

Organisation name	Berlitz Manchester
Inspection date	7–8 August 2024

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 safe, 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met and there were weaknesses in Publicity. The period of review to be ended by submission of evidence and a spot check of provision at the main school, followed by a supplementary inspection of the off-site junior course next summer. Evidence must be submitted within three months to demonstrate that weaknesses have or, if related to the summer school, are being addressed.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

Berlitz Manchester is a franchise of the wider Berlitz organisation, which has schools in various locations around the world. The proprietor and managing director of the Manchester school also owns Berlitz Dublin and a business college, IBCM. In the last year and a half there have been several changes of staff: the admissions manager, the accommodation manager, the director of studies (DoS) and the senior teacher are all new appointments since the last inspection. In July 2024 Berlitz Manchester started offering classes to adult students only in additional premises across the street from the main school (Barlow House, Minshull Street M1 3DZ). The school also offers a creche, wholly owned and operated by Berlitz Manchester for the children of students enrolled on courses.

The inspection lasted two days and involved two inspectors. Meetings were held with the managing director, the operations director, the operations manager/summer camp, the DoS and the senior admissions and accommodation officer. One focus group meeting was held with teachers, one with students aged 12–17 and another with adult students. All teachers timetabled during the inspection were observed. One inspector visited the junior seasonal centre and residential accommodation at the University of Salford although no students were there at the time of the inspection. The year-round self-catering adult residence and three homestays were visited virtually.

Address of main site/head office

Westminster House, 11 Portland Street (Minshull Street Entrance), Manchester M1 3HU

Description of sites visited/observed

The school occupies the ground floor of a seven-storey commercial building in a central area of Manchester. Berlitz Manchester has its own secure entrance leading to a reception area with seating for students and visitors. There is a ramp for disabled access. An office for administrative staff is located directly behind the reception. Six classrooms, a meeting room, resources room/library, the creche and a kitchen area for staff are all located on either side of one corridor; male, female and a disabled toilet are at the end of the corridor.

Barlow House is directly across the street from the main school. Berlitz Manchester occupies the fifth floor of a seven-storey commercial building. Entrance to the building is by swipe card; the reception to the building is staffed and a lift serves all floors. On the fifth floor there is a Berlitz reception area, nine classrooms, a large common room with kitchen facilities shared by staff and students and some office space used by IBCM. Male and female toilets are located on the same floor near the lift.

The summer residential site (University of Salford, 43 Crescent, Salford M5 4WT) used by Berlitz Manchester includes student flats in groups of five bedrooms with a shared social area, nearby classroom facilities and full board catering provided by the university restaurant.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<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 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

General English is the main offering, with 15 or 20-hour options for students aged 16+. IELTS and other examination preparation classes, communication, business skills and other subject areas can be added as additional modules. Courses for children aged 4–7, 8–11 and 12–15 are also offered; these children are living

locally with their families and are signed in and out by parents/guardians each day. The junior residential summer camp was no longer running at the time of the inspection.

Management profile

The school is run by the managing director; he is supported by the operations director who is responsible for the admissions and bookings team. The DoS has line management responsibility for the senior teacher and the teaching team. All roles report ultimately to the managing director.

Accommodation profile

The school offers homestay accommodation which is organised by the student services team at the school, and year-round self-catering residential accommodation in a nearby residence. In addition, the school accommodates group and individual junior students on its summer school programme in other full-board residences. Some adult students make their own arrangements for accommodation, and most junior students under the age of 16 live with family members locally.

The school has approximately 10 active homestays located up to a 40-minute journey by public transport from the school. At the time of inspection, 13 students were staying in homestay accommodation organised by the school, and six students were staying in the self-catering residential accommodation. No groups were staying in full-board residential accommodation organised by the school, although two small junior groups attending classes at the school had made their own separate arrangements with the same residential accommodation provider.

Summary of inspection findings

Management

Overall, the provision meets the section standard. The provision operates in accordance with the providers' stated goals and values. Job descriptions did not reflect additional duties and responsibilities of some staff members and staff absence and changes of staff compromised some aspects of provision. Some weaknesses were noted in publicity. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises generally provide a suitable environment for teaching and learning although there is a lack of appropriate relaxation space for students and staff at Westminster House. 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 where needed.

