

Organisation name	ETC International College, Bournemouth
Inspection date	3–7 August 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited ETC International College Bournemouth in August 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general and professional English for adults (16+) and vacation courses for under 18s.

Strengths were noted in the areas of staff management, teaching, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	May 2003
Last full inspection	June 2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	December 2014
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	University Foundation Programme/Business Studies course. Athena Teacher Training Ltd (sister company) – teacher training courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1989
Ownership	Private – Limited company.
Other accreditation/inspection	ISI

Premises profile

Address of main site	22–26 West Hill Road and 2 Durley Road, Bournemouth BH2 5PG
Details of any additional sites in use at the time of the inspection	Wessex Hotel, West Cliff Road, Bournemouth BH2 5EU 3 training rooms used; one room used for summer season teachers' meetings.
Details of any additional sites not in use at the time of the inspection	None
Profile of sites visited	<p>The school is in a relatively quiet street about five minutes' walk from the town centre and from the beach. The premises comprise five buildings: four large detached houses, one of which is a student residence, and one a single-storey link between two of the houses which accommodates reception and administrative offices. The fourth detached house at 2 Durley Road is on the same site but has an entrance on the adjoining road. There are four classrooms in ground floor extensions to the residence, and classrooms of varying sizes in the three houses, making a total of 45 classrooms. There is a library/bookshop/computer room in the basement of one house, and a café in a building at the rear of the school. In the summer a marquee is put up in the rear garden area to provide additional social space for the students.</p> <p>During the summer months rooms in the Wessex Hotel, a five minute walk from the main school, are used. At the time of the classroom observations three rooms, one large conference room and two smaller rooms, were being used for adult courses and testing.</p>

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	408	381
Full-time ELT (15+ hours per week) aged 16–17 years	119	154
Full-time ELT (15+ hours per week) aged under 16	90	133
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	617	668
Minimum age	12	12
Typical age range	14–25	14–25

Comments

The school runs year-round general English courses for adults (16+) of 15, 18 or 21 hours per week; Cambridge examination and IELTS preparation courses; business English and ESP courses including medical and legal English. Courses for juniors aged 14–17 are run in June, July and August; students aged 16 and 17 on junior courses are taught in separate classes; closed groups of juniors, minimum age 12, are accepted year round. Maximum class size is 14 but, as is explained in the school's publicity materials, this may rise to 18 in the summer months. At the time of the inspection there were 18 junior classes, nine classes of 16 and 17 year-olds, 26 adult classes, two business classes, three pre-sessional classes, and four students have one-to-one tuition, including one for legal English.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	186	163
Private home	108	0
Home tuition	0	0
Residential	80	37
Hotel/guesthouse	8	5
Independent self-catering e.g. flats, bedsits, student houses	5	0
Arranged by student/family/guardian		
Staying with own family	4	4
Staying in privately rented rooms/flats	17	0
Overall totals adults/under 18s		
	408	209
Overall total adults + under 18s		617

Introduction

ETC International College, Bournemouth, is a large private language school established in 1989 and has been accredited since 2003.

Over the last four years the school has experienced significant growth in student numbers and, since the last inspection, has acquired a fourth house on the same site as the other main school buildings. Most of the school's students continue to enrol through agents and there continues to be a very healthy mix of nationalities; 20 per cent of the school's students are from countries in Europe and the rest from a very wide range of countries worldwide.

In October 2014 the director of studies (DoS) left the school following a period of illness which meant she had not been in school since June 2014. Arrangements were put in place for her responsibilities to be covered by the team of qualified and experienced senior teachers and the Accreditation Unit was duly informed. The new DoS started work on 1 December 2014; she is TEFLQ and knows the school well as she had been DoS there for five years a few years previously.

The inspection lasted three and a half days with two inspectors, and a further half day for the co-inspector to talk to the accommodation and welfare officer, and visit student accommodation. The inspectors talked to the director, the principal, the DoS, the training and development manager, the academic consultant, three senior teachers, the business courses manager, the junior co-ordinator, the operations and facilities manager, the two office managers, the two registrars, the business development manager, the business manager, the marketing assistant, the residence director and the residence manager. All teachers except two were observed. Focus groups were held with students on junior courses and students on adult courses, teachers, group leaders and activity staff. One inspector visited two residences, two homestays and one private home.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The school's organogram is quite complex and reflects the increase in staffing necessitated by the school's expansion. Most lines of responsibility are clear, the management structure functions well, informally in some instances, and teams work closely together. Cover arrangements are clear. Some roles are quite fragmented with unclear lines of management responsibility; this is particularly true in relation to responsibilities for accommodation. School management agreed that finding ways to simplify the structure would be beneficial.

