

Organisation name	Chaucer College Canterbury
Inspection date	29 November – 1 December 2022

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. However, evidence must be submitted within three months to demonstrate that weaknesses in W2, S3 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Chaucer College, Canterbury in November 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of publicity was noted.

Introduction

Chaucer College has a historical link to the Shumei Foundation which is a private educational institution with three high schools and one university in Japan. Students from the university and these schools may opt to attend courses at Chaucer College.

As a result of the pandemic Shumei programmes were suspended from 2020 until August 2022. Since then, the five-month course, four and three-week courses have resumed. Closed group courses for European students resumed in March 2022. The former academic business manager left in September 2022 and the current post holder started in July 2022. A skeleton staff was retained during the pandemic and new and returning staff have taken up posts since early 2022. A new head of student services was recruited in July this year and a new head of juniors was appointed in November 2022.

This compliance-only inspection took the equivalent of two days spread over three days and was conducted remotely. Meetings were held with the principal, the academic business manager, the head of adult programmes, the head of junior programmes and the head of student services. Separate focus groups were held with teachers, students and group leaders. All teachers timetabled to teach during the inspection were observed. The inspection included a virtual tour of the main school premises including accommodation. Students and staff were also asked to comment on the state of the premises.

Address of main site/head office

Chaucer College, University Road, Canterbury CT2 7LJ

Description of sites visited/observed

The Chaucer College campus in Canterbury is purpose built and located next to the University of Kent. It comprises fifteen buildings, ten of which are student residences and the other five contain classrooms, offices, a teachers' room with adjoining relaxation area, a dining room, a lecture theatre and a student common room. There are seating areas around the grounds, a grassed area used for football and a basketball court. There is a space for college staff to arrange for students, as well as an outdoor classroom which is used during the summer period.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

During the academic year the majority of ELT adults are first- and second-year students, plus some returners and trainee teachers, from Shumei University, Japan. The programme consists of an EFL programme and a range of social science subjects taught in English. There are also four-week and three-week intensive courses for trainee teachers, and trainee nurses, from the same university. On occasion two-week IELTS preparation courses for adults (16+) are run for closed groups.

Junior ELT courses (11–17 year-olds) are run year round and in vacation periods. There are two-week and four-week courses of EFL and cultural studies for Shumei high school students, both junior (13–14 year-olds) and senior (15–16 year-olds), which are run at Chaucer College. Closed group courses for students, mainly from Italy and Spain, but also from Poland and Brazil are run in the holiday periods.

At the time of the 2022 inspection, the Shumei University's 15-week course was running and there were no courses for under 18s.

Management profile

The principal is the Shumei University representative in the UK and has responsibility for Chaucer College strategy, finance and the links with the Shumei Foundation. He line manages the operations manager, the finance manager, the academic business manager and the HR manager. The academic business manager oversees the day-to-day running of the college and the academic staff. He is supported by the head of adult programmes and the head of junior programmes. The head of student services is responsible for safeguarding and welfare. She also line manages the activity and welfare team.

Accommodation profile

Accommodation with full board is arranged. There are single or twin rooms, with bunk beds, in residential blocks on the campus. Bedrooms have washbasins and there are shared bathrooms, toilets and kitchens. Laundry facilities are available. Homestay accommodation has been organised by the college in the past but is not currently offered.

Summary of inspection findings

Management

The provision meets the section standard. The college has clear goals and values and sound quality and review procedures. Staff management is efficient and communication is generally effective. There is good human resources support and development for staff. Student administration is carried out effectively with care and attention to the different types of client. Publicity includes some relevant information but it is not made clear that programmes are tailored to closed group requirements so some information is not publicly available. The management of the provision operates to the benefit of students.

Premises and resources

The provision meets the section standard. The premises are extensive, well maintained and equipped, providing a very comfortable environment for study and relaxation. There are appropriate resources available and guidance on their use is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic programme is well managed and delivered by the academic team. Course design is appropriate in the main and meets the needs of the students. Learner management has suitable processes and is managed effectively. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, both on and off site, are generally well met, although not all staff were aware of the plan to respond to a serious emergency. College staff and group leaders work together to provide effective pastoral care. The accommodation is of a good standard; the management of the accommodation systems works to the benefit of students. The leisure activities are tailored to meet the needs and interests of the students and are well managed and resourced.

