

Organisation name	Al Hayat Language Centre, Blackburn
Inspection date	1–2 October 2019

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M10, M18 and publicity have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Al Hayat Language Centre (AHLC), Blackburn in October 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in ESOL for citizenship for adults (18+).

Strengths were noted in the areas of learning resources, academic management, course design, learner management, teaching, and care of students.

The inspection report noted a need for improvement in the area of publicity.

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

Introduction

Al Hayat Language Centre (ALHC) was established in September 2010 as a non-profit making social enterprise centre. ALHC's chief executive officer (CEO) and academic manager (AM), both of whom previously worked in a local further education (FE) college, opened the school as they wished to continue the ESOL provision they had been involved with. The school obtained charitable status in August 2013 and this status allows the school to run community-based language courses which benefit members of the large ethnic population. The school has been successful in obtaining government funding to fully fund or subsidise its courses, all of which lead to examinations which students need in order to apply for the right to stay in the UK or to gain citizenship.

All students are local residents who have their own accommodation. With the exception of the occasional one-week intensive course, all courses are part-time.

The inspection lasted one full day, one half day and one part-day. The two inspectors held interviews with the CEO, the AM, the project co-ordinator, the community liaison officer, and two administrators. Focus groups were held with students and with teachers. All four teachers timetabled during the inspection were observed by both inspectors.

Address of main site/head office

Unit 1, Brookhouse, Whalley Range, Blackburn BB1 6BB

Description of sites visited

The school occupies a single-storey building in a commercial area of shops, cafés and workshops approximately ten minutes' walk from the town centre. The premises are located in the centre of the catchment area for the school's target students, enabling the students to reach the school easily. There are two classrooms and a computer room that is also used as a classroom. The CEO has his own office which is also used for interviews, a quiet space for students feeling unwell or as a prayer room. The office doubles as a staff room. The premises are held on a five-year, renewable lease from the local council, who are responsible for fire safety provision.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers part-time ESOL courses for fee-paying students from the local community applying for British citizenship or the indefinite right to remain in the UK. The school also bids for local government or European Union grants and offers free-of-charge 'project' courses for the local community or refugees. At the time of the inspection a Skills for Life ESOL course funded by the European Union, the Asylum, Migration and Integration Fund (AMIF), was being held at the school, comprising four part-time classes for students from the local community.

Management profile

Al Hayat is run by the CEO who reports to a board of governors. He is assisted by the academic manager, finance manager, two administrators and a project co-ordinator. All staff are employed on a part-time basis.

Accommodation profile

N/a

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates for the benefit of students, in accordance with its stated goals and values. There is a clear structure with sufficient staff and good communication systems are in place. There are significant weaknesses in publicity, and a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Overall, the premises provide students with a comfortable and professional environment. Learning resources for use by teachers and students are of a high standard. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning and courses are structured and managed to ensure to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student service

The provision meets the section standard and exceeds it in some respects. Students benefit from well-managed student services. Their needs for security, information and pastoral care are very well met. *Care of students* is an area of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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

M3 The structure of the organisation is clear and made known to all at every opportunity. Staff are fully aware of their roles and, although all staff have part-time contracts, there is close liaison during handover periods.

M4 Communication channels are very good. Regular minuted meetings take place with all departments, staff communicate via email and social media to ensure they are kept up to date, and face-to-face communication takes place on a daily basis in the shared office space.

M5 Student feedback is collected by a range of means including end-of-lesson review forms, early bird and end-of-course feedback, and a suggestion box. Feedback is collated and reviewed at the end of every course and used as a tool for improving systems and procedures as well as course content.

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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 References had not been taken on two of the teaching team and ID checks had not been made on any staff.
M11 Induction procedures for all new staff are very good. There is a thorough induction checklist which includes health and safety arrangements and handbooks are comprehensive. Tutors are inducted onto all new projects that are offered.
M12 There is a solid appraisal system in place which is known to all staff. Appraisals take place annually and include detailed performance reviews and agreed objectives.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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

M14 Students commented very favourably about all staff and the admin team were seen to be extremely approachable. They know the student body well and go out of their way to help with any issues that arise during students' time at the school.
M15 Staff members are bilingual and careful to provide information verbally, as well as in written form, to ensure that potential clients have a thorough understanding of what is available to them. This is entirely appropriate to the local demographic.
M18 Emergency contact details were not available for all students enrolled at the school.

