

Organisation name	Berlitz London
Inspection date	30–31 January 2018

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 W1, S1, S3 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Berlitz London in January 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general and professional English for adults (18+) and general English for under 18s.</p> <p>The inspection report noted strengths in the areas of student administration and premises and facilities.</p> <p>A need for improvement was noted in the area of safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Berlitz London is a well-established school, which teaches English and foreign languages to individuals and small groups. Most of its students take very intensive short courses which are wholly or partly taught on a one-to-one basis, and the majority have come to London specifically to attend the course, arranging their own accommodation. Occasionally the school accepts under 18s, children aged 12–16 studying with a parent, but these are exceptional.

The school is owned by Berlitz International Inc. of Princeton, New Jersey, which in turn is owned by the Japanese Benesse Group. The Berlitz corporation is an international language teaching, translation and publishing company, with about 500 directly owned schools worldwide and many franchises. There are three independently owned franchised UK schools, licenced to use the Berlitz name, method and materials. The 'Berlitz method', essentially a 'direct method', uses an approach not at variance with mainstream language teaching methodology. Berlitz produces its own teaching and learning materials, which form a core part of the design of almost all its English courses.

A number of changes have been made to the senior general and academic management of the school during the period since the last inspection, and the school now operates from a single set of premises.

This inspection took place over one and a half days, plus the evening of the first day. The inspectors had meetings with the operations director UK and Nordics, the language centre manager (LCM)/assistant director of studies (ADoS), the director of studies (DoS), the assistant language centre manager, the business development manager, and the Berlitz study abroad/homestay co-ordinator (BSA co-ordinator). Focus group meetings were held with students and teachers, and all but one of the teachers scheduled to teach during the time of the inspection were observed. One inspector spoke to the registered accommodation agency which organises almost all the homestays used by the school, and also visited the nearby premises where a large closed group from a business client is taught every year.

Address of main site/head office

233 High Holborn, London WC1V 7DN

Description of sites visited

The premises are on the fourth floor of an office building close to Holborn underground station. They provide 14 classrooms, a teachers' room with kitchenette, offices for the LCM, the DoS and for other members of the management/administration team, a student common room with tea and coffee facilities, and a reception area. The majority of the classrooms are designed for one-to-one classes, but there are a few larger classrooms for small-group classes. There is lift access from the ground floor, and male and female toilets are available on each floor.

Off-site premises at St Andrew Holborn (5 St Andrew Street, London EC4A 3AF) are used for occasional large-group courses. On foot, the site is approximately ten minutes from the main school. Two rooms in the conference/events centre are used. Tea and coffee are provided at breaks, and there are nearby cafes where students buy their lunch. Toilets are in a corridor adjacent to the teaching rooms. These premises were not in use at the time of the inspection.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

'Private-flex' courses are offered on a one-to-one basis with a timetable and content designed to meet the clients' individual needs and interests. Classes can be scheduled between 08.00 and 20.00, including Saturday mornings.

Group classes (maximum size four) are run from 09.45 to 13.30 Monday to Friday (16.66 hours per week in sessions of 45 minutes, with a five-minute break between sessions). If there are no other students at their level, students are offered one-to-one provision with a reduced number of contact hours. Many students following group courses opt for supplementary one-to-one sessions in the afternoon. A larger group from a business client is taught in off-site premises once a year. Courses for under 18s are not advertised, but may be provided on a one-to-one basis for children studying alongside their parents.

Accommodation profile

Most of the school's students arrange their own accommodation. The school has a very small number of homestays on its database; at the time of the inspection only one host was active and hosting students. Most of the homestay accommodation is provided by an accommodation agency which is registered with the British Council. The agency's provision is divided into three categories: standard, superior and executive. The latter category, with homes in zones 1 and 2, is usually requested by the school's students. All three categories offer either self-catering, bed and breakfast or half board.

The accommodation provision is managed by the BSA co-ordinator. One inspector spoke to the school's liaison person at the accommodation agency. Both the BSA co-ordinator and the agency member of staff spoke in very positive terms about their working relationship.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is satisfactory but there is a need for more systematic logging of action taken in response to feedback from students, and procedures for obtaining feedback from staff need to be developed. Staff management and development is largely effective but there was evidence that a number of staff had not been appraised as regularly as required by company policy. Student administration is carried out efficiently and effectively, and with a high priority given to identifying and meeting individual client needs. Publicity is generally satisfactory, but some areas needing attention were identified. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide a smart and professional working environment for students and staff, with good facilities. Learning resources are appropriate for the needs of students and teachers. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff profile is just satisfactory, though a considerable number of teachers do not have a university degree or equivalent, and none have a diploma-level teaching qualification. Academic management is effective, and courses are designed to meet the needs and interests of the students. However, there is little systematic focus on study and learning strategies, or on ways of helping students to benefit linguistically from the fact that they are in the UK. Learner management is satisfactory. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for pastoral care and information are met. Accommodation offered is suitable and managed well. No leisure programme is offered but students are provided with information about free-time activities. Entry to the school is secure and a plan to respond to any emergency is in place. However, there are no staff trained in first aid, and fire drills are not recorded satisfactorily.