M3 Job descriptions are mostly clear. Academic staff job descriptions are reviewed regularly by the principal with the member of staff concerned; the job description for the DoS was reviewed and updated shortly before the new DoS was appointed. Senior teachers have generic job descriptions with additional outlines of job specific duties, including those relating specifically to the summer.

M4 Communication is good. Staff work closely together and much daily communication is informal, with judicious use of email and phones. Departmental meetings are called to discuss specific issues with the staff directly concerned and minutes were on file. Strategic meetings are chaired by the director as and when necessary. Homestay hosts are well supported by a dedicated homestay visitor and by up-to-date documentation. Group leaders confirmed that they felt well informed.

M5 Human resources policies and procedures are comprehensive; completed checklists in staff files show that procedures are followed rigorously. References are taken up before signing agreements with new agents. Staff feel valued and well supported in their work.

M7 The school's policy and procedures for induction are clear. Teachers confirmed that their induction had been thorough and comprehensive checklists in teachers' files showed evidence of this. Teachers appointed to teach juniors in the summer have a separate induction with the junior courses co-ordinator, and follow-up development sessions for support. There is an informal mentoring system in operation for administrative staff.

M8 The school has an annual appraisal system for all staff and records were seen on file. Objectives are agreed and form part of the individual's training and development plan which is drawn up at each appraisal. Appraisal review meetings are scheduled to be held six months later although these had not taken place.

M9 Staff are offered a wide range of training and development opportunities. They have attended courses in first aid and fire marshal training as well as courses in safeguarding and child protection issues. Sales and admissions staff have attended customer service training. The training and development manager attended an academic conference, and teachers attend publishers' events whenever possible. The school's sister teaching training company will offer a diploma-level qualification from autumn 2015 and many teachers have expressed interest in doing the course.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Enquiries are handled efficiently by the business development manager and his team, and, once a booking is confirmed, the enrolment is then dealt with by the admissions team. Additional staff support is available for certain tasks at busy periods.

M11 Information needed to respond to enquiries from individuals, companies or agents is clear and accessible. Staff dealing with enquiries have developed specialist knowledge of the wide range of courses on offer in the school, and they are able to provide comprehensive information and advice using email; they also deal with enquirers who visit the school.

M13 Student records sampled held all the required information, and are accessible by certain key staff outside office hours. Next of kin details, including the relationship to the student, are collected on the enrolment form and then confirmed, or collected if not given at enrolment, when the student arrives. Enrolments for students aged under 18 are not confirmed until a parental permission form signed by a parent or guardian has been received, giving consent for the school to act on the parent/guardian's behalf in any case of medical emergency.

M14 Procedures for monitoring student attendance are rigorous and mostly efficient. However, the system for collecting the names of absent students could be improved. Attendance of adult students is checked twice a week. A computer alert flags up attendance that drops below 80 per cent and any required verbal and written warnings are delivered at two-week intervals. Attendance of junior students is checked every morning and any absences followed up straightaway.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The principal produces an annual business development report describing and evaluating every aspect of the school's operations, incorporating aspects of student feedback and feedback from the academic management team on teachers' performance. There is currently no formal review process which actively involves all staff.

M18 Students complete feedback questionnaires in their first week and then every month. Feedback is analysed and distributed to the staff concerned. Issues are followed up and may be recorded in emails, but no more systematic way of recording action taken was evident.

M19 Staff have the opportunity to voice their opinions at weekly teachers' meetings, and during appraisals. Staff are happy to express their views informally as everyone in line management positions is seen as very approachable.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity comprises a website, a printed brochure and social media platforms.

M21 The language used in the publicity materials is clear and mostly accurate. The website text is available in 12 languages and the video in eight languages.

M22 Most information about the school is accurate; all visuals are captioned and give a realistic impression of the school and its surroundings. A statement claiming the school is '2 minutes from the beach', which is not true, was corrected immediately on the website and in the brochure pdf file. Two statements about the school's IT facilities were similarly amended to reflect reality more closely.

M23 The publicity materials present a clear overview of the relatively wide range of courses on offer.

