged; an online dictionary was used to promote independent learning/reduce L1. However, in other cases, instructions were not clear and not checked; seating was not well organised, occasionally isolating class members, and the class was very static.

T28 In general, teachers provided appropriate feedback, using a range of effective techniques, for example peer- and self-correction, focused praise, and supportive monitoring.

T29 In many classes, students were given the opportunity to check on their own performance through production activities. However, when aims had not been clarified, it was hard for teachers or students to evaluate actual learning.

T30 In the majority of classes students were engaged in their work, and the teacher had created an atmosphere of collaboration with focused but friendly and respectful interactions.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and ranged from excellent to, in a few cases, unsatisfactory, with the majority being satisfactory or better. Teachers had appropriate knowledge and awareness of the language, and almost all were able to plan lessons which corresponded to the needs of their learners – though sometimes in a rather general way. The delivery of the classes was variable but, in most cases, appropriate to the focus of the lesson. Resources were often well used, and students were given effective feedback and opportunities to evaluate their own learning. In almost all cases, students were engaged in their classes and the learning atmosphere was positive.

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.	Not 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.	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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 The school has staff, structures and documentation to ensure the safety and security of students. However, at the time of inspection a number of upper floor windows in one building did not have limiters and posed a risk to student safety. This was rectified during the inspection and is no longer a point to be addressed.

W2 Comprehensive plans are in place for handling emergencies on or off site. Students are briefed appropriately. The management team is proactive, researches potential risks, and plans accordingly.

W3 Pastoral care is viewed as a priority by the school management, and there is excellent provision in terms of people and resources. There are different ways for staff to check on students' welfare, including tutorials, and clubs which were introduced with the objective of offering opportunities for students and staff to get to know each other.

W7 Students receive good advice on life in the UK and Bournemouth, covering all relevant areas. The student handbook is comprehensive and well presented and there are other supporting documents. In addition, there is a thorough induction which includes guest speakers, for example, police officers.

W8 There is very good provision of trained first aiders. Students are given appropriate information about healthcare, and members of staff are available to advise students and accompany them to pharmacies, health clinics, hospital or the dentist. There is a sick room available for students that feel unwell.

Accommodation (W9–W22 as applicable)	Need for improvement
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 Accommodation is of a good standard. There is a range of accommodation options catering for a variety of student needs, including executive accommodation for professionals.

W11 A small number of active homestays have not been visited in the past two years. In addition, some current homestays do not have up-to-date Gas safe certificates.

W13 There are excellent procedures for collecting, collating and analysing feedback in both homestays and residences. Hosts are given feedback by the school, and action taken in response to feedback is recorded.

W14 Rules, terms and conditions are clearly presented and confirmed with every new homestay booking.

W15 Students gave very good feedback about the food in homestays and in the residences. The hosts visited were flexible and amenable to student requests or preferences, and the school's onsite cafeteria serves a variety of dishes, all of a high standard.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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.	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

W16 One of the homestays visited had recently accommodated five students in their home.

W18 One of the homestays visited had recently accommodated three students in the same bedroom with no specific request from parents or legal guardians.

<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

W21 School staff support students booking independent accommodation by communicating with agents and recommending solicitors, where appropriate.

Leisure opportunities	Met
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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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W25 The leisure programme is well organised and well staffed. The leisure activities team is co-ordinated by a named person and there is clear communication to support team members. Activity leaders are highly visible throughout the day and inform students about the programme.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Met
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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts students aged 16 and 17 throughout the year and enrolls them onto adult courses. In addition, students aged 12 to 17 are enrolled on junior courses at peak times in the summer. Some under 18 students come in groups with leaders, and some are enrolled as individuals. At the time of the inspection approximately 40 per cent of the students were aged under 18.

S3 The parental consent form does not specify that students aged 14 and 15 travel to and from school independently, nor does it ask for consent for times when students aged 16 and 17 are not directly supervised on excursions.

S4 Many current hosts who were recruited after January 2016 and are hosting under 18s do not have two references. Reference requests do not ask about suitability to work with under 18s.

S5 There is excellent adult supervision for activities. Well-qualified activity leaders supervise breaks, leisure programmes and residential accommodation. There is a high staff to student ratio.

S6 There are clear rules and guidelines on supervision for homestay hosts, residences and group leaders. However, the rules were not enforced by one of the hosts that was visited. The school needs more effective procedures in place to ensure rules are understood and 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	2003
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Non-ELT FE courses: business studies and engineering.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1989
Ownership	Name of company: Educational Training Centre UK Ltd trading as ETC International College Company number: 2534867
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	West Cliff Hotel, Durley Chine Road, Bournemouth BH2 5JS. Used for weekly testing Monday am / 3 classes Monday – Friday am. One classroom used by Omani Junior Group for meetings twice a week (day varies).
Details of any additional sites not in use at the time of the inspection	N/a.

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	264	355
Full-time ELT (15+ hours per week) aged 16–17 years	83	215
Full-time ELT (15+ hours per week) aged under 16	78	204
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	425	774
Junior programmes: advertised minimum age	12 (except by special arrangement or on parent + child course, where the minimum age is 8).	12 (except by special arrangement or on parent + child course, where the minimum age is 8).
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian, Omani, Saudi Arabian	Spanish, Italian, Omani, Saudi Arabian

Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–40	16–40
Adult programmes: typical length of stay	8 weeks	2–12 weeks
Adult programmes: predominant nationalities	Omani, Saudi Arabian, South Korean	Omani, Saudi Arabian, South Korean

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	34	41
Number teaching ELT 20 hours and over a week	22	
Number teaching ELT under 19 hours a week	12	
Number of academic managers for eligible ELT courses	6	7
Number of management (non-academic) and administrative staff working on eligible ELT courses	27	
Total number of support staff	15	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	6
Comments	
The training and development director will be teaching 7.5 hours English for Aviation. One of the senior teachers will be on sick cover duty.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	14
TEFLI qualification	20
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	34
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	79	77
Private home	22	0
Home tuition	0	0
Residential	64	36
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	18	45
Staying in privately rented rooms/flats	81	3

Overall totals adults/under 18s	264	161
Overall total adults + under 18s	425	