Safeguarding under 18s

The provision just meets the section standard. There is a safeguarding policy in place but it is not up to date and does not contain all the required information. Staff have received appropriate training, and supervision of students aged under 18 in the school is satisfactory. The parental consent form is insufficiently detailed, and the school's reference form does not enquire about the applicant's suitability to work with under 18s. There is a need for improvement in *Safeguarding under 18s*.

Evidence

Management

Strategic and quality management	Met
Report expires 31 March 2022	

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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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

M1 The goals and values of the organisation are presented in publicly disseminated mission statements, and in internal sets of operating standards and operating principles (which include a focus on strategic planning). The mission statements are known to all staff; knowledge of operating standards and principles is more evident among the management team.

M2 Aims for the current year have been identified as a result of the Quality goals report for 2017, based on an analysis of feedback from clients. Action has been identified to meet these aims.

M5 Feedback on all significant areas is collected at initial, mid-stay, and final stages. The logging of the final feedback (online) and its analysis is very clear; however, there is no systematic logging of action taken as a result.

M6 Apart from a recently introduced suggestions box in the teachers' room, there are no systematic channels for staff to give feedback and no records of any feedback provided.

M7 The annual Quality goals report reviews performance in key areas, and identifies goals for the following year.

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.	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.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M11 Very thorough induction procedures are documented, but there has been hardly any recent recruitment of teachers or staff at administrative level, so there is little evidence of their implementation.

M12 Appraisals focus entirely on top-down evaluation of staff performance. In 2017 only one member of the current teaching staff was appraised.

M13 All staff have access to 'The Learning centre' – a collection of online training and development modules in a wide range of areas. These can be assigned to staff members following appraisals or observations.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of	Met

student enrolment, payment and course details. These records are accessible at all times to authorised staff.	
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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 Student feedback shows an extremely high level of satisfaction with the professional and helpful way in which staff, both locally and during the sales/recruitment process, deal with their enquiries and provide support.

M15 Great care is taken to liaise with students before their arrival to ascertain their specific needs and interests, and during their course they have regular contact with the academic team to adjust their programme if necessary. The emphasis is on offering a personal and individual service.

M16 Enrolment is largely handled centrally; feedback shows that it is seen to be straightforward and transparent. It is supported by efficient IT systems. The organisation has clearly documented and very generous terms covering eligibility for refunds and cancellation.

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

Comments

M22 Overall this criterion is met, but there are occasional examples of overblown claims, for example, 'our proven, effective Berlitz direct method has become the industry standard for language instruction'. It is not accurate to claim that other schools use the Berlitz method, or that their approach is directly or knowingly based on it.

M23 Overall this criterion is met, but there are occasional instances of unnatural uses of English, which appear to have been directly translated from another language, for example 'Only by speaking actively, learners will be able to communicate in the new language quickly'.

M24 Most of the required information is available on the website, but it states the minimum age for enrolment is 18. It does not make clear that in certain circumstances, students under this age may be enrolled. (See *Course profile* above.)

M26 No information is given in this area.

M29 In some documentation, an outdated version of the Accreditation Scheme marque was in use. It was not clear that courses conducted in company (on a client's premises) are excluded from the accreditation. These issues were remedied before the end of the inspection and so are not points to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is	Met

available to students on site, if not available locally.	
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

P1 The premises are in an excellent state of repair, cleaned to a high standard, and are smartly furnished to provide a comfortable and professional working environment.

P2 Classrooms are specifically designed for one-to-one or small-group work. They provide a professional environment matched to the needs and expectations of their clients.

P3 The student lounge area is extremely attractive, with comfortable seating, creating a welcoming environment for students to relax and socialise.

P4 Free tea and coffee is also available, and there are many opportunities for students to get food and refreshment in the surrounding area.

P6 Provision in this area is just adequate. The room available to teachers is small, and does not in itself provide adequate space for relaxation or lesson preparation. However, spare classrooms are normally available, and teachers are only required to be on the premises during the hours they are actually teaching.

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.	N/a
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

P8 As well as a range of print and online resources, teachers have access to copying and printing facilities, and limited access to a computer.

P9 All classrooms are fitted with large-screen monitors, and tablet computers are available to enable online material to be used. Teachers were able to make effective use of these resources.

P10 There are no specific onsite facilities for additional or independent learning, though Wi-Fi is available throughout the school.

P11 Guidance documentation is provided on accessing a range of online resources.