M28 The website text says that 'all courses are taught by experienced teachers', which is not true since the school sometimes employs newly-qualified teachers. The use of the adjective 'experienced' was deleted during the inspection and the text is now satisfactory.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is mostly clear but in parts rather complex. Communication is good, human resources and induction procedures are rigorous and student administration is efficient. Quality assurance procedures work well and publicity is mostly accurate and attractively presented. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 There are sufficient classrooms for the students enrolled and classes are timetabled to make best use of the different sized rooms. The rooms in the Wessex hotel are adequate and appropriately equipped. See R3. The external area reserved for juniors is adequate in size but the external area reserved for adult students is only just adequate. The additional covered space afforded by the marquee is only for the summer months. Adult students have the use of both areas outside the summer months.

R2 The premises and external areas are in a reasonable state of repair. The premises, including the residence, are kept in a good state of cleanliness.

R3 The classrooms vary in size. Classrooms which can accommodate the summer maximum class size of 18 are furnished with seminar chairs to make best use of space. Overall the situation is just satisfactory; the academic management team are sensitive to the issues relating to student comfort in the classrooms and do their best to timetable accordingly.

R4 There is a café serving hot and cold food and refreshments for juniors in the mornings and adults in the afternoons; adult students also have access to a tuck shop. Adult students in classes at the Wessex Hotel have access to a cafe/lounge. The residence dining room is available at break times, and there is also a student lounge in the residence. A marquee is used for social activities, and there are uncovered external areas where students can sit and relax.

R5 Display facilities are sufficient but signage is unsatisfactory. Although there are pictures of the main school buildings displayed in the school, it can be difficult for students to verify which building they are in; a 'You are here' addition to the sign was added during the inspection for orientation. Signage at the overspill premises in Wessex Hotel is inadequate: the entrance is not signposted, there is no directional signage inside and the rooms being used are not numbered clearly for students and staff.

R6 The staffroom is much too small for the 43 teachers working at the time of the inspection. There are small

personal lockers but insufficient space for working or relaxing. A further small room at 2 Durley Road was available but was not used by many teachers.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The learning materials used for adult courses are appropriate. There are too few learning materials for junior students, however. The coursebooks used to support the portfolios on the junior courses are not sufficiently relevant in terms of topics and texts for teenagers on summer courses.

R9 Some classrooms have interactive whiteboards, which are adequately maintained. Students have access to two computer rooms with 25 computers.

R10 The library area has graded readers for students to borrow but otherwise consists of books to buy, loan sets of books for teachers, and a computer laboratory which teachers use with their classes. There is no clear labelling of which sections fall into which category.

R12 The DoS has sought feedback from teachers on the coursebooks being used on the junior courses and plans to replace them.

Resources and environment summary

The provision just meets the section standard. There is pressure on space in the busy summer months but careful attention to timetabling ensures students study in a satisfactory classroom environment. The café is a good facility but otherwise relaxation space for students is limited. Signage needs attention. The staffroom is too small for the current numbers of teachers. Learning materials for adult students are appropriate but the materials being used on the junior courses are not entirely suitable for the age groups.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Two of the teachers did not have a Level six qualification. The rationales provided were accepted in the context of this inspection.

T2 All teachers have appropriate ELT qualifications. Of the 43 teachers working at the time of the inspection, 12 were TEFLQ.

T4 The DoS and four of the five members of the academic management team are TEFLQ. One member is TEFLI.

T5 The rationale for the role of the TEFLI member of the academic management team was accepted. He has completed his diploma-level course and is awaiting the results. His role in the academic management team is entirely appropriate: he supports the DoS by dealing with a range of administrative tasks, including management of examinations. The DoS spoke highly of the support she has continued to receive from the team of senior teachers since her appointment.

Academic management

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

Comments

T6 Teachers are allocated to courses on the basis of their preferences and experience; their teaching style is also taken into account when deciding which age group they will teach.

T7 Timetabling is generally satisfactory with attention paid to room and group size. However, breaks are short and some teachers commented on having to rush in the breaks to change to classrooms in other houses or the Wessex Hotel. The principal is aware of this issue and plans to extend the breaks.

T8 There are two cover teachers on standby, one paid and one unpaid. The senior teacher team also provide cover.

T9 Every student receives a learner portfolio to use as an individual learning plan (ILP). The teacher sets targets based on the Can Do statements in the Common European Framework of Reference (CEFR) every week and is not dependent on the coursebook; students who join classes each week have their own set of weekly targets to work towards.

T10 Teachers spoke very highly of the support they receive from the DoS, the training development manager and most of the senior teacher team. Less experienced teachers are paired with experienced teachers as further support. Regular continuing professional development sessions (CPD) are run on practical aspects of teaching; recent sessions have included phonology, internet resources and teaching junior learners. Teachers are provided with practical guidance on how to use ILPs on their courses.