Teaching and learning

Overall, the provision meets the section standard. The academic staff team has a professional profile appropriate to the context and the recruitment and support policy is devised and implemented in line with the stated course objectives and the student profile. Course design and review is satisfactory; however, learning outcomes are not shared systematically with students. 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, pastoral care and accommodation are met. However, some information about access to NHS services is out of date. The leisure programme is responsive to student need, but risk assessments do not include details of how to respond to a critical risk.

Safeguarding under 18s

The provision does not meet the section standard. The safeguarding policy and related training is good, but measures in the plan to ensure the safety of students under the age of 18 are not consistently in place, and contact details for parents and guardians were not always available to the emergency phone holder. References were not on file for some teaching staff. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	Not 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

M3 Due to absences and changes in staffing, including the absence of the senior teacher, the remaining staff were overstretched and unable to adequately cover all areas (see W21).

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 ensures that these are up to date.	Not 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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 Not all job descriptions were up to date. Some members of staff had taken on additional duties and responsibilities which were not stated in their job descriptions (see W21).

M10 Staff files sampled were very well organised containing signed and dated copies of all teaching qualifications; however, a number of references were missing. The recruitment policy currently only refers to teaching staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 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
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Customer service is very good with well-trained staff providing good, helpful communication and information to

students and their representatives. Evidence was seen of satisfied customer feedback.

M17 Some of the records sampled did not have up-to-date local contact details and not all indicated the relationship of the emergency contact to the student.

M18 Although the school has a policy on attendance made known to students, the policy was not being implemented and students seemed unsure of it. In some classes observed students arrived 30–40 minutes after the class had started and their late arrival went unchallenged.

Publicity	Need for improvement
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	

Publicity consists of the website and a number of brochures.

M21 There was no mention of the junior courses run year-round on the website.

M23 Both the website and the brochures stated a confusing range of minimum enrolment ages, stated variously as 18+, 19+ and 21+. This contradicts the safeguarding policy, also on the website, which says under 18s are accepted. The maximum class size is stated as 15 but classes observed had more than 15 students in some cases.

M27 The junior course brochure states 'all of our teachers are native, accredited' and elsewhere 'Berlitz teachers are highly qualified'. These claims are inaccurate.

M28 The website still states that Berlitz Manchester is 'accredited by English UK', a point raised in the 2019 inspection. An incorrect accreditation Scheme marque was used throughout the school.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Not met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Not met
Comments	

P4 In the main school there is very limited space for students to relax and consume food outside classes. Provision in Barlow House is good.

P6 As for P4, space for staff is also limited in the main school. Staff in the focus group said they would welcome a staffroom. Space for staff in Barlow House is suitable.

Learning resources	Met
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All applicable criteria in this section are met.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Not met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T5 Cover arrangements are in place but staff absences and changes in staff put these arrangements under a great deal of pressure. The DoS has provided cover for absent teachers, taking him away from his other responsibilities, and classes were sometimes merged. T6 Teachers are not given explicit guidance on how to manage continuous enrolment. T8 Arrangements to ensure day-to-day support and guidance for teachers are very good, despite the pressures on the DoS. Teachers spoke very highly of the support and advice they receive, including co-planning lessons, and team teaching. Newer, less experienced teachers were observed receiving one-to-one support in planning and classroom management.	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met

Comments

T14 Written course outlines and intended learning outcomes are not systematically shared with students.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T15 Although a suitable placement test is in place, pressure of numbers resulted in some classes having too wide a range of levels. This was commented on negatively by both teachers and students.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Teachers mostly provided accurate models of spoken and written language. The illustration of grammatical structures and of new vocabulary was mostly accurate and some good examples of pronunciation practice and drilling were seen in some classes observed.

T20 Some content was at the wrong level for students, being too advanced for what students could comfortably cope with. Most classes had class profiles but there was no evidence that the profiles had been used to inform what was being taught.

T21 Outcomes were written in some lesson plans but not always shared with students, or in some cases not explained in a way that was appropriate to the level of the students.

T22 There was evidence of a satisfactory range of techniques to present and practise language and to develop skills. Teachers generally elicited and illustrated the meaning of target language well.

T23 There was effective use of the coursebook or supplementary resources in most classes observed. In addition, there were examples of teachers moving students around and variation of classroom set up to enhance learning.

T24 Teachers were generally encouraging and praised students' work. Good feedback was given after activities and students were encouraged to self-correct. At times however, opportunities for feedback were missed.

T25 The majority of lessons included some varied practice and testing activities. In the best segments students were asked to evaluate each other's work and were reminded of the purpose of the activity and what they were learning.