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.	Not 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

T1 Five of the 11 teachers working at the time of the inspection do not have a Level 6 qualification. Rationales were presented which showed that individually these teachers have appropriate experience of the world of work and/or engagement with post-school learning; however, the high proportion of teachers requiring rationales is not in line with the requirements of this criterion.

T2 Overall the team has appropriate ELT/TESOL qualifications. However, one member of the team, for whom a rationale was presented in 2014 and re-presented unchanged on this occasion, does not have a qualification that meets Scheme requirements. Despite undertakings given in 2014, no action has been taken in the interim. In view of the teacher's experience and her certified training in the specific materials used on Berlitz courses, the rationale was accepted but it was strongly recommended that training for a certificate or diploma-level award meeting Scheme requirements should be undertaken.

T3 Overall the teaching team has experience, knowledge and skills appropriate to the courses offered, but the team would be more balanced if there were some teachers with diploma-level qualifications and some with more recent business experience.

T4 The DoS is TEFLQ and has appropriate experience; the ADoS (who is also the centre manager) is TEFLI and his academic management duties are in line with his qualifications status.

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

Comments

T8 The majority of students follow tailor-made one-to-one courses so continuous enrolment is not an issue; small-group classes are dissolved at the end of each week and are re-formed on a Monday morning. Each week's programme is self-contained.

T10 All teachers are observed twice a year (more frequently if any problems are noted). In order to minimise the intrusion of an observer into one-to-one classes, trials are taking place of observation by video link.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not 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.	Not met

Comments

T11 General English Berlitz courses are based around their own proprietary materials, which use a communicative direct method approach. Detailed guidance notes are provided for teachers. For one-to-one courses, the academic manager agrees a programme with the client and the teacher, based on the client's needs and interests.

T12 The proprietary materials are regularly reviewed, based on feedback from centres.

T15 Students are encouraged to use supplementary materials for homework, but study and learning strategies are not a feature of the Berlitz materials and so there is no systematic focus on this area in classes.

T16 Students may improve their language outside the classroom, but this happens only incidentally and no strategies to promote it are systematically presented. A few suggestions are given in the student handbook.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to	Met

their level and age.	
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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.	N/a

Comments

T17 Students are encouraged to take an online placement test before arrival, as part of their pre-course needs assessment. All students following a group-based programme take this test. For one-to-one students, the level of their work is constantly adjusted to take account of their actual level.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	One-to-one; small group

Comments

The class of one teacher scheduled for observation was cancelled at the last minute by the student; it was not possible to re-schedule an observation of this teacher in the time available for the inspection.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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

T24 One-to-one classes were appropriately focused on content areas relevant to the individual student's needs and interests. Group classes were firmly based on the Berlitz material, and it was less obvious that the content was adjusted to the specific learning needs and cultural backgrounds of the students.

T25 In most classes there was no evidence that learning outcomes had been identified or shared with the students; many lesson plans specified lesson goals or teaching aims that were very general and imprecise.

T26 Across the range of observations, a number of different techniques were seen to be used appropriately. However, individual teachers often seemed to have a limited range at their disposal in areas such as questioning, checking, and giving feedback (see T28). Some teachers were particularly short of techniques to present and clarify new vocabulary.

T27 Effective use was made of the large screen monitors in every classroom.

T28 A wide range of practice was seen in this area. Some teachers worked very closely and supportively with their students to improve their performance and extend their range of expression; others were more prepared to accept whatever the student produced, without picking up errors and without helping the student to reformulate inaccurate language. In a number of classes there was little effort to work on significant pronunciation problems, though there

were instances where this was done very successfully.

T29 In the better classes there was consistent evidence of students being asked to use new language in different contexts.

T30 In some of the one-to-one classes the learning atmosphere was rather low key, though this often reflected the personality of the individual student and was perhaps affected by the fact of being observed. In other classes there was evidence of good student engagement and a lively and positive atmosphere. Most teachers were able to give clear instructions so that students were confident about what was expected of them.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to just satisfactory, with the majority being satisfactory. Teachers provided appropriate models of English, and the content of most classes was adapted to the needs of the students. Learning outcomes were not generally specified or shared with students. Teachers used appropriate techniques, though a wider repertoire for individual teachers is needed, particularly for the teaching of vocabulary. In most cases, students received feedback on their use of the language; however, more attention is needed to the area of pronunciation. Generally, students were engaged in their learning.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Not met

Comments

W1 Entry to the school at street level is by coded keypad for staff and students, or by the electronic door-entry system operated by reception staff. Reception is staffed for evening classes, and classes take place in classrooms easily visible from reception. The risk assessment of the premises is up to date. The health and safety policy is dated 2012 and refers to out-of-date staff names and job titles. Fire drills are held twice a year but the recording of drills, as well as the recording of fire equipment tests, is incomplete.

W2 A suitable plan is in place, and is emailed to all staff.