Safeguarding under 18s

The provision meets the section standard. Overall, there are appropriate policies to ensure the safeguarding of students under the age of 18 on campus and when off site. Some minor changes to the staff reference form and parental consent form are needed, and systems established to ensure that all staff receive appropriate information about students in a timely manner.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

The goals and values of the school are clearly articulated by managers, as well as being expressed within school documentation. Objectives are appropriately focused, monitored and measured. The structure of the organisation is clear and communicated to all stakeholders, so that everyone knows who is responsible for particular areas. Communication is generally effective and is both formal and informal. Staff and student feedback is collected and recorded and acted upon appropriately.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resources policies and practices are appropriate and in place, including job descriptions and signed contracts. Recruitment procedures are effective in the main, although some copies of Level 6 qualifications were missing. Induction is thorough and recorded. Appraisal processes are clearly laid out in handbooks and had been implemented for management staff. Teaching staff appraisals are planned for completion by March 2023 in line with the college's annual plans. Staff are given opportunities for continuing professional development.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
<p>Student feedback indicated that students were happy with the information provided. Japanese university and high school students receive course information in their home country and an arrival pack when they start their course in the UK. Programme and course content details are provided along with a student handbook containing useful information. Record keeping and invoice processes are clear with some elements completed in Japan and some in the UK.</p> <p>Other closed group documentation is effectively handled by Chaucer College marketing and registration staff. The required next of kin and emergency contact details are generally held by group leaders but accessible to relevant Chaucer College staff. However, some student services staff were unaware of how to access this information in the event of an emergency. The parental consent form does not ask for the parent/ guardian's level of English.</p>	

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

Comments	
<p>The principal form of publicity is the website. This is mainly in English, but there is a section on courses for Shumei, which is in both English and Japanese. The college also produces an annual brochure and a range of leaflets and other printed promotional material. It also has a presence on a number of social media sites.</p> <p>The premises and location publicity content is informative and accurate. However, the nationality mix is not made clear. The college currently only accepts closed groups of students, but this is not made clear on the website. Programme content is tailored to agent specification. The publicity does not give detailed information such as programme content, course hours and class sizes because this information is variable and pre-agreed with agents on behalf of their students. Open enrolment individual student bookings are not currently permitted.</p>	

Premises and resources

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

Comments	
<p>The site provides more than sufficient space for staff and students. The campus buildings are in good decorative order throughout. Classrooms satisfactorily meet all aspects of the criterion and the areas for relaxation are very good. The common room is well equipped with pool tables, table football and a games console. There is also a</p>	

mezzanine level above the dining room which has four table tennis tables. The food provided is included in the course package and students commented very positively on the food available. Signage both exterior and interior is generally clear and well placed. There are satisfactory facilities for display in common spaces and classrooms. All teachers have their own desks and there is good provision of space, including an area adjoining the teachers' room for meetings and relaxation.

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

Comments

Resources for teachers and students are in satisfactory supply and are suitable for adults and under 18s. Teachers commented favourably about the resources available to them. There is very good provision of technology inside the classrooms, it is well maintained, and staff receive appropriate training in how to use it. Independent learning resources, primarily subject based, are made available to students, and they are given guidance on how to use them. There is an appropriate resources review cycle in place, which takes student and staff feedback into account.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

The academic staff are well qualified with a good range of experience which is well matched to the needs of the students. The academic business manager and head of adult programmes are both TEFLQ. The head of juniors is not TEFLQ but has extensive relevant experience and the rationale submitted was accepted in the context of this inspection.

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

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
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Comments

Teachers are well matched to courses and supported to work with the classes they are assigned to. The timetabling of teachers and cover arrangements are formalised and effectively carried out. There is very effective day to day support available to teachers from the academic team. Formal observations are carried out annually by the business academic manager. Drop-in observations are completed regularly and provide teachers with useful developmental feedback.

Course design and implementation	Met
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T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
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T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
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T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
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T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
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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
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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
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Comments

Course design is based on the coursebooks in use, and teachers are provided with guidance in their handbook and from regular briefings. There is a rationale for course design, and it largely fits with the needs of the students. There are no specific schemes of work with student learning outcomes identified and no written course outlines are made available to students. While lessons do incorporate the development of independent learning strategies, they are not specified in a scheme of work.

Learner management	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
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T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
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T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
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T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a
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Comments

Placement testing is carried out effectively, and there are good systems in place for monitoring and recording students' progress. Records of student progress are utilised to monitor students where they might change levels or enter for examinations, as well as for planning and reporting purposes. Reports are provided and students receive advice in regard to examinations where appropriate.

Classroom observation record

Number of teachers seen	17
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Number of observations	18
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Parts of programme(s) observed	All eligible provision running at the time of the inspection.
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Comments

Timetabling restrictions meant only one of the academic management team was available to observe.

Teaching: classroom observation	Met
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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.	Not 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 Teachers generally demonstrated a satisfactory knowledge and awareness of grammatical and lexical systems and provided accurate models of spoken and written English; in better segments, teachers demonstrated their knowledge of phonological systems but generally this knowledge was not in evidence either in the plans or the lesson execution. Attention to pronunciation features was more evident in vocabulary work.