T26 Overall, teachers promoted a positive, purposeful and inclusive learning atmosphere. In most classes students were engaged, participating and clearly learning.

Welfare and student services

Care of students	Met
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Not met

Comments

W2 The provider has a very good pastoral care ethos, which was evidenced strongly in meetings with staff, students and homestay hosts. The lead welfare member of staff has a relevant background in support in mainstream education, and another member of the team is a trained counsellor.

W6 There is generally adequate access to healthcare provision, and two members of staff have had first-aid training. However, the student handbook contains out-of-date information about European students' rights to access NHS services.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Records of visits, gas safety checks and suitability checks are exemplary and up to date. The provider carries out additional visits where issues are identified following student feedback.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met

W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this section are fully met.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this section are fully met.

Leisure opportunities	Met
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W21 The leisure programme is created and well organised by the DoS. However, the DOS usually has to lead these activities in the absence of other staff involvement.

W22 Although there are risk assessments in place for sampled off-site activities, measures for responding to critical incidents are not included as outlined in the school's emergency plan. The emergency plan is also not shared with the main external provider of full-day excursions.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
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.	Strength
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.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Not met

Comments

The school enrolls mostly adult students through the year, with a smaller number of 16- and 17-year-olds joining the adult General English programme. In the summer months, the school offers a separate junior programme for students aged 12 to 17, delivered at separate premises at a local university (109 students at peak), and also some junior provision on the main school premises. At the time of the inspection 104 of the 173 students registered were aged under 18.

S1 The safeguarding policy is comprehensive and is reviewed annually by the safeguarding team. The policy is supported by relevant documents including codes of conduct and incident-reporting documentation.

S2 The policy is shared effectively with staff and other stakeholders through handbooks, induction, briefings and training. All staff and any homestay hosts accommodating students under the age of 18 are appropriately trained. Four current members of staff are trained to specialist level, and a further member of staff to advanced level.

S4 At the time of inspection, two references were not on file for some teaching staff working with students aged under 18.

S5 Although generally good arrangements are in place for the supervision and safety of students under the age of 18 during scheduled lessons and activities, absence and lateness of students under the age of 18 is not consistently followed up.

S6 Although free time for students under the age of 18 on the main adult programme is risk-assessed, this does not translate into clear guidance about what these students can safely do outside the scheduled programme. Students aged under 18 studying on the adult programme do not receive adequate guidance on safety and the law appropriate to their age.

S8 Contact information for individual students on the junior and adult programmes is not consistently recorded, and is not generally readily available to the emergency phone holder.

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	July 2003
Last full inspection	May 2019
Subsequent checks/visits (if applicable)	January 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	UK franchises under different ownership in London and Oxford.
Other related non-accredited schools/centres/affiliates	Managing Director/Proprietor also owns Berlitz Dublin. International Business College Manchester (IBCM) operates from the same premises in Manchester. This is a separate legal entity wholly owned by the managing director of Berlitz Manchester. There are worldwide Berlitz franchises.

Private sector

Date of foundation	2000
Ownership	Name of company: Berlitz Manchester Company number: 3270882
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

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	Seasonal Summer Centre: University of Salford, 43 Crescent, Salford M5 4WT.

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	66	136
Full-time ELT (15+ hours per week) aged 16–17 years	42	100
Full-time ELT (15+ hours per week) aged under 16	62	162
Part-time ELT aged 18 years and over	3	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	2
Overall total ELT/ESOL students shown above	173	400
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	12 weeks	4–12 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, Libyan	Saudi Arabian, Kuwaiti, Libyan
Junior programmes: advertised minimum age	4	4
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	4 weeks	4 weeks
Junior programmes: predominant nationalities	Saudi Arabian, Kuwaiti	Saudi Arabian, Kuwaiti

Staff profile	At inspection	Estimate at peak July
Total number of teachers on eligible ELT courses	13	18
Number teaching ELT 20 hours and over a week	10	
Number teaching ELT under 20 hours a week	3	
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	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

One academic manager was absent due to sickness during the time of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	9
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0

Alternative professional profile	1
Total	13
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	7	5
Private home	0	0
Home tuition	0	0
Residential	6	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	27	31
Staying in privately rented rooms/flats	29	68
Overall totals adults/under 18s	69	104
Overall total adults + under 18s	173	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in Safeguarding under 18s and W22 have been addressed.