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.	Not 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.	N/a

M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The website is the main source of publicity although leaflets promoting new courses are sometimes created.

M22 The website is currently out of date and is misleading in terms of the scope and size of the operation, with references to overseas programmes.

M23 There are occasional errors with both grammar and punctuation. Given the low level of the typical student body, translations into certain languages would be beneficial.

M24 Information on courses is very minimal and does not include sufficient information on times or dates of classes. The drop-down menu for booking a course does not have current dates; options include 2015 and 2017. Course descriptions are the same for every course.

M25 Course prices are inaccurate and do not provide information on the total number of hours involved or whether exam fees are included.

M29 The Accreditation Scheme marque is out of date and should include "in the UK".

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.	Strength
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

P2 Classrooms are spacious and bright and more than adequate for the maximum class size. The computer room is also of a good size and students commented favourably on the classroom facilities in the student focus group.

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

Comments

P7 Learning resources for students are of a very good standard, with materials especially created to meet the needs of these particular students.

P8 The resources available to teachers are of a high standard, with suitable materials which supplement the National ESOL Curriculum units and cater for student differentiation.

P12 There are excellent review policies and procedures in place. For each course or project resources are reviewed and developed to meet the needs of the students and teachers.

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.	Strength

Comments

T4 The AM has a wealth of experience in ESOL provision and is suitably qualified for the role.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Careful consideration is given to the deployment of teachers, including previous experience and development plans. Personal considerations are also taken into account, such as transport or other external factors.

T6 Timetables are planned in accordance with teachers' and students' family or work commitments to ensure maximum attendance on all courses. Lessons are not held on Friday afternoons to allow students to attend the local mosque.

T7 There are clear and effective cover arrangements in place for all courses. The AM has also prepared a series of emergency cover lessons should a teacher be indisposed at the last minute. Both the CEO (TEFLI) and the AM (TEFLQ) are also available to cover lessons at short notice.

T9 The AM provides excellent day-to-day guidance for teachers and there is a wealth of material available to them to help with planning lessons and advice on how to deal with typical student problems. The AM is in regular contact with teachers in the evenings and provides additional support whenever necessary.

T10 Teachers are formally observed twice per year and new teachers observed within their first month.

Observations include a checklist of criteria for teachers to refer to and detailed comments and follow-up plans are provided during feedback. During the teacher focus meeting teachers commented on how useful observations were.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T12 Courses are reviewed at the end of every cycle and changes made where appropriate. Feedback from teachers and students is considered as part of this process. For every new project, course outlines and materials are reviewed to ensure students' needs and expectations are met.

T13 Clear course outlines are available to students in their Programme Handbook and regularly referred to by teachers. Session targets are made explicit to students at the beginning of a class. The Record of Learning Achievement form completed by students at the end of every lesson helps them recognise what has been learned and how useful this was for them. Schemes of work are monitored closely by the AM.

T14 All courses include up to six additional activities including visits to the local library, job centre or local colleges. Outside speakers have included local counsellors, NHS staff and the community police which help address some of the problems students have when dealing with such members of the local community. Information and Communication Technologies (ICT) classes also form part of the curriculum for all courses.

T16 Courses incorporate training in skills which will immediately benefit students; lessons focus on providing training in areas such as how to register with various local organisations, book a doctor's appointment, or access information from local libraries, for example.

Learner management**Area of strength**

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Strength

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Strength

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Strength

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

Met

Comments

T17 There are excellent placement procedures in place which include an initial interview and assessment, with an interpreter where necessary. This is followed by a thorough student induction day. Tutors conduct a diagnostic assessment of every student during week one of the course to ensure initial placement tests are accurate.