T24 The content of the lessons was appropriate; but there was no evidence in the plans that the learning needs and backgrounds of the students had been taken into account. No detailed student profiles were made available.

T25 In general lessons had a clear set of activities based on a single topic or language point. The content of the lessons was mostly coursebook driven and stages were logical. Learning outcomes were not always explicitly shared with students.

T26 A range of basic techniques was used by teachers including appropriate attention to individuals, eliciting and effective monitoring. Good use was made of concept questions to check students' understanding of new target language. However, in most segments students were given few opportunities to develop their use of spoken language and pronunciation.

T27 Classroom management was satisfactorily handled. In some segments purposeful and energising changes to seating and interaction were incorporated which helped to maintain student engagement and active participation. There was some effective use of time limits.

T28 On occasion, there was some very good use of gestures and prompts to encourage self-correction. In a minority of segments, good attention was paid to pronunciation, with correction followed by controlled practice.

T29 Learning was often evaluated by means of completing written exercises from the coursebook. In some segments short assessment activities designed by the teacher were also included.

T30 Overall, effective management of the learning materials and tasks ensured a purposeful atmosphere; in most segments students were attentive but on occasion they were rather passive.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to satisfactory with the performance against the majority of criteria being satisfactory. Teachers demonstrated sound grammatical awareness and provided relevant models of the language. Lesson content was satisfactory but there was minimal identification of students' individual learning needs so lessons were not tailored to the needs and cultural background of the students. The techniques used were appropriate, and used confidently. Resources were managed effectively. Evaluation of learning was included and constructive feedback to learners was incorporated. The classroom atmosphere was purposeful.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met

W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

There are excellent measures in place to ensure the safety and security of students. There are security staff on duty on the campus at all times and students are given an emergency number on cards and lanyards. The risk assessments of the premises are up to date and a practice fire evacuation is carried out with each new group. There is an appropriate plan to respond to any emergency; however, it has not been made known to all staff. A number of first aid trained members of staff are available 24 hours a day, and students enrolled for more than four weeks have access to the University of Kent medical centre. Transport to the college is arranged for all groups. Students receive a good standard of pastoral care, appropriate to their age, and there are effective policies to promote tolerance and respect. Information and advice is given on relevant aspects of life in the UK.

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

Comments

The residential accommodation and facilities are of a high standard. The premises are regularly inspected, there are good arrangements for cleaning and maintenance, and effective procedures for resolving any problems students may have with their accommodation. Factors such as age, gender and stated preferences are taken into account when rooming the students in the residences. All meals are taken in the college dining room. Special dietary requirements are catered for, and students expressed satisfaction with the quality of the food.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

Homestay is not currently offered.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
All students stay in residential accommodation on campus.	
Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	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.	Met
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	
The content of the leisure programme is negotiated for each group, as appropriate for the age, and to cater for the interests of the students. For the groups of junior students, the leisure programme is integrated within the syllabus. The programmes are well organised and sufficiently resourced. Suitably experienced activity leaders and qualified coaches are appointed as necessary, and there are effective systems to ensure the health and safety of students on all on-site and off-site activities. The adult students studying at the college are informed about sports and leisure facilities and activities which are available locally and at the University of Kent.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
Groups of students aged under 18 are enrolled throughout the year, and constitute the majority during the summer. However, at the time of the inspection there were no students aged under 18 studying at the college. Overall, there is good provision for the safeguarding of students under the age of 18 on the campus, in their accommodation, and during their leisure programme. There is an appropriate safeguarding policy with links to other relevant documents, including those relating to safer recruitment practice. There is a named designated safeguarding lead, and all staff have up-to-date suitability checks and the appropriate level of training. However, not all references on file include explicit information about the applicant's suitability to work with under 18s. There is a parental consent form which includes information about any medical issues the college staff should be aware of. However, communication to staff members of relevant information included in the consent forms has not always been managed efficiently.	

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	2017
Last full inspection	2017
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	A range of social science subjects taught in English
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	27 November 1990
Ownership	Name of company: Shumei Eiko Ltd. Company number: 02562565
Other accreditation/inspection	BAC

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week (2022): September (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	129	145
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	40
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 ELT/ESOL students shown above	129	185
Junior programmes: advertised minimum age	8	8

Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Spanish, Italian
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	19–22	19–22
Adult programmes: typical length of stay	2–15 weeks	2 weeks
Adult programmes: predominant nationalities	Japanese	Japanese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	17
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	17	
Number of academic managers for eligible ELT courses	3	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	60	

Academic manager qualifications profile

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

The Head of adults teaches 1.5 hours and the Academic business manager 4.5 hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	13
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	17
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	129	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		

Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	129	0
Overall total adults + under 18s	129	