W3 The centre manager is introduced to students at their induction as the person who deals with students' personal problems. The team is a close-knit one and everyone prioritises the well-being of the students; students were clear that they could approach any member of staff for support. A room can be made available for prayer, if required, and information about places of worship is included in the student handbook.

W4 The school's policy for dealing with any abusive behaviour is included in staff and student handbooks. Training in the Prevent strategy was undertaken in 2016 and refresher training is planned for 2018. The Prevent policy is dated 2016 and its noted annual review is overdue.

W5 Students receive a 24-hour emergency contact number. This is the LCM's personal number and he holds the emergency phone all the time, which is not satisfactory. The LCM undertook to set up a school mobile phone which could then be held on a rota by management staff.

W7 The student handbook is attractive and contains a range of relevant practical information about studying in the UK.

W8 Practical information and advice is in the student handbook. There is a first aid box in reception but there are no members of staff qualified in first aid.

Accommodation (W9–W22 as applicable)	Met
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<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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 All the required facilities and services are provided by the school's one regular homestay, and the homestays provided by the registered accommodation agency. The school's students usually choose executive homestays and the accommodation agency places them with hosts they use regularly for students from the school.

W11 The BSA co-ordinator inspects the school's homestays annually. There were up-to-date records on file of the re-inspections of the school's one active homestay, including the checks on fire risk assessments and Gas Safe certificates. The accommodation agency staff visit homestays before students are placed, using a detailed questionnaire and following detailed inspection guidelines. All accommodation is re-inspected at least every two years and more often if necessary, for example if a host has not hosted students for some time.

W12 Students receive a very helpful profile of the homestay, including photographs, and clear transport information. The accommodation agency supplies a detailed profile of the proposed homestay to the school, including photographs of the house, and once the school has agreed, the information is passed on to the student.

W13 The BSA co-ordinator asks students on their first day about their accommodation and she responds swiftly to any issues, as do the accommodation agency staff. Feedback is passed on to the accommodation agency at the end of a student's stay.

W14 The school provides clear information for its homestay provision. The accommodation agency sends its homestays a very comprehensive handbook.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

W22 The school has a list of recommended hotels close to the school, all part of the same hotel group. The BSA co-ordinator visits them, monitors student feedback, and has twice-yearly review meetings with hotel staff.

Leisure opportunities	
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

W23 The school does not offer a leisure programme but information about events and activities in London is provided in the student lounge, and help is available with booking excursions through an external travel operator.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	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

The school occasionally enrolls students aged under 18. In 2017 five students were enrolled for one-to-one tuition while their parents were on courses in the school, and five, also receiving one-to-one tuition, were brought and collected by their parents every day. The age range was 12–16. There were no students aged under 18 in school at the time of the inspection.

S1 The safeguarding policy is dated 2016 and contains references to staff and job titles that are out of date. The policy contains the required information except for the name of the current designated safeguarding lead (DSL) and cover arrangements. The guidance on handling delayed suitability checks is insufficient.

S2 The policy is emailed to staff and safeguarding is included in all staff inductions. All staff have received basic awareness training, and the DSL has received specialist training.

S3 The parental consent form only requires the parent/guardian to give consent for the student aged under 18 to be taught in the school. It does not include medical consent, nor does it give any information about the adult environment and level of supervision in the school.

S4 One teacher has been recruited since January 2014 and two references were on file. The school's reference form does not include an enquiry about the suitability of the applicant to work with students aged under 18.

Accommodation is rarely requested for under 18s but all adults in homestays on the registered accommodation agency's database have undergone suitability checks.

S5 Parents are required to remain in school while students under 16 are being taught. Parents of any 16 or 17 year-olds being taught must remain within easy reach of the school. All classrooms have internal glass walls and one-to-one students are taught in classrooms near reception where they can be monitored. No leisure programme is offered.

S6 Parents take responsibility for their children outside class times.

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	2009
Last full inspection	2014
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	Cultural training programmes; online courses; foreign language courses
Other related accredited schools/centres/affiliates	Berlitz Oxford, Edinburgh, Manchester (franchised)
Other related non-accredited schools/centres/affiliates	Franchised and directly owned Berlitz schools in many countries throughout the world

Private sector

Date of foundation	1901
Ownership	Name of company: Berlitz (UK) Ltd Company number: 00357743
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 or visited at the time of the inspection	N/a

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	8	12
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	20	24
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	28	36
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	30–60	30–60
Adult programmes: typical length of stay	1–20 weeks	1–20 weeks
Adult programmes: predominant nationalities	Japanese, Russian, Spanish	Japanese, German, Russian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	17
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

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	1
Total	2
Comments	
Neither of the academic managers has a scheduled teaching commitment.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	11
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	6	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	17	0

Staying in privately rented rooms/flats	5	0
Overall totals adults/under 18s	28	0
Overall total adults + under 18s	28	