T11 All teachers have been observed. Year-round teachers are observed at least once, and usually twice, a year. Feedback records on file were seen to be perceptive, constructive and concise.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 The school's syllabus is built on the CEFR Can Do statements at six levels, with the B2 level sub-divided into three. Teachers use the syllabus and the coursebook to plan their weekly programmes and set learning targets. Teachers commented that the ILP approach worked well with adults on summer courses. See T9. A good syllabus for a pre-university foundation course had been prepared for a one-to-one student.

T13 Feedback from teachers on course design and guidance documentation is welcomed and feeds into the review of course design. Teachers are generally positive about the ILPs and their integrated use into course planning.

T14 Weekly plans are displayed in classrooms but there was no evidence that they are used as working documents with the students.

T15 Study and learning strategies are dealt with in the students' learner portfolios.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The placement test and procedures are all well linked to the CEFR levels.

T18 All students have a tutorial in the first week of their course, regardless of the course length; the tutorial focuses on their learning portfolio and learning objectives, as well as on pastoral matters. Students do progress tests halfway through a three month term and again at the end of the term. This works well for longer-term students but short-stay students do not necessarily have the opportunity of taking a progress test.

T19 The school offers a range of examinations throughout the year. The senior teacher responsible for examinations is well informed and attends external briefing meetings when appropriate. Students interested in taking examinations take a test to determine their suitability and are guided by the senior teacher as to which level of examination is most appropriate.

T22 Students are given advice and information about entry into the UK education system on request. A new and more formal system of support is being set up linked to the school's university foundation programme.

Classroom observation record

Number of teachers seen	41
Number of observations	41
Parts of programme(s) observed	Junior courses, adult general English courses, one-to-one.

Comments

Two teachers were not observed because of timetabling difficulties.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers showed a good knowledge of the language and were able to provide appropriate models of written and spoken English. Some expert knowledge of pronunciation features and relevant use of phonetic script was seen. Some teachers wrote new vocabulary up with helpful information such as word stress and parts of speech but a few teachers wrote new words on the board rather randomly with no context.

T24 Most teachers were able to grade their language and used language naturally with their students according to their level. There was no clear evidence of differentiation either in lesson plans or in the delivery of the lessons. More able learners finished quickly and were left with nothing to do.

T25 Lesson plans were mostly thorough, related well to course/weekly objectives and included homework and review activities. Some teachers wrote learning aims on the whiteboard and referred to them. One-to-one lessons were closely tailored to the needs of the students.

T26 Nearly all lessons linked activities with lesson aims well; they were based on varied sets of activities and students were given ample time for practice. A few teachers of junior courses were using material more suitable for adult students and were not able to engage their students' interest in the topics and texts chosen. In the best segments teachers had excellent and creative ideas for the main focus of their lessons and set up challenging activities which led to students using the target language quite naturally.

T27 Classroom management was generally satisfactory. Students were seated at desks in horseshoe shape, which worked in small classrooms but was less successful in larger rooms and hindered successful student to student

interaction. Whiteboard work was very variable. Some teachers organised their board work well and made effective use of colour for pronunciation teaching, but many teachers did not use the board effectively and few used it interactively with their students. Video, audio and visual material were seen used creatively but some teachers relied excessively on coursebook exercises. Some junior teachers enforced classroom rules well.

T28 A range of teaching techniques was seen. Teachers used nomination effectively, particularly when control was needed, and good elicitation techniques were used to support students in working out meaning. Good drilling of words, phrases and sentences was seen, particularly at the lower levels. Some teachers used concept questions to check meaning but many asked for definitions, which students could not respond to. Some teachers corrected consistently and encouraged self- and peer correction; others missed opportunities to correct, or corrected students themselves, and moved on.

T29 Student engagement was a strength overall. In the many good segments teachers established a lively pace with pair work and small group work set up quickly. Instructions were clear but teachers needed to check more systematically that they had been understood. Teachers monitored closely, moving round and encouraging everyone. Students in nearly all classes were participating fully in class activities. However, in a few junior classes students were not engaged because lessons were too book-based and activities went on too long.