T19 Volunteer bi-lingual teaching assistants are available to provide support for all pre-entry and entry 1 classes. The volunteers provide excellent support and are used appropriately and sensitively by teachers. Students can transfer classes early in the course after discussions with their teachers and all relevant support staff.

T20 External general English examinations are built into every course and advice and guidance is given at appropriate stages throughout the programme.

Classroom observation record

Number of teachers seen

4

Number of observations

8

Parts of programme(s) observed

Morning ESOL lessons at a range of levels.

Comments

All four teachers were observed by both inspectors. Although there were no fee-paying students at the school during the inspection period, the inspectors are satisfied that the observed classes were a true reflection of the programmes available to self-funded students throughout the year.

Teaching: classroom observation**Area of strength**

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.

Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Strength

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.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Overall, an appropriate model was provided but in some segments there were examples of inaccuracies of pronunciation and grammatical structure.

T24 Lesson plans were entirely appropriate to the needs and learning objectives of the students in the class. Materials were culturally sensitive and there was clear evidence of differentiation.

T25 Learning outcomes were relevant, appropriate and made explicitly known to students throughout the lessons. Objectives were achieved through a coherent sequence of activities.

T26 Overall, teachers demonstrated a range of techniques including elicitation, nomination and drilling. Activities were mostly motivating and provided good opportunities for students to practise the target language.

T27 Students were encouraged to move around the class and there was excellent use of the classroom space. Most teachers used the technology available to them well and handouts were clear and appropriate. Students were grouped sensitively taking into account cultural mores.

T28 Feedback was generally appropriate; however, some inaccurate language was accepted. Homework was systematically checked but correction of oral student responses could have been more thorough.

T29 All activities were task-based, demonstrating the students' ability to use the target language. The 'Record of Learning Achievement' is completed by students at the end of every lesson and checked by teachers to allow them to evaluate whether learning has taken place.

T30 Students were fully engaged and clearly enjoying the lessons. There was a calm, purposeful and lively atmosphere and activities were personalised, culturally sensitive and motivating.

Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from satisfactory to very good with the majority of segments being good. Teachers delivered well-staged lessons that showed a good awareness of their students' needs. Learning outcomes were made clear to students and activities ensured that learners were fully engaged and suitably challenged. Teaching techniques were generally appropriate and the classroom was effectively managed. More attention needs to be paid to effective error correction, especially of spoken language.

Welfare and student services

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

Comments

W3 Pastoral care which is appropriate to the context is provided to a high standard. All staff have a pastoral role; there is a pastoral focus in academic tutorials. In addition, there is a community liaison officer who helps students access local services and support. A number of staff members are available to speak to students in their first language.

W4 Tolerance and respect are fundamental to the ethos and purpose of the school. There are clearly worded and relevant policies relating to the circumstances of the students.

W7 Advice on relevant aspects of life in the UK is well provided: it is integrated into the curriculum and individual advice is given by the community liaison officer.

W8 Every effort is made to ensure that students have access to appropriate health care. The community liaison officer can assist students in accessing local health services. The language needed for health care encounters is introduced early in the syllabus.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
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.	N/a

Comments

The school does not arrange accommodation for its students. All students live within the local community.

<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

None.

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

Comments

W21 Students are helped to access local services and advice centres in case of difficulty with housing.

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

Comments

Criteria in this area are either met or not applicable. The school does not offer a leisure programme. Visits to local venues, such as the library, are integrated into the course programme and take place during the academic timetable.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2011
Last full inspection	2015
Subsequent spot check (if applicable)	2012
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Non fee paying courses in ESOL for the local community
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Al Hayat holds non fee paying courses for refugees in ten centres throughout Lancashire

Private sector

Date of foundation	2010
Ownership	Name of company: AL HAYAT LANGUAGES LTD Company number: 7388525
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	47	47
Part-time ELT aged 16–17 years	N/a	N/a

Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	47	47
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	20–60 years	20–60 years
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Pakistani, Indian	Pakistani, Indian, Syrian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4 + 2 teaching assistants	4 + 2 teaching assistants
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5 + 1 volunteer	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
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	N/a	N/a
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	47	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	47	N/a
Overall total adults + under 18s	47	