T30 Most teachers showed good awareness of the needs and learning styles of junior learners and of some monolingual groups; they were able to motivate their classes and maintain a friendly and purposeful atmosphere. Teachers in classes with a dominance of one particular mother tongue were able to deal with related issues quietly and with authority. There was a good rapport between students and teachers in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority of segments observed judged to be good. Teachers showed a sound knowledge of the language and lesson planning was detailed and thorough. Lessons were based on varied activities and teachers used a range of resources and teaching techniques appropriately. Classroom management was good and teachers generally showed a good understanding of the needs of their students. Whiteboard work was variable and attention to correcting errors was inconsistent. Some teachers were using materials that did not engage their junior students. Rapport was excellent throughout.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. With a very few exceptions, all teachers have appropriate qualifications and are given very good support to ensure their teaching meets the needs of their students. Course design is appropriate and well developed for the courses run in the school. Placement procedures work efficiently. There is a system for monitoring student progress but many short-stay students are excluded. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Risks to student safety on school premises have been very well assessed and addressed. The main entrance to the school leads directly into reception. Entry to other areas is strictly controlled by keypad locks. There are CCTV cameras around the school, which are monitored from reception. Fire drills are held regularly and first aid provision is very good. The safety of juniors is very well monitored on site by activity staff and the junior liaison officer.

W2 The pastoral care is very good for both adults (18+) and juniors (under 18). Additional care is taken for any 16 and 17 year-olds in adult classes. There are separate male and female prayer rooms, and women only classes are provided if required.

W3 Personal problems are initially dealt with by the two lead safeguarding officers based in reception. Appropriate referrals are made when necessary.

W4 Staff are issued with written guidance on dealing with abusive behaviour. Students are informed at induction about what to do if they are harassed or abused.

W5 Staff who hold the emergency phone are given very good guidelines in writing to cover most eventualities.

W7 There are separate student handbooks for juniors and adults. Both are very clear and present the information required by this criterion in an attractive format. The information is reinforced at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

The university adult residence, approximately half of which is used by ETC during the summer, has nearly 600 rooms. It was built in 2012 to a very high standard and offers good-sized single ensuite rooms. The on-site residence next to the school was modernised in 2009 and offers a mix of single, twin and triple ensuite rooms (60 beds in total). It is used exclusively as a junior residence in the summer and as an adult residence at other times. Both residences provide students with a clean and safe environment and are effectively managed. One inspector also visited two homestays and one private home. One homestay accepted under 18s. All three provided suitable accommodation for their students. It was clear that all hosts were aware of their responsibilities, including the care of under 18s, and offered a warm welcome to their overseas guests.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Both residences comfortably meet this criterion. Rooms are a good size and all have ensuite facilities. Hosts in homestay and private homes are required to sign the school's terms and conditions, which include details of what they are expected to provide students. The private home offered a very high standard of accommodation, including some ensuite rooms. The two homestays were very suitable overall. However, one twin room was only just adequate in size for two students sharing and one host was reminded to change linen weekly, not fortnightly.

W10 The school employs an accommodation assistant whose role is to carry out most of the visits. She is a homestay host herself and has experience of being a foster parent.

W11 No student is placed in a home that has not been visited within two years. A comprehensive checklist is used to guide the visitor to ensure continued suitability.

W12 The accommodation database includes up-to-date information about the homestay and private home accommodation and their hosts, together with a record of visits. The database includes comprehensive information on the host and the home. The school specifically checks the presence of students from other schools before making a booking to ensure that Scheme criteria are met.

W15 Hosts in the two homestays and the private home offer a varied diet and meals of a good standard. The school cafeteria, available to non-residential juniors before 13.00 and adults after 13.00, offers a range of food options. However, when the ETC residence was inspected only one main hot dish was offered. Before the end of the inspection the menu was changed to offer a second dish to increase choice. Inspectors were assured that this policy would continue.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W19 Students with the same language are only lodged in the same home/house when they come as part of a group and the arrangement is agreed in advance or there is written permission by an appropriate person.

Accommodation: residential

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

Comments

W22 In the university residence all areas, including rooms, are cleaned weekly. In the ETC residence, during the junior programme, all areas, including rooms, are cleaned daily.

W23 First aid provision in both residences is very good. In the junior residence there are five first-aid trained staff and a dedicated sick room.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 There is responsive support by reception staff for students who wish to move into a bed-sit or flat.

W25 There is a student house available at certain times of the year. This accommodation is advertised in the school and monitored by reception staff, not the accommodation office.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about local events is given on noticeboards, posters and social media. Activity staff collect information from the local tourist office on a weekly basis and make it available to students. Students looking for bicycle hire are directed to a reputable local company.

W27 The school offers well-balanced, age-appropriate programmes for both juniors and adults, which is organised in the summer by the school business manager. Excursions offered include those organised by an external agency and those organised by the school. Excursions are well-prepared and there are detailed handouts for students.

W28 Risk assessments are both generic and drawn up specifically for each activity and supervisors are required to sign that they have read and understood them. However, there are no risk assessments to cover unsupervised free time for 16 and 17 year-olds.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a very safe and secure environment for students. Pastoral care is very good, and the accommodation provided is mainly of a high or very high standard. A varied leisure programme is provided and most risks have been effectively assessed. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Nearly half of the students enrolled at the time of the inspection were under 18. Most attended junior classes but some 16 and 17 year-olds attended adult classes. Under 14s are only accepted as part of a group.

C1 A comprehensive and clear safeguarding policy has been produced with the help of local council expertise. It is frequently reviewed. There are codes of conduct for staff. The two safeguarding officers are based in reception. During the summer safeguarding support and training are also provided by the experienced junior liaison officer.

C2 All staff have received basic awareness training; 85 per cent of year-round staff have received advanced training; and four members of staff have received specialist training. Safeguarding officers are clearly identified to students in their handbooks and at induction.

C5 All staff have completed DBS checks. All the main carers in homestay/private home accommodation are DBS checked if they wish to accept under 18s. All other adult members of the household are asked to sign a self-declaration form unless they have been DBS checked. Group leaders are requested to provide evidence of their suitability to work with under 18s.

C6 Young learners on the junior programme have a compulsory leisure programme and have no unsupervised time. Juniors in homestay are taken to their homes by school minibus. Under 16s may only leave their accommodation under the supervision of an ETC authorised adult. Students in groups are also supervised by their group leaders. Individual students in the junior residence are allocated a 'group leader' (a member of ETC staff). Guidelines are provided for supervision with a stated ratio of 1:11. Students on the junior programme and 16 and 17 year-olds on the adult programme are identified by different colour wristbands. Activity staff are experienced and well-trained; 90 per cent are returners. Signed parental permission is required to cover a number of areas including unsupervised time for 16 and 17 year-olds.

C7 The residence in the school is used exclusively by juniors. Staff student ratios are very good. Juniors are very well supervised. Homestay hosts are made aware of their responsibilities for looking after their young guests and asked to enforce a strict curfew of 22.00 for all under 18s, regardless of age. The same curfew applies in the residence.

C8 Student contact numbers are obtained on enrolment.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is very good provision for safeguarding in the school, in the accommodation provided and in the leisure activities. *Care of under 18s* is an area of strength.

Points to be addressed

Management

M2 Some roles in the school's management structure are quite fragmented with unclear lines of management responsibility; this is particularly true in relation to responsibilities for accommodation.

M18 Issues in student feedback are followed up but action taken is not recorded systematically.

Resources and environment

R1 The external area reserved for adult students is only just adequate.

R4 There is no relaxation space inside the school buildings except for a student lounge in the residence.

R5 Signage is unsatisfactory. Although there are pictures of the main school buildings displayed in the school, it can be difficult for students to verify which building they are in. Signage at the overspill premises in Wessex Hotel is inadequate: the entrance is not signposted, there is no directional signage inside and the rooms being used are not numbered correctly.

R6 The staffroom is much too small for the 43 teachers working at the time of the inspection.

Teaching and learning

T1 Two of the teachers did not have a Level six qualification.

T7 Breaks are too short to allow some teachers sufficient time to change classrooms.

T14 Weekly plans are displayed in classrooms but there was no evidence that they are used as working documents with the students.

T23 A few teachers wrote new words on the board rather randomly with no context.

T24 There was no clear evidence of differentiation either in lesson plans or in the delivery of the lessons. More able learners finished quickly and were left with nothing to do.

T26 A few teachers of junior courses were using material more suitable for adult students and were not able to engage their students' interest in the topics and texts chosen.

T27 Students were seated at desks in horseshoe shape in some of the larger classrooms and this hindered successful student to student interaction. Many teachers did not use the whiteboard as a resource and few used it interactively with their students. Some teachers relied excessively on coursebook exercises.

T28 Many teachers asked for definitions, which students could not respond to. Some teachers missed opportunities to correct or corrected students themselves, and moved on.

T29 Few teachers checked instructions. In a few junior classes students were not engaged because lessons were too book-based and activities went on too long.

Welfare and student services

W9 One host changed linen fortnightly, not weekly as required by the Scheme.

W28 There are no risk assessments to cover unsupervised free time for 16 and 17 year-olds.

Care of under 18s

None.
